



# Early Years and Foundation Stage Policy

Policy Creation and Review	
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*This policy was written after discussion within the Early Years Foundation Stage department and outlines the purposes, nature and management of Early Years Education at New City Primary School.*

Within this document, the term Early Years Foundation Stage is used to describe children who are in Nursery and Reception classes

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## Overall statement

"Play is indeed the child's work, and the means

Through play the child adds to his knowledge of the world. The healthy, happy child constantly exploring everything around him - first with his mouth and later with active touch. He pulls things to pieces and pokes about to see what is inside. He turns the tap, pulls the books out from the shelves and throws his doll on the fire to see whether it will burn.

No experimental scientist has a greater thirst for new facts. By the time children go to school, some of the most important things that ever happen to them are already in the past."

**Susan Isaacs, *The Nursery Years* (April 1929)**

"Practitioners need to plan learning experiences of the highest quality, considering both children's needs and achievements and the range help them make progress. Well planned play is a key way in which children learn with enjoyment and challenge during the foundation s

**Curriculum Guidance for the Foundation Stage, QCA/DfEE 2000**

## Policy Section 1: Our aims and principles

### 1.1 Our whole school aims are

1. To provide an excellent educational experience for all pupils
2. To give our pupils a foundation for future development which continues into adulthood
3. To enable pupils to develop as confident, independent learners
4. To promote a safe and happy environment through co-operation and with respect for one another
5. To celebrate and value similarities and differences within the school and the wider community
6. To develop within our pupils a sense of self-respect and self-discipline
7. To ensure school readiness so that children are ready for the transition into year 1

### 1.2 Aims for the children in the Early Years Foundation Stage.

**We have agreed to adopt the principles from the Foundation Stage Guidance from QCA:**

- 1) Effective education requires both a relevant curriculum and practitioners who understand and can implement the curriculum requirements
- 2) Effective education requires practitioners who understand that children develop rapidly during the early years -physically, intellectually, emotionally and socially
- 3) Practitioners should ensure that all children feel included, secure and valued
- 4) Early years' experience should build on what children already know and can do
- 5) No child should be excluded or disadvantaged
- 6) Parents and practitioners should work together in an atmosphere of mutual respect
- 7) To be effective, an Early year's curriculum should be carefully structured (recognising different starting points; relevant to levels of need; indoors and outdoors)
- 8) There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate themselves  
Practitioners must be able to observe and respond appropriately to

- children informed by a knowledge of how children develop and learn
- 9) Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process
  - 10) For children to have rich and stimulating experiences, the learning environment should be well planned and well organised
  - 11) Above all, effective learning and development for young children requires high quality care and education by practitioners



## Policy Section 2: How our work is organised and planned

### 2.1 Admission, induction and entry arrangements, including the age of admission and transfer

Arrangements for admission to New City Primary School are:

Parents are encouraged to apply for a place for their child by their second birthday.

Initially places are offered to children as soon as they are three years old. Application forms for admission are available from the school office.

The school has adopted the Admissions Policy of the London Borough of Newham.

### 2.2 Session times

All children must be accompanied to and from school by an adult.

Children are only released at the end of the day to a relative/carer or known adult.

For Nursery the morning session begins at 8.55 am and ends at 11.55 am and the afternoon session begins at 12.30 pm and ends at 3.30pm.

For Reception the day begins at 8.55am. Lunch time is 12.00pm to 13:00pm. The day ends at 3.30pm

We provide a healthy snack for nursery children during the session. Reception children are offered fruit during the day.

We provide a lunchtime meal for children in Reception. All school lunches are currently free for every child.

Children may bring a packed lunch. Advice on contents is available from staff or the school.

### 2.3 Location

All groups work in purpose-built classes within the ground floor of the

school.

## **2.4 Organisation of classes:**

Children aged from three to four attend and they will transfer to the Reception class. There is only one intake September in the year they turn 5

All groups are supervised always by a trained member of staff.

Small groups working with students or parent helpers are always supervised by members of staff.

### **a. Outdoor play:**

The outdoor play space is securely fenced and provides an ideal, safe, play space where children can develop their physical skills and learn to share with others in structured and informal play.

Outdoor activities are planned with and are given as much thought and importance as the indoor activities- in accordance with the EYFS. All children are encouraged to participate in outdoor and physical activity.

Outdoor play is a very important part of children's learning and children are encouraged to go outside and participate in all weathers and parents will need to ensure that

children are suitably dressed. If a child is not well enough to go outside they should not be in school.

Reception children all take part in weekly P.E and Art sessions that are led by specialists.

### **b. Whole school activities:**

The Nursery and Reception classes join for celebration assembly when it is appropriate.

The Reception classes begin to participate in assemblies in the Spring term.

Children have access to the lower school library, PE equipment and computers and cooking facilities.



## **2.5 Information for Parents and Carers, and Opportunities for them to join our activities.**

The following information is provided for parents:

### **Before admission:**

"Information for Parents" is a booklet for applying for a place at our school. The prospectus contains information about Early Years provision.

