

Millbrook Combined School and Nursery
and Nursery Plus 2



**Early Years Revised
Foundation Stage
Policy
May 2013**

Introduction

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 a major impact on their future life chances. A secure, safe and happy childhood is important in it's own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

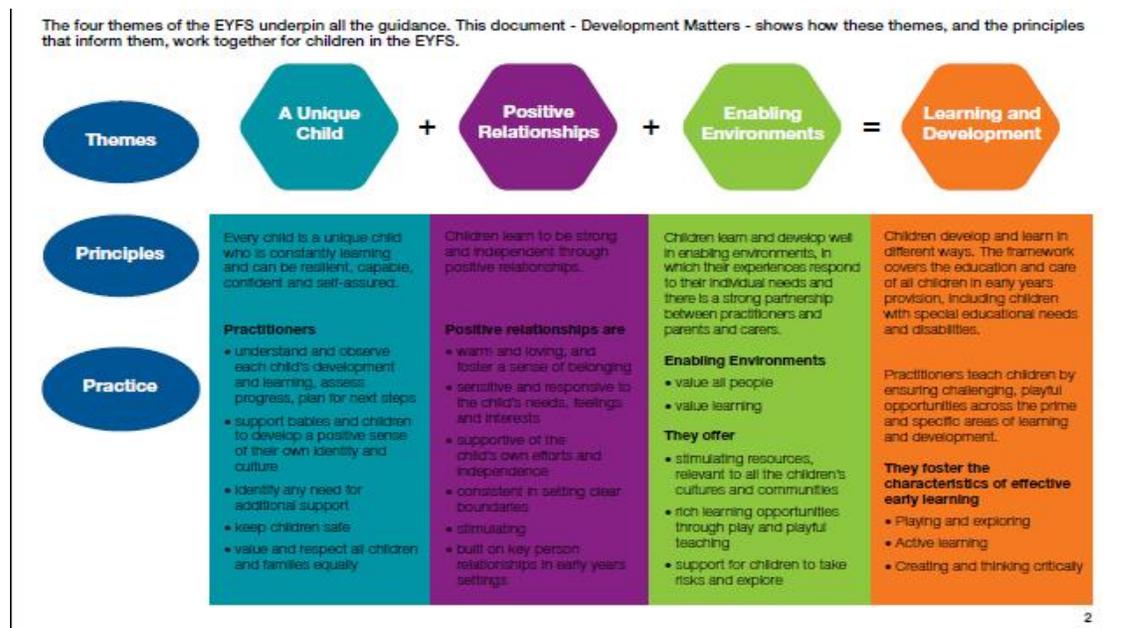
Introduction to Statutory Framework for the Early Years Foundation Stage 1

The overarching aim of the Early Years Policy at Millbrook is to promote the principles of the EYFS Statutory Framework and The Development Matters in the Early Years Foundation Stage Guidance. (Revised Framework September 2012)

The Statutory document states the requirements for schools and early year's settings to support children's learning and development and safeguarding and welfare. The Statutory framework briefly sets out the educational programmes and the early learning goals for each area. It also makes it mandatory for practitioners to use the Characteristics of Effective learning to show *how* children learn.

The Development Matters in the Early Years Foundation Stage Guidance provides detailed guidance on observing what children are learning, plus examples of what practitioners might do or provide to support positive relationships and develop enabling environments across each aspect of each area.

Themes, Principles and Practice



Safeguarding

As a school and in our early years provision safeguarding is a priority. We look to ensure children feel safe, and we aim to promote children's welfare and strive to safeguard children at all times. This includes:

