

# **Chiswick & Bedford Park Preparatory School and Nursery**

## **Early Years and Foundation Stage Policy**

### **Introduction**

This policy provides teaching staff and parents with an outline of the content, style and role of the Early Years Foundation Stage (EYFS) within Chiswick and Bedford Preparatory School (“the School”) and Nursery.

EYFS consists of two year groups: Nursery (3-4 years) and Reception (4-5 years). We believe that our EYFS has a valuable role to play, preparing children in every way for the next stage in their education.

At the School there is one intake of children each September into our Nursery class. They are offered a minimum of 5 sessions per week, mornings or afternoons. When children reach their Reception year they move to the main School and start full time. During the Autumn Term and the Spring Term the Reception children may opt out of Friday afternoons at school. All Reception children are required to attend the School full time from the beginning of the Summer Term.

### **Aims**

Within the EYFS and as a School, we aim to help our pupils to achieve the five *Every Child Matters* (ECM) outcomes of staying safe, being healthy, enjoying and achieving, making positive contributions and achieving economic well-being.

EYFS aims to:

- Provide a safe and happy atmosphere where children are valued as individuals;
- Offer a programme of experimental learning based on the new EYFS;
- Offer a programme of learning that provides continuity with what went before and progression with what will follow; and
- Treat the children as individuals recognising that the children will be at different stages in their development as their attendances will range from a minimum of 5 sessions per week when in Nursery to 10 sessions per week when in Reception.

### **Equal Opportunities**

We value the needs, beliefs and opinions of all children and their families and aim to handle everyone sensitively. We aim to promote the spiritual, moral, cultural and social development of children by learning about religious festivals and recognising and celebrating them. We aim to ensure that no children are denied opportunities on account of their ethnicity, race, gender, social background, special need or disability.

### **Health and Safety**

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the ‘Keeping

Children Safe in Education' statutory guidance and adhere to the CBPPS safeguarding policy.

Fresh water is readily available for all children and we encourage children to bring in water bottles filled, preferably, with water.

Children are taught the importance of keeping clean and washing their hands.

### **The Prevent Duty**

The Government has defined extremism in the Prevent Strategy as: vocal or active opposition to fundamental British Values. The Counter Terrorism Act also places a duty on early years' providers "to have due regard to the need to prevent people from being drawn into terrorism" The Prevent Duty came into effect in July 2015.

All staff are subject to the Prevent Duty and will be expected to demonstrate that they:

- Assess the risk of children being drawn into terrorism
- Demonstrate that they are protecting children and young people from being drawn into terrorism by adhering to the Safeguarding policy
- Use the knowledge of their Safeguarding training to have the confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas

Ensure children are safe from terrorists and extremist material when accessing the internet.

### **Fundamental British Values in the Early Years**

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years Foundation Stage.

In practice, examples are given below based on statutory guidance, how practitioners can implicate the fundamental British Values in the Early Years setting.

### **Democracy: making decisions together.**

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- We encourage the children to see their roles in the bigger picture and encourage children to know that their views count, to value each other's views and values and to talk about their feelings, for example when they do or do not need help. We encourage children to demonstrate democracy in action in the classroom, for example, children sharing views on what the theme of their role play areas could be with a show of hands.
- Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

### **Rule of law**

As part of the focus on managing feelings and behaviour as cited in Personal Social and Emotional Development:

- We ensure that children understand their own and others' behaviours and their consequences and learn to distinguish right from wrong.
- Staff collaborate with children to create the rules and codes of behaviour, for example, to agree the rules about tidying up and to ensure that all children understand rules apply to everyone.

### **Individual Liberty: freedom for all**

As part of the focus on self-confidence and self-awareness and people and communities as cited in Personal Social and Emotional Development and Understanding the World:

- Children develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example by allowing children to risks on an obstacle course, mixing colours, talking about their experiences and learning.
- We provide a range of experiences that allow children to explore the language of feelings and responsibility, reflect their differences and understand that we are free to have different opinions, by example discussing in small groups how they feel about moving from Nursery to Reception.

