

Oakwood Infant and Nursery School



Early Years and Foundation Stage Policy (OAK038/03/2024)

School Mission Statement

At Oakwood Infant and Nursery School we provide a safe, healthy, happy and creative learning environment for everyone, through high expectations and mutual respect.

We are all stars, watch us shine.

Reviewed : March 2023

Approved: March 2023

To be reviewed: March 2024

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Early Years and Foundation Stage Policy COVID-19 Amendment

Amendment information has been taken from the Department for Education Statutory guidance 'Early years foundation stage: coronavirus disapplications'.

To support early years providers during the coronavirus (COVID-19) outbreak, the government has temporarily disapplied and modified certain elements of the EYFS statutory framework.

The long end date of the legislative changes is shown in the regulations as **25 September 2020**, but these will be reviewed on a monthly basis and disapplications and modifications may be lifted earlier. Once these cease providers should again follow existing EYFS statutory guidance.

This statement of amendment reflects the modification to the Oakwood Infant and Nursery School Early Years and Foundation Stage Policy.

Learning and Development

The following modifications are in force during the term of this legislative change.

During the coronavirus (COVID-19) outbreak early years providers should use reasonable endeavours to meet the existing learning and development requirements, instead of this being something that they 'must do'.

The EYFS learning and development requirements comprise seven high level areas of learning that ordinarily must shape education programmes in settings, and 17 early learning goals that summarise the knowledge skills and understanding that all children should have gained by the end of the reception year.

Oakwood Infant and Nursery School will attempt to meet existing requirements as far as is possible during the coronavirus (COVID-19) outbreak. However there may be occasions where it will not be possible to provide activities and experience across all seven areas of learning for all children all of the time.

This amendment will be removed from the Oakwood Infant and Nursery School Early Years and Foundation Stage Policy once the disapplications have been lifted.

Early Years Foundation Stage (EYFS) Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Oakwood Infant and Nursery School, children join the Nursery the term after they are three and Reception in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children “learn and develop well and keep healthy and safe.” We aim to support children in their learning through “teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life.” (Statutory Framework for the EYFS 2017)

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates.

A Unique Child

We recognise that every child has the potential to be a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others. We use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Oakwood Infant and Nursery School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children’s learning needs (personalised next steps)
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is 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;
- Monitoring children’s progress and taking action to provide support as necessary.

Welfare

It is important to us that all children in our school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all our children.

“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.”

At Oakwood Infant and Nursery School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Relationships

At Oakwood Infant and Nursery School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children’s first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating their children. We do this through:

1. An information meeting for parents during the summer term where they receive the Reception Information booklet and reference is made to the school website which highlights school start and finish times, uniform and informs the parents of the schools vision and aims.

2. An opportunity to talk to the EYFS staff and representatives from other areas of school life
3. Offering a home visit where parents have the opportunity to meet the staff on a one to one basis and where the children can meet the staff in an environment where they feel secure, also talking to parents about their child before their child starts in our school.
4. Asking parents to complete an admissions form, a medical form and write a synopsis about their child including their likes, dislikes and any concerns they may have.
5. Asking parents to sign permission slips for visits out of school, photographs of their child for assessment purposes and using the internet at school.
6. Encouraging parents to talk to their child's teacher if there are concerns.
7. Inviting parents to attend informal meetings providing information about other areas of the curriculum, e.g. Early Reading, Maths and Phonics.
8. The children have the opportunity to spend time in their new setting before starting school during 'preschool visit sessions' held throughout the year and transfer morning/afternoon;
9. There is a formal meeting for parents twice a year where the parents can discuss the child's progress with the teacher. Parents will receive a report on their child's attainment and progress at the end of the year.
10. Organising a range of activities throughout the year that encourage collaboration between child, school and parents / carers including stay and play, Christmas performances and Sports Day.
11. Inviting parents / carers to make comments through Tapestry, relating to the children's achievements.
12. Parents are kept up to date with children's learning and progress through an online Learning Journey. 'Tapestry' give parents the opportunity to look at photographs, videos and observations made. They also have the opportunity to make comments.
13. Offering parents / carers regular opportunities to talk about their child's progress in our Reception class and allowing free access to the children's 'Learning Journey' books which supplement Tapestry and classroom displays;
14. Parents / carers are made aware of the curriculum and ongoing activities throughout each term.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school, the EYFS teachers and Nursery Nurses act as 'Key Person' to all children in EYFS, supported by the other practitioners.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These and all other observations are recorded on Tapestry where appropriate.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

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There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.”