- Ⓢ regular safeguarding training, including child protection training and updates for staff. All staff know the named person for child protection and follow the stated procedures for any concerns outlined in Millbrook's Child Protection Policy.
- Ⓢ following the Millbrook E-safety and Internet Policy which we adopt in the Foundation stage.
- Ⓢ only using the school cameras in the Foundation Stage to take photos of the children for displays and records.
- Ⓢ Making sure that all mobile phones are away out of sight whilst the children are in the setting. The use of mobile phones to take pictures of children is not permitted. No staff member should be using their phone whilst in contact with the children. In the event of a member of staff needing to be contacted during the day staff must give them the school office number. If out on a school trip or visit members of staff may need to take their phones with them in case of emergency so they can contact school if necessary or school can contact them.
- Ⓢ adhering to the Millbrook Whistleblowing Policy in the event of an allegation against another member of staff.
- Ⓢ the extent to which children behave in ways that are safe for themselves and others
- Ⓢ children's understanding of dangers and how to stay safe
- Ⓢ the extent to which children show that they feel safe and are confident to confide in adults at the setting/school
- Ⓢ the steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
- Ⓢ the necessary steps taken to prevent the spread of infection, and appropriate action is taken when children are ill
- Ⓢ the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys - see the risk assessments set out in the Foundation Stage Welfare Requirements folder and MAC policies folder.
- Ⓢ the suitability and qualifications of the adults looking after children or having unsupervised access to them
- Ⓢ the appraisal arrangements for all teachers and other Early Years staff outlined in the Millbrook Performance Management policy which supports the training, support and skills development of staff as well as opportunities for confidential discussion of sensitive issues. There are also opportunities for coaching, in school training and improvement of skills for all staff outlined in Millbrook's Continuing Professional Development Policy.

- Ⓢ the effectiveness of risk assessments and actions taken to manage or eliminate risks.

Relevant documentation covering the above areas you will find in the Millbrook Single Central Record, Behaviour Policy, and Health and Safety Policy. Procedures for daily checks of the learning environments are recorded in the settings and general risk assessments of these areas are located in the Foundation Stage Welfare Requirements and MAC policy folder.

EYFS Provision at Millbrook

Early Years provision at Millbrook school is organised into two purpose built reception classes for 30 pupils aged 4-5, which share access to an outside play space. We also have a large Nursery for 39 pupils both morning and afternoon which also has its own outside pace. A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early years department, and the children also have access to other equipment and facilities throughout the school when required. In our Nursery Plus 2 setting they use a room in the Children's Centre attached to our school that has access to shared outdoor facilities.

At Millbrook we aim to:

- Ⓢ provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- Ⓢ provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond.
- Ⓢ provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Ⓢ use and value what each child can do, assessing their individual needs and
- Ⓢ helping each child to progress.
- Ⓢ enable choice and decision-making, fostering independence and self confidence.
- Ⓢ work in partnership with parents/guardians and value their contributions.
- Ⓢ ensure that all children, irrespective of ethnicity, culture, religion, home
- Ⓢ language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.
- Ⓢ provide experiences for all children, whatever their needs, which are inclusive.

Key Worker System

The children in the Nursery and Nursery Plus 2 all have a key-worker assigned to them in discussion with the parents and this is done in four colour groups in the Nursery and they are also allocated a key worker in Nursery Plus 2. In Reception the children have a class teacher and teaching assistants as their key workers. All parents know who their child's key worker is

and the key workers develop a good working relationship with the parents and children. This starts with settling -in workshops and home visits right at the start of their time at Millbrook and this relationship develops over the time they spend with us. Please see the Millbrook Transition Policy for information on how the children start attending our Nursery and Reception classes. All parents have a meeting with their child's key worker twice a year in addition to the 'informal' chats that key workers have regularly with the parents and carers of the children.

The Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experiences. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and outside. The learning environment is divided into a variety of different areas. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

Learning through play

At Millbrook we do not make a distinction between work and play. We support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves and through sustained shared thinking.

Equal Opportunities

At Millbrook we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas. For further information see Equal Opportunities Policy/Gender Equality Policy/Disability Equality Policy and Racial Equality Policy.

Inclusion

Children with special educational needs, those who are New to English and have English as an additional language will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, gifted and/or talented, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special needs, thus increasing the adult/pupil ratio. Individual Provision Maps and Class Provision Maps identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy. Teachers discuss these targets with the child and his/her parents/guardians. Progress is monitored and reviewed every term.

