



## Garlinge Primary School and Nursery

### EARLY YEARS FOUNDATION STAGE POLICY



Garlinge Primary School and Nursery is a Rights Respecting School. As part of our commitment to the UN Convention on the Rights of a Child, please find links to the articles throughout this policy. Details of the articles can be found on the school website.

At Garlinge Primary School and Nursery we believe that early childhood is the foundation on which children build the rest of their lives. Our aim is to provide a caring and stimulating environment where every child feels empowered to develop as an independent learner.

Our practitioners will provide opportunities that build upon children's experiences and interests to enable all children to reach their potential in every aspect of their development (*Article 29, 31*).

We recognise that starting in a nursery and school can be a stressful time for both the child and the parent. To support the smooth transition into our nursery and school we plan to meet the needs of child and their family through an induction programme to enable a happy entry into the Nursery, Reception and beyond to ensure ongoing well-being.

We aim to ensure young children achieve the five outcomes of Every Child Matters and embrace the Revised Early Years Foundation Stage (2014), its principles and commitments. The Revised Early Years Foundation Stage is a statutory document that details the standards for learning, development and care for all children within the Foundation Stage. At the end of the Early Years Foundation Stage (EYFS) the children's learning and achievement will be recorded by completion of the EYFS assessments in line with The Early Years Outcomes document (2013)\* (*Article 1, 2*).

#### **A Unique Child**

We place high importance on developing children's physical and emotional well-being, through early observation our skilled practitioners create an environment in which all our children can thrive.

We recognise that children arrive with a wide range of skills, abilities and particular interests. We understand that each child is a competent learner and start with the children, finding out about them, before planning experiences to intrigue, challenge and extend their learning.

Our Inclusion Leader works closely with the foundation stage practitioners and families to develop awareness of equality of opportunity and ensure that, where appropriate we celebrate individuality.

It is the class teacher's role to ensure that all new entrants are made aware of important issues such as fire drills, first aid and safety rules. Extra assistance may be needed for some children but all practitioners will seek to promote and to develop the children's independence. Many issues will be approached through the topic activities during the Foundation Stage (*Article3, 29*).

#### **Positive Relationships**

At Garlinge Primary School and Nursery we model and foster respect, empathy and caring relationships. We encourage understanding of self and a responsibility to others (*Article 14, 15, 17, 24, 30*).

Foundation Stage practitioners will compose class code with children. For example; so that we can play and learn safely and happily at Garlinge Primary School and Nursery we will:

- Be kind to each other
- Look after each other
- Try to listen to one another

We recognise the huge contribution parents and carers make to their child's learning and we work hard to develop and sustain links with families. We actively encourage families to be fully involved in the life of the school, offering regular opportunities to visit their child's class and support the learning taking place. This may include helping children with reading, playing alongside them or sharing a particular interest/expertise and contributing to their learning and assessments.

We operate an open door policy and encourage parents and carers to speak to their child's teacher, or key person, to share any celebrations, concerns or worries.

### **Enabling Environments**

We will use information from parents and carers and pre-school settings to inform our knowledge and understanding of every child. In school we will observe children and will frequently note down what we observe. We will analyse and review what we see or know about each child's development and learning, and then we will make informed decisions about the child's progress. This enables us to plan appropriate next steps.

We maintain files that document the child's learning journey. These include observations, photos/video recordings and examples of their work. We encourage parents and carers to make contributions to the file alongside their child's contribution. We share the individual files with parents and carers during parent consultations. In our Nursery we use our evidence collected to assess the stage of development the children are working within. In our Reception classes we use our knowledge of the children, and evidence collected in the children's file, to inform our judgements and to support completion of the EYFS assessments. At the end of the Foundation Stage parents and carers are welcome to keep the evidence of their child's learning journey. My Unique Story assessments are completed three times a year in nursery and reception in consultation with the parents.

We aim to provide a rich and varied learning environment as we know this will evoke the children's curiosity and increase their motivation to investigate, explore and to become involved; extending their ideas and experiences. The learning environment will comprise of the inside and outside areas. Both, which are of equal importance, will be available to the children and resources will be reviewed regularly in order to make the best provision for the children's learning and development. Children will have the freedom to move from one to the other during their child initiated activity.

### **Learning and Development**

At Garlinge Primary School and Nursery we believe children learn best through real experiences and active learning. We know children learn at their highest level when at play; therefore, we do not make a distinction between play and work. We provide a daily routine for the children, which provides for teacher directed, teacher initiated and child initiated learning opportunities. We support children's learning throughout the child initiated and planned play activities and in doing so we ensure children have opportunities to engage and thrive in all aspects and areas of learning (*Article 31*).

The statutory identified seven areas of learning comprise:

- Personal, Social and Emotional Development (*Article 15*)
- Communication and Language (*Article 12, 13*)
- Physical Development (*Article 24*)
- Literacy
- Mathematics
- Understanding the World (*Article 14, 17, 30*)
- Expressive Arts and Design

We believe that it is vitally important for adults to support children's learning through play. Learning should be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Children will be intrinsically motivated to be lifelong learners (*Article 24, 28, 29, 31*).

At appropriate opportunities, the adults will:

- Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Extend vocabulary, knowledge and skills
- Encourage independence
- Add resources that stimulate, motivate and engage the learner
- Demonstrate / model and work alongside
- Help children to see links in their learning
- Support and encourage
- Encourage children to be problem solvers , problem setters and investigators
- Re-direct the play if necessary
- Help children to learn how to negotiate and resolve conflict
- Promote children's well-being
- Observe and assess learning
- Record judgments and plan for next steps in learning
- Provide feedback to child/parents and carers/other adult
- Ensure the environment is safe and secure and that the Welfare Requirements are in place

**Please note that from September 2021 we will be adopting the new EYFS Framework**