



Doing our best to achieve our best

Clarendon Primary School and Nursery Early Years Foundation Stage Policy

Introduction

The Foundation stage applies to all children between birth and aged 5 years. Children who access the Nursery follow the EYFS curriculum to prepare them for entry into Reception in the academic year they turn 5 years of age.

At Clarendon Primary School children join our Nursery in the autumn, spring or summer term for either 15 or 30 hours. Two-year-old provision is also available through FEET funding. All Reception children join, full time, at the beginning of the school year; however full-time compulsory schooling doesn't begin until the start of the term in which they become 5.

At Clarendon, children within our EYFS provision integrate with the rest of the school from day one by attending some assemblies, by going on learning walks around the school, and by taking part in special whole school events.

Principles and Beliefs

- At Clarendon we strive to have happy, active, confident and enthusiastic children who feel safe and secure.
- We see each child as an individual and work hard to build extremely close relationships with each of them, as this helps them to have the confidence to take risks in their learning.
- We encourage all children to become inquisitive and independent learners who are keen to develop their understanding through ongoing exploration and experimentation.
- We work together with each child, and their parents/carers, to promote a culture of trust and respect for themselves, other people and their surroundings.
- We actively celebrate positive behaviour and encourage the children to recognise and respond to this. We also believe in maintaining a consistent approach to discipline.
- All children are always encouraged to try their very best and to be proud of their achievements, both within Clarendon's learning environments and outside of these.
- We strongly believe in celebrating pupil's personal achievements as a group, whole class or school by highlighting both personal progress and individual successes.
- Staff at Clarendon School work hard to develop close working partnerships with parents as they play an intrinsic part in their child's education. It is important that all parents feel confident and happy to talk to us about any worries or concerns they may have, so that these can be dealt with quickly and effectively.

Key Aims

- To provide a rich, fun, stimulating, caring and happy environment that encourages all children to engage in purposeful learning activities and gain the skills, interest and attitudes required to develop as lifelong learners.
- To provide all children with a range of learning opportunities which enable them to make good progress and reach a 'good level of development' by the end of the Early Years Foundation Stage.
- For each child to know, understand and be able to follow both the school, classroom or session rules.
- To enable each child to develop strong positive relationships with others.

- To develop the building blocks required to become enthusiastic, inquisitive and independent lifelong learners, who are willing to take risks in their learning and are keen to learn through ongoing exploration, investigation and play.
- To deliver and enrich the seven areas of learning outlined in the 'Development Matters' document.
- To enable children to make a smooth transition to and from an Early Education Setting into Reception and from Reception to Year 1.

The EYFS curriculum

The EYFS curriculum is divided into the seven areas of learning outlined in the 'Development Matters' document. (We refer to these as the 3 Prime and 4 Specific Areas of learning.)

Each child's development within the EYFS is underpinned by the 3 prime areas of learning, which focus on the acquisition and development of children's communication and language skills; their physical development; and their personal, social and emotional development. The 4 specific areas of learning focus on developing children's literacy and mathematical skills, their understanding of the world and their expressive use of art and design.

When planning for these seven areas of learning, activities also aim to continually promote important opportunities for children to develop the following learning characteristics which are considered as key skills to effective learning:

1. *Playing and exploring* –

- *Finding out and exploring*
- *Playing with what they know*
- *Investigating and experiencing things*
- *'Having a go'*

2. *Active learning – motivation*

- *Being involved and concentrating*
- *Keeping trying (persevering)*
- *Enjoying achievements*

3. *Creative and critically thinking* -

- *Having and developing their own ideas*
- *Making links between ideas*
- *Developing strategies for doing things*

Planning

Staff plan activities and experiences that enable children to learn and develop effectively. This includes planning for a mix of whole class input sessions and adult led / framed learning activities as well as opportunities for children to engage in and explore a range of child-initiated experiences/investigations.

Whilst in nursery it is crucial for children to focus on the development of the '3 prime areas of *communication and language*', *physical development* and *personal, social and emotional development*', in Reception children's learning also focuses on the daily teaching of phonics and early reading skills. (This is undertaken through our phonics and early reading scheme 'Success for All.') In the autumn term of Nursery children learn an assortment of Nursery rhymes and repetitive songs. From the spring term Nursery children begin their phonics journey by looking at letters; starting with 'SATPIN'. To support this development a range of activities are subsequently planned throughout the week.