The prime areas are

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

Initially the focus for the children settling into school is on the three prime areas and activities and teaching opportunities are primarily targeted toward these areas of learning. As their time at school progresses staff begin to plan and implement activities for children in the specific areas of learning. Through careful assessments and observations children’s development levels are assessed. However, if a child’s progress in any area of learning gives cause for concern, staff will discuss this with the child’s parents and/or carers and agree how to support the child.

At Oakwood Infants and Nursery School: “Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Play is an essential part children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults.

Practitioners must respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.” (Statutory Framework for EYFS 2017)

At Oakwood Infant and Nursery School we support children in using the three characteristics of effective teaching and learning. These are;

- **playing and exploring** - children investigate and experience things, and ‘have a go’;
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Oakwood Infant and Nursery School there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework 2017, at Oakwood Infant and Nursery school we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." At Oakwood Infant and Nursery school a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2017)
- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- A 'snack' of milk and fruit is available daily
- A paediatric first aider is accessible at all times and a record of accidents and injuries is kept.
- We adhere to the school fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Parents are advised on how and what to provide in a lunchbox if they are in Nursery or bringing in their own packed lunch.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or take things more quietly. The classroom covers all learning areas, where children are able to find and locate equipment and resources independently. The Nursery and Reception classes have their own enclosed outdoor areas. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on a different scale when indoors. It offers the children the ability to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

Assessment

At Oakwood Infant and Nursery School we observe children's learning, development and achievements during their play and in adult led activities on a daily basis. These observations are usually accompanied by photographs or video clips and are collated on Tapestry. EYFS staff assess the children's learning and development against the Developmental Milestones and this is collated on an online database. Target Tracker data is shared across EYFS and the wider school to record data and set targets. Staff update Target Tracker regularly and Reception teachers continue to update the assessments made by Nursery staff when children enter Reception.

Transition

Initial entry into Nursery

Prior to starting in Nursery a welcome pack is sent to the parents/carers. This contains general information about the school and its routines. Staff photographs are included to help familiarise the children with the staff. All children/parents/carers will receive a home visit from Nursery staff. This visit is informal and allows the child to meet their Key Worker and also gives the parents an opportunity to discuss any concerns they may have. The children then visit Nursery with their parents where they get to meet their peers and become familiar with the environment. The children then stay for the full session. Transition can sometimes be tailored to suit the needs of children who need more support to help them settle. This is done in consultation with the parents/carers.

Transition from Oakwood Nursery to Oakwood Reception

During the child's final term in Nursery the children and parents/carers have an opportunity to meet their new Reception teacher through Stay and Play sessions. The Reception leader will also make short visits to the Nursery to meet the children and play alongside them in their familiar Nursery environment.

The Nursery teacher will also liaise with the child's new Reception teacher to ensure they are aware of the needs of each individual child. They also compile assessments made of each child against the developmental milestones which is passed onto the Reception teachers.

Transition from another setting to Oakwood Reception

If the child has not attended Oakwood nursery prior to starting in Oakwood Reception then a welcome pack is sent to the parents/carers. This contains general information about the school and its routines. Staff photographs are included to help familiarise the children with the staff.

In the summer term prior to starting in Reception the children and parents/carers are invited to attend informal Stay and Play sessions to meet their new Reception teacher and to allow the children a chance to play in their new school setting.

All children who have not attended Oakwood nursery will receive a home visit from the Reception staff. This visit is informal and allows the child another chance to meet their new Reception teacher and also gives the parents an opportunity to discuss any concerns they may have.

Where necessary members of Reception staff from Oakwood Infant and Nursery school will make contact with feeder settings to ensure they are aware and understand the needs of each individual child.

Transition from Reception Class to Key Stage 1

During the child's final term in Reception the children are given sessions with their new Year 1 teacher. This is designed to allow the children to familiarise themselves with their new setting and help create a smooth transition.

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers and staff with a well-rounded picture of a child's knowledge, understanding and abilities. It shows their progress against expected levels, and comments on their readiness for Year 1. The Reception teacher will also liaise with the child's Year 1 teacher to ensure they are aware of the needs of each individual child. Year 1 teachers are also given a copy of the pupil's school report and their Early Years Profile to help them tailor their teaching.