### **Mutual respect and tolerance: treat others as you want to be treated.**

As part of the focus on self-confidence and self-awareness and people and communities as cited in Personal Social and Emotional Development and Understanding the World:

- There is an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- The children know about the similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practises, celebrations and experiences
- Staff promote diverse attitudes and challenge stereotypes by, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

### **Organisation of EYFS**

#### **Timings**

Nursery morning classes run from 8:30 am to 11:45am

Nursery afternoon classes run from 12:15pm to 3:15pm (all day children 8:35am-3:15pm)

Reception classes run from 8:30am to 3:30pm

#### **Snack and Lunchtime arrangements**

All children who are present for the morning sessions in Reception are encouraged to bring in a mid-morning snack of fruit and a drink, preferably water. In the Nursery the children have

fruit or vegetable snacks in both the morning and the afternoon sessions. Those children who stay for lunch have the options of either cooked school dinners or packed lunches. Drinking water is always available to all children.

### **Planning and organising the curriculum**

We plan activities in accordance with the EYFS Framework so that children have the opportunity to progress toward the Early Learning Goals.

The EYFS curriculum is planned in line with the EYFS Framework and the ECM document as well as whole school subject policies. Children are taught a range of subjects, topics and projects with a balance of teacher and child-initiated activities

We believe that it is vital for all adults responsible for young children to recognise that, for them, play is a great deal more than recreation. It has a fundamental role in early childhood education supplying the foundation upon which learning is built. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Much of the work in the EYFS is carried out through well planned and well organised play activities. Some of these activities will be guided by an adult, sometimes an adult will sensitively intervene and at times the children will be encouraged to complete activities independently.

All activities will be done with a clear purpose in mind. The children are observed regularly whilst playing and the observations are used to facilitate assessment and planning.

Children have whole group and small group times which increase in number as children progress through the EYFS, with times for daily phonics sessions, and for teaching aspects of Mathematics and Literacy.

Outdoor Activity Time plays a very important role at CBPPS, as the children's learning is continued, developed and extended in a different environment. The children are exposed to a variety of different activities that draw on the seven areas of learning in the early years and reflect on work covered in the curriculum. In Nursery the children have free flow access to an outside area. In Reception the children have the opportunity to have outdoor activity time up to four afternoons per week. The activities continually change and extend the children as necessary based on the staff's observations and judgements made in the children's foundation stage profiles.

### **The Curriculum**

In early years, we follow the curriculum as outlined in the latest version of the EYFS statutory framework that applied from 1 September 2021. The curriculum of the Foundation Stage is broad and balanced. It underpins all future learning by supporting, fostering, promoting and developing the children's range of abilities encompassing the prescribed seven areas of learning.

None of these seven areas of learning can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child

development. All areas must be delivered through planned, purposeful play with a balance of adult led and child led activities.

Also influencing the delivery of the curriculum are the four guiding principles of the EYFS.

### **EYFS Four Guiding Principles**

#### *The Unique Child*

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development, inclusion, safety and health and well-being.

#### *Positive Relationships*

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused around respects; partnership with parents; supporting learning; and the role of the key person.

#### *Enabling Environment*

The environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation, assessment and planning; support for every child; the learning environment; and the wider context.

#### *Learning and Development*

Children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

### **EYFS Seven Areas of Learning**

All seven areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

*Communication and Language*

*Physical Development*

*Personal, Social and Emotional Development*

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

*Literacy*

*Mathematics*

*Understanding the World*

*Expressive Arts and Design*

#### *Communication and Language*

We provide activities in which the children can communicate in a wide range of situations, where they can listen and respond to adults and each other and practise and extend their range of vocabulary. Role-play and drama opportunities are a key feature of this learning.

### *Physical Development*

Children's fine and gross motor skills are developed through play and structured tasks. We help them develop an understanding of how their bodies work and what they need to be healthy and safe. As part of the Physical Curriculum the children are provided with gymnastics, ball skills, games and dance based activities. As part of the Outdoor Curriculum, the Scogym is used to provide the children with balancing, climbing, jumping and crawling opportunities.

### *Personal, Social and Emotional Development*

We provide opportunities for the children to become valued members of their class and school and we help them to develop a positive attitude towards learning. We teach the children how to co-operate and work harmoniously alongside each other and we develop their attention skills and persistence through a range of lessons and play-focused activities.

### *Literacy*

We teach phonics, reading and writing skills by providing opportunities where the children explore, enjoy and use words in a broad range of contexts and where they can experience a rich variety of books. We use the Jolly Phonics program for teaching phonics and the Rigby Star, Dandelion, ORT and Lighthouse reading schemes.

