



Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. The Early Years Foundation Stage accommodates children from the age of 3 to 5.

Nursery

At Springdale Primary we have a 60 place Nursery, which offers 30 places in the morning session 8.45am-11.45am, 30 places in the afternoon session 12.30pm-3.30pm. Within these placements, we offer 30 hour places from 8.45am-2.45pm. In addition to the 30 hours we have arrangements in place to provide care for the children doing 30 hours to stay until 3.30pm for which a fee for the extra 45mins is payable to the school.

Reception

We have 2 reception classes with 30 children in each class. To ensure best practice we have two adults, one teacher and one teaching assistant attached to each class. In addition to this we have support staff who also work within the classes and provide extra support in speech and intervention where needed.

Aims

At Springdale Primary School we aim to provide the highest quality care and education for all our children therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners.

“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.”

Development Matters Sept 2020

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

Curriculum

The Nursery and Reception follow the curriculum as outlined in the EYFS document. The EYFS is based on seven key features of effective practice as set out in Development Matters 2020.

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn

5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those who need additional support
- Work in partnership with parents and where needed outside agencies
- Plan challenging learning experiences for all our children, based on the individual needs of the child
- Provide opportunities for our children to engage in adult led learning and self-initiated learning
- Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning

Areas of Learning

The EYFS is made up of three prime areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

There are four specific areas of learning:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

All seven areas of learning and development are important and interconnected. At Springdale Primary School children are provided with a range of rich, meaningful first-hand experiences, in which children can explore, think creatively and are active. We provide a well-balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child initiated learning. Inclusion All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this

where children have been identified as having a specific need intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the SENCo. The needs of children with English as an additional language will be met through planning and support alongside our 'English as a Second Language' (EAL) lead practitioner.

Assessment, Recording and Reporting

- Assessments are made in line with the EYFS
- Daily practice includes observations of children's development and progress
- Discussions are held with all adults in EYFS about individual children's development and next steps
- Significant observations of children's' achievements are recorded in their learning journeys which are shared with parents
- An end of year report is provided to all parents/carers on their child's development against the seven areas of learning
- At the end of Reception children are assessed against the Early Learning Goals for each area of learning Transitions

Transitions

At Springdale Primary School we recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children. To support this we have established a strong set of procedures for transitions to be smooth as possible. All children starting in our Nursery have the chance to visit school for an 'Open Day'. During this visit the child and their parents play together and take photographs of their time. The Open Day gives parents time to ask questions and share knowledge or any concerns they have about their child. We then provide a day for the parent and child to come back into school to make a book using the photographs from this day. This booklet can then be used over the summer holiday to remind the child of his/her new setting and for the parent to discuss the events coming up in September. Nursery children also have taster sessions where they can come into school and play alongside their new peers.

All children starting Reception have taster sessions with their new class, teacher and teaching assistant. This allows them to familiarise themselves with the classroom environment, outdoor spaces and the key staff.

We have a New Reception Parents Meeting led by the Headteacher and Assistant Head, where parents are invited to attend school and are able to meet the staff and see the classrooms. Parents can ask questions and share information about their child. Those children coming from different settings to our Reception are contacted or visited where necessary.

We have a staggered intake in our Early Years in order to ensure that children who need extra support are given time at each start date to settle in. All children starting in Nursery and Reception have school information booklets to ensure all parents have the information they need before starting school.

In the summer term all our Reception children visit their new Year 1 teachers on two occasions prior to them starting Year 1. Reception teachers pass on their knowledge of each child's development, progress and achievement towards the early learning goals to ensure that all teachers have a well-rounded picture of the children prior to starting the new school year.

Health and Safety and Safeguarding

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 Academy's safeguarding policy. We participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the chef. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. Fresh water is readily available for all children and we encourage children to bring in water bottles with water only. Children are taught the importance of keeping clean and washing their hands correctly.