Organisation and management of the learning environment

In line with the principles of the EYFS (*unique child, positive relationships, enabling environments, learning and development*) our practice starts with the child and their interests, abilities and skills rather than the curriculum - although we follow a topic themed approach more in Reception to ensure coverage of all areas of learning. We offer a play based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to learn through a wide range of opportunities and experiences. Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others. We also ensure that the learning environment enables children to demonstrate the characteristics of effective learning and our adults support the children in playing and exploring, active learning, and developing creativity and thinking critically.

Early Years Foundation Stage Curriculum

Our Early Years Curriculum is based on the revised EYFS and is planned to lead smoothly into the National Curriculum at KS 1 in a way which is relevant and meaningful for all children. The EYFS curriculum stresses the importance of the child's personal, emotional and social development, the role of physical development and emphasises that early literacy and numeracy lay the foundation for the future learning of all children.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

3 Prime:

- Ⓢ personal, social and emotional development
- Ⓢ communication & language;
- Ⓢ physical development;

4 Specific:

- Ⓢ literacy
- Ⓢ mathematics;
- Ⓢ understanding of the world;
- Ⓢ expressive arts and design;

At Millbrook we are working towards children achieving the early learning goals by the end of the reception year. Development Matters age related bands (*Unique Child*) help staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the foundation stage. We use the Development matters Positive Relationships and Enabling Environments when planning provision to support

learning and development across all seven areas of learning & development /aspects, and when planning for characteristics of learning.

Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. It also ensures that the children take part in fun and playful learning opportunities. Effective learning builds on and extends what children know and can do; it also takes into account our evaluations of children's learning each week. Our planning shows how the principles of the EYFS will be put into practice and is always influenced by the observations we have made of the children, in order to understand and consider their current interests, development and learning. All staff who work in the Early Years at Millbrook are involved in this process. We differentiate our adult led learning experiences for all abilities also including our EAL, New to English, gifted and talented and children with Special Educational Needs. Children are set for a daily discrete phonics session in Reception and twice or three times a week in the Nursery.

At Millbrook the Foundation Stage planning includes:

Long Term Planning: this forms an overview and helps us focus on our medium term planning:

- ④ We reflect on the four EYFS overarching principles, and review our practice in light of the EYFS 2008 Commitments.
- ④ We ensure coverage of all areas of Learning and Development in line with the educational programmes of the EYFS Framework & whole school initiatives .
- ④ We identify how we meet the requirements of the seven areas of Learning and Development, and the Characteristics of effective learning, including ongoing monitoring and evaluation

Medium Term Planning: this informs and helps us focus on short term planning.

- ④ These are half termly
- ④ We include a range of experiences and activities appropriate to our groups of children in line with the EYFS educational programmes using development matters positive relationships/enabling environments to support planning effective provision.
- ④ Main resources such as planning for areas of continuous provision, planning for outdoor learning, planning for special events and celebrations, planning for identified children's interests and themes for nursery, reception.
- ④ We review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children
- ④ We review and plan for the balance between activities both adult directed and child initiated to meet the observed needs and interests of individual and groups of children, which will change throughout the year
- ④ We evaluate our provision in relation to the principles of the EYFS

Short Term Planning: takes account of the Observation, assessment and planning cycle. It provides a weekly overview of teaching and learning activities covering the seven areas of learning and opportunities for the development of the characteristics of effective learning.

For **Reception** this includes knowledge of prior learning, specific planning to meet the requirements of the seven areas of learning and development and phonics. This also includes planning for adult led activities, enhancements in continuous provision and activities to support observed interests of the children.

For **Nursery** this includes knowledge of prior learning, specific planning to meet the requirements of the seven areas of learning and development, the characteristics of effective learning, and a specific focus on the prime areas and phase one phonics teaching. This also includes planning for adult led activities, enhancements in continuous provision and activities to support observed interests of the children.