When planning, staff take into account the individual needs, interests, and stages of development for each child and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether more targeted support is required. When appropriate, this may involve working with relevant services from other agencies. Furthermore, when planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Teaching and Learning Styles

Overview of approach:

Each area of learning and development is undertaken through planned purposeful play and exploration, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests; guiding their development through warm, positive interactions.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led, adult initiated and adult framed activities to help children prepare for more formal learning in year 1.

Within the EYFS the following Teaching and Learning styles are used:

- Alongside opportunities for children to develop the 3 key characteristics of learning, (outlined above) each week, all seven areas of the early year's curriculum are planned for and explored by the children.
- The Nursery initially focus on the three prime areas of learning which are essential for healthy development and future learning.
- Along with developing the 7 areas of learning, in Reception teaching also focuses on the daily teaching of phonics and early reading. This is delivered through our phonics and early reading scheme 'Success for All.'
- Short daily whole class teaching sessions focus on the development of specific knowledge and skills outlined in the EYFS curriculum. Alongside the development of early literacy skills, this includes the teaching of key mathematical concepts delivered through the teaching of learning objectives outlined in the 'White Rose' maths scheme. In Reception, the children's mathematical development is further supported through the completion of the 'NCETM Maths Mastering' programme which helps to give the children a stronger understanding and concept of number.
- Planned learning takes place within both the indoor and outdoor classrooms and aim to provide practical experiences for each area of the curriculum.
- In the Foundation Stage we use a number of different teaching strategies to engage children; further develop their knowledge and understanding; help them make sense of the world; enable them to develop, practice and apply the skills they have learnt as well as those required to be a successful and independent learner. These strategies include:
 - Ensuring there is an appropriate balance of adult and child initiated learning activities.
 - Ensuring there is access to small group work or short 1:1 activities, initiated by an adult.
 - Opportunities for children to complete independent activities, sometimes initiated by an adult.
 - Opportunities for children to engage in a range of adult framed or child initiated learning experiences.
 - Opportunities for children to communicate, to negotiate and to learn from, and with, each other as they investigate, explore and solve problems.
- The teachers and TAs use the posing of problems and challenges and the use of open-ended questioning techniques as well as their professional judgement, to help all children move forward in their learning, and develop and extend their ideas.
- The teachers and TAs also observe and interact with the children, and record observations and assessments in a variety of different ways, (including through the use of floor books) which then

provide ongoing assessment of each child's attainment, and informs subsequent planning and provision arrangements.

- We also use materials and equipment that reflect the community that the children come from, as well as the wider world in which we live.

Assessment – collection and reporting

At Clarendon, ongoing assessment is an integral part of the learning and development processes. These assessments take the form of informal 'observation', ongoing interactions and discussions with the children, collection of work and completion of specific tasks. They involve all staff within the Nursery and Reception classes and are regularly moderated both in school and with other schools in locally.

In the Foundation Stage we use the 'Development Matters' document to make on-going assessments of children's learning throughout the year. Staff observe, interact and talk with children to identify their level of achievement, their interests and their learning styles. This evidence is then used to shape future planning to ensure it reflects the children's needs and interests, and helps set on-going targets for each child. Class teachers also take into account information shared by parents / carers.

When a child is aged between 2 and 4, (Nursery) practitioners review their progress and provide parents / carers with a written summary of the child's development in the 3 prime and 4 specific areas of learning. (This information is recorded and tracked on 'Sonar', which is an electronic data system used across the school.) This 'progress check' highlights the areas in which a child is progressing well and the areas where additional support maybe needed. Furthermore, within the Nursery, staff are also involved in assessing children against the '2-year-old developmental check' milestones.

Towards the end of the summer term in Reception, each child's final profile scores are finalised, sent to the Local Authority and used to support each child's ongoing development as they move into Year 1. Parents receive an annual report giving details of their child's progress and achievement in each area of learning and their individual highlights during the year. This report also includes each child's final EYFS profile of attainment and gives their child's next steps in key aspects of learning. For each aspect of learning attainment will be described using one of the following statements:

- **Meeting the ELG (Expected)** - this relates to a level of attainment that is expected for a child of their age
- **Emerging into the ELG** – this relates to a level of attainment that is lower than that expected for a child of their age

At the end of the year parents will have the opportunity to discuss their child's EYFS profile with their child's class teacher if they wish.