Each parent has a meeting with the Early Years co-ordinator before their child is admitted.

We also ask parents if they would like two members of staff to visit their house before the child starts nursery. This is to establish home/school links and to familiarise the child and parent with their key person.

There is a session of parent time each day in the nursery from 8.30-9am and 12.30-12.45 pm. This enables parents to settle their child and to leave them happily engrossed in their learning.

In Reception there are two morning sessions of parent time each week.

Information on emergency contacts and medical conditions is collected for each child and regularly updated.

### **After admission:**

Parents are encouraged to join trips and visits within the community. Parents are encouraged to share their skills and interests with the children. Parents are encouraged to join the Parents Group. Curriculum information sessions are planned each term, where parents can learn about activities. Curriculum documents are on the EYFS Notice Board for parents to read.

## **Policy Section 3: The Early Years Foundation Stage Curriculum**

**What will the children be learning and when? How is the curriculum organised? What is the progression of teaching and learning?**

**3.1** The term curriculum is used to describe everything children do, see,

hear or feel in their setting, both planned and unplanned.

### 3.2 The Early Years Foundation Stage Curriculum

The EYFS curriculum can hardly be distinguished from that of the home, both parents and teachers provide the same kind of learning experiences for a child, but the teacher formulates her objectives and has theories about her methods.

### 3.3 From the DFE Foundation Guidance

The curriculum for the early years forms the first stage of our whole school curriculum. It covers:

Children in the Foundation  
Stage children aged from  
birth to 5 children in the  
Reception classes

Children in the Nursery and Reception classes

### 3.4 The new **EYFS framework** (2012) makes a number of improvements:

Reducing bureaucracy for professionals, simplifying the statutory assessment of children's development at age five.

Simplifying the learning and development requirements by reducing the number of early learning goals from 69 to 17.

Stronger emphasis on the three prime areas which are most essential for children's healthy development. These language; physical; and personal, social and emotional development.

For parents, a new progress check at age two on their child. This links with the Healthy Child review carried out by health visitors, so that children get any additional support they need before they start school.

Strengthening partnerships between professionals and parents, ensuring that the new framework uses clear language.

### 3.5 The seven areas of learning and experience of the Early Learning Goals now provide a national framework for individual schools and other pre-five settings in planning, teaching and assessing the early years curriculum. They also provide an essential link between the pre-statutory curriculum and the Key Stage 1 programme of study. We have adopted these areas of learning and experience and the national stepping stones as the basis for our planning, as they provide a framework which enables us to achieve our aims for under five provisions.

We have amplified the curriculum outlined in the DfEE documentation to

extend the range of experiences provided and emphasise the first-hand nature of the curriculum.



**3.6** Our curriculum framework covers seven areas of learning and experience -

- 1) **Literacy**- *talking, listening and encouraging children to become readers and writers.*
- 2) **Communication and Language** - *talking, listening and encouraging children to become readers and writers.*
- 3) **Mathematics**- *mathematical understanding and the foundations of numeracy, with a focus on practical mathematics.*
- 4) **Understanding the world**- *finding out about the world around them, other people and features of the natural and man-made world. These become a foundation for history, geography, technology, and science.*
- 5) **Physical development** - *physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Establishing positive attitudes towards a healthy and active way of life.*
- 6) **Personal, social and emotional development** - *learning how to work and play, co-operate and function in a group, develop personal and moral values, understand themselves and others.*
- 7) **Expressive Arts and Design** - *The development of imagination and the ability to communicate and to express ideas and feelings in creative ways.*

**3.7** Our curriculum is planned through a series of themes and topics, each of which offer experiences in all seven areas. This complements our whole school creative curriculum approach.

**3.8** Our planning covers themes (over about half a term) and core aspects (such as book experience, outside play activities, free exploration of natural materials and opportunities for writing).

**3.9** Children are likewise assessed through the characteristics of learning

-Active Learning

-Playing and Exploring

-Critical Thinking

Children are assessed to see how the children learn best and what kind of learner the children are. Through a variety of activities challenges, the children will be assessed against the Characteristics of Learning.

**3.10** Teachers, nursery nurses and classroom assistants plan together to provide a linked series of activities over each term, week and day.

**3.11** We plan a mixture of adult led and child free choice activities which are carefully recorded to ensure a balanced programme.

- 3.12** We use our observations to plan activities that are child initiated and child led. We understand the importance of planning for our observations to enable us to do so.
- 3.13** The youngest children have free choice of activities during most of the session. This free programme is gradually directed by staff as children get older and more mature, so that as they approach transfer to Key Stage 1, they are prepared for the transition.
- 3.14** Children entering YR 1 continue their learning journey within the EYFS framework until they are ready to work within the Key Stage 1 framework.

## **Policy Section 4: Resources**

- 4.1** Who is involved and what is available for them to work with? The resources - staffing, outside agencies, materials and equipment.

