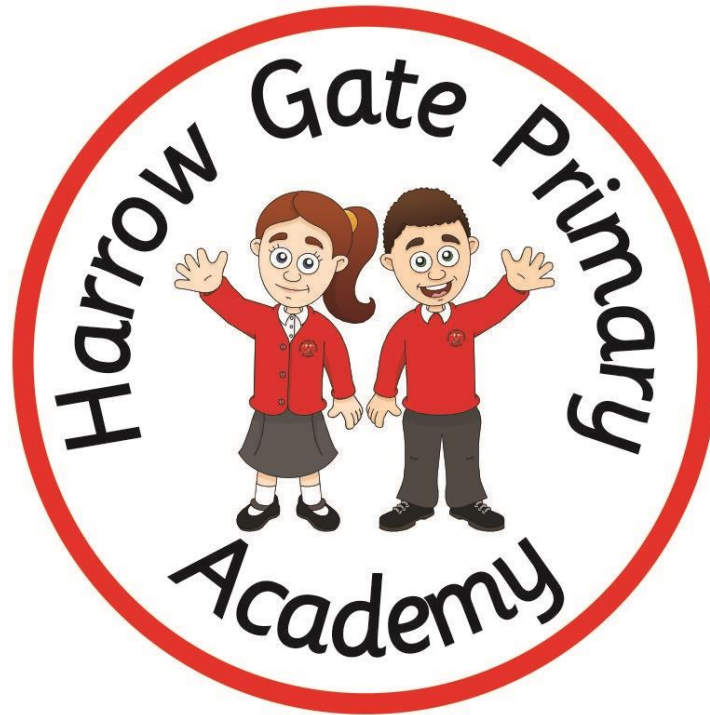


Early Years Foundation Stage Policy

Within this document, the term Early Years Foundation Stage is used to describe children who are in our Nursery and Reception classes.

Updated by Mrs Scotter September 18





Meet the Nursery Staff

Mrs Scotter- Full time Teacher and Early Years Leader.

Miss Ruston -Full time-Teaching Assistant

Mrs Wilson- Full time-Teaching Assistant

Meet Reception Staff

Mr Amos, Teacher

Mrs Adams- Full time, Teacher

Miss Owens -Teaching Assistant

Mrs Edwards-Full time Teaching Assistant



Our Aims

At Harrow Gate Primary Academy we aim to provide the highest quality education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in EYFS;

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

This is where we strive to make every experience matter.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates.



Principles into Practice

As part of our practice we:

- Provide a balanced curriculum, following the Statutory Framework and Development Matters documents, using a balance of play and adult directed teaching as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult.
- Have a key person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment both indoors and out.



Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across eleven areas of learning to enable the children to achieve and exceed the early learning goals.

All the eleven areas of learning and development are important and inter-connected.

Four areas are particularly crucial for igniting children's curiosity, enthusiasm for learning, building their capacity to learn and form relationships and thrive.

These are the four **prime** areas:

Personal Social Emotional Development

- Making relationships
- Managing feelings and behaviour
- Self-control and self-awareness

Communication and language

- Listening and attention
- Understanding
- Speaking

Physical development

- Moving and handling
- Health and self-care

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

The **specific** areas are:

- Literacy- Reading
- Literacy-Writing
- Mathematics- Numbers

- Mathematics- Shape space and measure
- Understanding the world- people and communicates
- Understanding the world technology
- Understanding the world- the world
- Expressive arts and design- Being Creative
- Expressive arts and design- exploring media and materials.

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

As a team, we write medium term plans with overarching topic areas based on the children's interests and the Power of reading approach, this topic offers and include experiences in all seventeen areas. These plans are reviewed by the team based on observation of the children's interests. These plans then inform our short-term fortnightly planning. Timetables remain flexible for unplanned circumstances or children's responses.

Practitioners working with the youngest children in Nursery will focus strongly on the prime areas, which are the basis for successful learning in the specific areas. The prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Harrow Gate and grow in confidence and ability within the prime areas.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'Letters and Sounds', teaching aspects of Mathematics and Literacy, including shared reading and writing.

The curriculum is delivered using half termly topics.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, Early Years practitioners interact to stretch and challenge children thinking and understanding further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free-flow between inside and outside areas.



Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We instantly stretch the child's learning and understanding based on what we have observed. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place in an observation and assessment meeting. Whole class learning journeys are created in real time and then are shared with parents instantly via twitter and class dojo story page. Children's progress is reviewed every term/half term and is regularly discussed with parents in the form of reports three times a year and parents meetings three times a year for older children.

We provide parents with a final report based on the child's progress in the Early Years Foundation profile. The parents are then given the opportunity to discuss these judgements with the class teacher in the final parents meeting.



Safety

Children's safety and welfare is 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.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food and following set procedures when children become ill/accident. As outlined in separate school policies.

All parents are required to complete a home time arrangements form before their child begins either nursery or school. This tells the school who will be collecting the child on a regular bases.