Inclusion

At Clarendon, we see every child and their family as valued members of our school community and treat each child as an individual regardless of gender, race, religion or ability. We give each child every opportunity to achieve their very best by supporting and adapting their learning as and when required.

Within the EYFS we aim to meet the needs of every child by:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and help them develop their self-esteem and confidence.
- Using a wide range of teaching strategies to support continued access to the learning environment. (These are based on each child's individual needs)

- Inviting guests and volunteers into school to work with the children and talk to them about their jobs and interests.
- Providing a wide range of opportunities to motivate and support children, and to help them learn effectively.
- Providing a safe & supportive learning environment where contributions from all children are valued.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Bringing learning to life by making it meaningful, practical, relevant and fun.
- Teaching children how to be active, inquisitive and independent learners.
- Exploring the importance of following rules and being accepting and tolerant of others within our community.
- Monitoring children's progress and taking action to support / intervene as and when necessary.

Staffing

- Within each Foundation Stage classroom, there is a class teacher and teaching assistants, who work in close partnership to ensure there is a consistent approach to curriculum delivery, discipline, pupil assessment and ongoing development of each child. (Within the nursery, adult ratios are planned to meet statutory requirements, based on the professional qualifications held by staff members.)
- Training is a continuing process, with all members of staff taking responsibility for their own ongoing professional development.
- The SENCO offers ongoing advice on specific SEND needs and to members of staff who may be supporting individual children.

The Role of Parents / Carers

We recognise that children learn and develop best when there is a strong partnership between staff and parents / carers. At Clarendon we believe that parents have an important role to play in the education of their child and support this through:

- Inviting all parents to an induction meeting during the term before their child starts school.
- Sending home the 'Getting Ready for School Pack' so parents can share key information about their child before they start school.
- Talking to parents of SEND children about their child before they start school so that, where possible, any extra provision / resources needed can be organised in advance.
- Offering parents regular opportunities to talk about their child's progress.
- Providing a range of parent workshops to support them in developing an understanding of teaching strategies used in school & providing them with ideas on how they can support their child at home.
- Providing weekly home learning activities that help parents to be involved in their child's learning.
- Communicating through regular comments in reading records and weekly updates on Marvellous Me. This helps to ensure all parents know what their child/ren have been learning that week in phonics, maths and other 'topic' work. Furthermore, a link is also sent out each week showing photos of learning that the children have been completing, which is aimed at providing valuable talking opportunities between parents / carers and their children.
- Encouraging parents to talk to the child's teachers if there are any concerns, questions or problems. (Clarendon has an 'open door' policy to all parents.)
- Organising a range of activities throughout the year that encourage collaboration between child, school and parents. For example 'stay and play' sessions.
- Regularly communicating with parents through class and school newsletters and notices.
- Regularly sending home pictures of the children working / playing in school so that children can talk with their parents about what they have been doing and learning.

- Encouraging parents / carers to volunteer within the Early Years setting if they wish or are able to.

Key Person in Nursery:

Within the nursery each child is assigned a key person who helps to ensure they settle quickly and ensure that their learning and care is tailored to meet their needs. This key person also supports parents / carers in guiding their child's development at home.

Other policies

This policy should be read alongside other school policies, which include:

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| • Learning and Teaching Policy | • Positive Touch and Restraint Policy |
| • Curriculum Policy | • Health and Safety Policy |
| • Assessment policy | • Child Protection and Safeguarding Policy |
| • PSHE Policy | • The Home School Agreement |
| • SEND and Equality Policies | • Children with Medical Needs Policy |
| • Looked After and Previously Looked After Children Policy | • Administration of Medicines Policy |
| • Attendance Policy | • Complaints Policy |
| • Home Learning Policy | • Intimate Care Policy |
| • Behaviour Policy | • Nappy Changing Policy |
| • Safeguarding Child Protection Policy | • Nursery Settling-In Policy |
| • Anti-Bullying Policy | • Nursery Sleep Policy |
| | • Uncollected Child Policy |

These can be accessed via the Clarendon Primary School Website: <https://clarendon-primary-school.secure-primariesite.net/school-policies/>

Monitoring and Review

This policy is monitored by the Head Teacher, the EYFS Team and the Governing Body.

Review

Date reviewed:	Spring term 2025
Next review date:	Spring term 2028