### *Mathematics*

The children develop their understandings of number, measurement, pattern, shape and space through practical tasks and teaching. Through these experiences the children learn to count, add, subtract, sort, match, seek patterns make connections and recognise relationships when working with numbers, coins, shape, space and measures. They also learn to record their ideas at a level appropriate to their stages of development.

### *Understanding the World*

The curriculum provides opportunities for the children to increase their knowledge and sense of the world around them. We will foster their understanding of our culturally, socially, technologically and ecologically diverse world by encouraging them to listen to a broad selection of stories, non-fiction, rhymes and poems. The children will be encouraged to investigate and explore, solve problems, make decisions, experiment, predict, plan and question in varied contexts

### *Expressive Arts and Design*

The children take part in a variety of art, design and technology, music, movement, dance and imaginative role play activities to develop their ability to explore and share their thoughts and feelings. Art and DT will include using a range of mediums such as clay, paint, pastels, sketching pencils, papier mache, collage and junk to create and recreate their own and other's work. In Reception the children will have the opportunity to learn about at least two artists during the year.

## **Characteristics of Effective Learning**

The EYFS also influenced by the characteristics of effective teaching and learning. The Nursery and Reception teachers plan activities with these in mind. They highlight the

importance of children's attitudes to learning and their abilities to play, explore and think critically about the world around them.

The three characteristics are;

- Playing and Exploring – children investigate and experience things, and 'have a go'
- Active Learning – children concentrate and keep on trying if the encounter difficulties, and enjoy achievements
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### **Assessment and Record Keeping**

In EYFS, assessment and recording are based on written observations of the children, photographic evidence of activities and the children's work and assessments. Formative assessments are recorded on a regular basis, primarily via observations of the children at play during teacher-initiated activities. We record children's comments, actions or achievements on observation sheets. Children's achievements are also logged against the Early Years profile using 'Evidence Me' Summative assessments are recorded on a termly and on-going basis by highlighting and dating the stage of development that the child has achieved.

During Nursery, children work towards the Development Matters statements. Children's foundation stage profiles from Nursery are passed on to the Reception teachers who use the information to provide a seamless transition to Reception.

Within the first 6 weeks that children start in the Nursery and Reception classes, staff will administer the 'CEM BASE' Nursery and Reception baseline.

At the end of the EYFS, staff will complete the EYFS profile for each child. Children are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected ('emerging') levels of development

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

The results of the profiles are shared with parents of the children.

Parents in Reception receive reports at the end of the Autumn and Summer term. Parents in Nursery receive a report at the end of the Summer term. These offer comments on the children's progress in each area of learning and highlight the children's strengths and developmental needs.

### **Safety**

Children's safety and welfare are paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

### **Inclusion**

We value all our children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the children and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the children the support that they need and in doing so, work closely with parents and outside agencies.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend the children's knowledge, experience and interest and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on the children's needs and the level of the children's work;
- Providing a wide range of opportunities to motivate and support children and help them learn effectively;
- Providing safe and supportive learning environments in which the contributions of all children are valued;
- Using resources, which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills; and
- Monitoring children's progress and taking action to support where necessary.

### **Parents as Partners and the Wider Context**

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their children's education and care in numerous ways. We do this through:

- Providing parents with the opportunity to visit their children's classes and to meet the teachers before the start of each school day;
- Inviting all parents to a 'Meet the Teacher' evening in the first few weeks of term. At this time the parents have the opportunity to ask questions and gain reassurance and guidance about their roles in their children's experience in the Foundation Stage;
- Encouraging parents to talk to their children's teachers if they have any concerns. There are two (three for the Nursery) formal meetings for parents to discuss their children's progress in private, one in the Autumn term and one in Spring term (and one in the Summer term for the Nursery);
- Arranging outings and events that involve the children and parents; and
- Offering a range of activities that encourage involvement of parents.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking children on outings and inviting members of the community into our school.

**Transition from Nursery to Reception/Reception to Year 1 (See separate Transition Policy)**

<b>Date reviewed</b>	<b>Date of next review</b>	<b>Date approved and agreed by Proprietors</b>
<b>August 2022</b>	<b>August 2023</b>	<b>August 2022</b>