Inclusion

We value all our children as individuals at Harrow Gate, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and some even exceed their developmental age. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. If a child requires intermit care (nappy changing) the School has to complete an intimate care plan as directed by Stockton Borough Council. Please ask your child's class teacher for more details.



Lunch-time Arrangements

Reception children will have the opportunity of having a free school meal or children can bring a packed lunch in from home. Children will be accompanied by staff into the lunch areas every day, however, staff will sit with children for the first few weeks of September until the children are happy with their environment. Lunch time is 11:30-12:30.

Nursery Children don't stay for lunch

If you are in receipt of some benefits, you may be entitled to Free School Meals. A quick telephone call to Stockton Borough Council 01642 526606 will let you know your entitlement.



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 child's education and care in numerous ways. We provide children with home reading books in reception and home learning book in both reception and Nursery. We insist that home learning is supported by parents over the half term period. We plan home learning opportunities that will build on language skill and provide quality family time.

Please feel free to speak to our Parent Support Advisor Susan Dobbing if you would like any help advice or support.

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 them on outings/inviting members of the community into our setting.



Admissions

Reception Admissions

This is handled by Stockton Borough council and they have their own admissions policy, we will hand all children a letter however once they have been handed to the parent it is the parent's responsibility to follow the admissions procedure to get a place at reception here at Harrow Gate.

Admissions into Nursery

Please see Nursery Admissions Policy.



Lateness and Absence

The Government expectations for children's attendance is 95% or above. We expect at least 95% attendance or above across the Early Years.

We will inform you if your child's attendance falls below 95% and closely monitor until it improves. If there is no improvement support meetings with Mrs Scotter will be arranged. If absences still continue and reasonable explanations have not been obtained from parents, an action plan may be carried out with half termly review set or in some cases referrals to Attendance and Exclusion Service will be imposed (if the child has already reached their 5th Birthday).

Your child's nursery place will be revoked and given to another child from the waiting list if attendance support meetings are unsuccessful and parents fail to co-operate with school. Please also be aware that lateness after the register is closed can also count towards negative attendance.



Transitions

Transitions are carefully planned and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and child-minders. Children have the opportunity to attend introductory sessions to Nursery called pre-nursery, where the children can come and spend time with their parent's in the setting to introduce them to the setting and the staff.

In July the reception staff has allocated time to spend in the nursery allowing children to become familiar with their new teacher in their own surroundings. We then allow the children to move to spend some time with their new teachers in the reception classrooms. We follow the same procedure for the reception children moving into National Curriculum Year 1 settings.



Breakfast Club

Children are welcome to attend a breakfast club ran by a dedicated team in the main school building. Children can choose from a selection of toast with toppings, cereal and cordial juice. Research has shown that children who skip breakfast perform less well academically, socially and emotionally, whereas eating breakfast improves children's problem solving abilities, their memory, concentration levels, visual perception and creative thinking.

The cost of breakfast club is 50p per day. The door opens at 8:00 and close at 8:15. Once the door is closed no children can come into breakfast club.

The staff at breakfast club will take a register for each day and they will hand the children over to their class teacher in line with our hand over procedures.



Daily Routines

Nursery

Mornings- Tiggers

Doors open at 8.35am and will close at 8.45am

Collection: Doors will open at 11.35am and close at 11.45pm

Afternoons-Kanga-Roos

Doors open at 12.15pm - and close at 12.25pm

Collection: 3.15pm - and close at 3.25pm

Reception

8:45 doors open

8:55 doors closed- if the Doors are closed you are then late and need to take your child to main entrance.

11:30 lunch

Home time-3:00 door open

3:10 the door will be closed and you will be late collecting your child.



Uniform

Here at Harrow Gate we strive for equality and therefore insist on School uniform for all children.

Children Must Wear

Red or white polo shirt

Black jogging bottoms or Black leggings (Black sorts in the summer months).

Red jumper or cardigan

Children will need to have a pair of wellies-(to be left at school) and a pair of plimsolls. In fine weather children will come and go from nursery in their plimsolls and in bad weather children will wear their wellies. All plimsolls will need to be black.

Only girls in the reception classes are permitted to wear red checked dresses or pinafores. Nursery gold must adhere to the above uniform only.

There are strategic reasons for the nursery uniform and if you have any questions please feel free to talk to Mrs Scotter.

Children are not allowed any form of jewellery or nail varnish.

All items of children uniforms and clothing should be named. If the item is not named the staff can't trace it.



Other Important Information

Parents can't use the school car park during drop off and collection times. The gates are locked at these times for safety reasons. Outside the school can get very congested and the parking attendant often comes at these times. We would recommend parking a little way off and walking the last part of the journey. Just be aware of the parking permit scheme on the estate. The main classrooms become very busy at drop off and collection time as there are many parents and children using the same spaces. Please be patient with us. While waiting for the doors to open I must enforce that children are not allowed to play with or on the outside equipment. We do have bike storage area located at the top of the school and you are more than welcome to use these facilities. Because we use all the EY outdoor space please don't leave any bikes or scooters outside the EY doors.