**a) Staffing**

The EYFS classes are staffed by qualified staff, five qualified teachers, three qualified nursery nurses, and three teacher assistants.

Teachers always consult with other staff before completing individual records and reports to parents.

## **Policy Section 5: Staff development, performance management, appraisal and support**

**How do we improve our teaching skills and knowledge of how children learn?**

**5.1 Appraisal and performance management:**

The arrangements for performance management, appraisal or professional development include a structured discussion for each member of staff, where achievements are recognised and needs for training are identified.



## Policy Section 6: Parental Involvement

**How do we involve parents? How are parents involved in the EYFS curriculum, how do they have access to the activities and to reports on their children's progress?**

- 6.1** Parents are partners in children's learning and any information they can give us, and we involve them whenever we can.

Information for Parents is included in section 2.

The following opportunities for contacts with parents are:

Parenting classes and other training

Support for bi-lingual families and those who do not speak English  
Support and advice for parents of children with special needs

Parent help in school activities

Parental involvement in homework activities such as shared reading

Parent classes that are offered by the

Parent and toddler groups

Parent time in the nursery every day and in Reception twice a week. Initial home visit.

Child profiles are available to parents always and parents are invited to contribute to

section.

Parents are encouraged to attend workshops for the following-literacy, numeracy and the Jolly Phonics Scheme.

Parents are encouraged to comment about their children's interests through termly questionnaires and parent evening meetings.

## Policy Section 7: Links with the community and other agencies

**How do we involve other agencies and the local community? Support services, inter-agency links, community features.**

### **7.1 The Local Community**

We use the opportunities offered by the local community in the following ways:

Visiting local parks, shops and other attractions.

People in the local community who come to talk to the children (theatre groups, police, Fire, nurses, local charities

etc.)

## 7.2 Professional and Local Services

We have strong links with the following services:

- Pre-school home visiting team service
- The school psychological service
- School health and health
- Visiting speech therapy
- Education welfare
- Social services
  - Paediatric and other hospital outreach
- Community centres and local support workers, including faith groups local groups for family support
- Bilingual, and other EAL teams

## Policy Section 8: Assessment and record keeping

**How do we know how well the children are doing? Baselines, assessment, recording, reports, records of achievement, moderation, portfolios, target setting etc. Liaison with previous and future educational settings within the school and the community.**

### 8.1 Assessment procedures

We use the EYFS framework and national baseline procedures. We use the London Borough of Newham Child Profiles which is also based on the EYFS.

Our assessment procedures are:

All evidence is collected through regular observations.

Evidence is collected daily using the '2 simple app.'

Also, samples of work are placed into the Journeys and are recorded.

After 15 sessions in the nursery the child's baseline is used as an initial assessment.

The children's profiles are highlighted and used as an ongoing assessment document.

The final assessment is carried out in the final  $\frac{1}{2}$  term

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## Policy Section 9: Monitoring and evaluation, including inspection

**How do we know how well the curriculum is working? How do we monitor and review the policy in action?**

**9.1** The general principles for monitoring and evaluation are contained in the whole school policy for monitoring and evaluation. These principles were agreed by all staff.

Observation and other ways of monitoring

curriculum evaluation - we evaluate each topic at the end of a half term period.

Staff discussions - staff meeting agendas regularly contain evaluations of our effectiveness.

Inspection (including significant findings of previous inspections) use of LEA advice - we regularly consider the involvement of LEA

advisers/independent consultants, and use their perspectives to extend our internal monitoring)

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## Policy Section 10: Introduction to comply with the General Data Protection Regulation (GDPR)

### 10.1

The General Data Protection Regulation (GDPR) is a new EU law that came into effect on 25 May 2018.

DPR condenses the Data Protection Principles into six areas, referred to as the Privacy Principles. They are:

1. You must have a lawful reason for collecting personal data and must do it in a fair and transparent way.
2. You must only use the data for the reason it is initially obtained.
3. You must not collect any more data than is necessary.
4. It must be accurate and there must be mechanisms in place to keep it up to date.
5. You cannot keep it any longer than needed.
6. You must protect the personal data.

Taking photos of children is something that early years providers routinely do but GDPR includes several important factors you must consider and act upon in relation to taking, storing and processing photos of children.

The factors to consider are as follows:

- Encrypt your computer, laptops and USB sticks
- Always use secure passwords, with upper/lower case letters, digits and special characters (e.g. £\$%&\*)
- Always keep your anti-virus software up to date
- Make sure any laptop, computer or mobile phone/tablet has auto lock enabled after one minute of no use.
- Delete files once the use for those files has been fulfilled. You should also delete any information from your computer 'recycle bin' or 'trash'. If in paper form, use a cross-cut shredder to dispose of the paperwork safely. Consider having a "data cleanse" day on a quarterly basis.

- When not being used, all paper files should be kept securely in a lockable cupboard and always kept locked, with the keys securely stored.