For **Nursery Plus 2** this includes knowledge of prior learning, specific planning to meet the requirements of the seven areas of learning and development, the characteristics of effective learning, and a specific focus on the prime areas. This also includes planning for adult led activities, enhancements in continuous provision and activities to support observed interests of the children.

Observation and Assessment

At Millbrook we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process. For the children who attend both Nursery and Nursery Plus assessments will be passed across to the Nursery keyworkers weekly so they can insert them into their Learning Journey Folders.

Formative assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations on post-its, annotated photos or pieces of 'work', 10 minute focused observations, observations based on where/how the children like to learn, focussed assessments on entry e.g sound/number, annotated examples of work, annotated photographs, and information from parents during a home visit or conversation in the setting. All of this information is held in their Learning Journey Folder. We also have a learning wall in our Reception Classes displaying their learning and this changes and gets added to daily.

On Entry Assessment

We use any information given to us from parents and other settings if provided to support us in our baseline judgements of a child's level of development. We also use information from home visits to aid us in our baseline judgements. The information collected is passed on and forms the baseline.

Summative assessment

We use summative assessment in our setting to ensure that:

- ② Practitioners have a clear understanding of a child's progress across all areas of learning and development.
- ② Parents understand their child's progress and are helped to support learning and development at home.
- ② Concerns about individual children's progress are identified and addressed.
- ② The quality of provision is monitored and improvements made where necessary.
- ② The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn.
- ② The staff have the skills and knowledge they need to enable the children to make progress.

If a child attends Nursery Plus 2 and hasn't already had a 2 year old check - then we will do this assessment. We assess the children against the learning and development matters through observations. We highlight this information in their Learning Journeys and then we use Foundation Stage Target Tracker (FSTT) to input the data and to analyse the focus groups of children and to keep track of their progress visually. It summarises children's progress towards the early learning goals which has to be reported on at the end of the year. All practitioners in the Foundation Stage contribute to this and the teachers attend the local cluster group moderation. For further information see the Assessment Policy. All information held on FSTT is shared with parents throughout their years in the Foundation Stage. The Foundation Stage Leader analyses the data and reports to the Head Teacher, SLT and school Governors. We also use our own phonics assessment procedure to see where the children are 'secure'. This information is fed into the planning and setting procedure for phonics.

Statutory assessment for reception is the EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority.

We take information from all of the above records and observations and collated evidence to inform us of whether the children are emerging, expected or exceeding the Early Learning Goals. This information is shared with Year One teachers when they have transition meetings together sharing all information about the children. See Millbrook Transition Policy.

Reporting to Parents

At the end of the reception year we share the results of the Profile with parents to inform them of their child's progress towards the Early Learning Goals and the profile is completed for all children, including those with SEN or disabilities. This is done by attaching the information to the child's written report. The Nursery and Nursery Plus 2 children will also have a written transition report based on all areas of learning. During the year parents would

have been informed of their child's progress at two formal parents meetings plus through 'informal chats' with their key workers at other times.

Parental Involvement and Engagement

We recognise that parents/guardians are the child's first and most enduring educators. When parents/guardians and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- ② outlining the EYFS curriculum to parents/guardians through leaflets, displays, a TV screen in the Nursery entrance hall, photos, information about the curriculum in the parents areas.
- ② home visits plus visits to other settings.
- ② allowing parents to come in and settle their children every day whilst also providing opportunities for interaction with child/keyworker and parent/carer.
- ② induction meetings before the children start, to enable them to understand the value of supporting their child's learning at home.
- ② encouraging parents to join the Children's Centre.
- ② sending home 'curriculum news', informing parents/guardians of the learning that will be taking place at school.
- ② Newsletters, Millbrook Moodle and school website
- ② holding a welcome meeting for parents at the beginning of term and other parents workshops to outline the phonics programme and reading, writing in reception, and to provide an opportunity for asking questions and sharing information.
- ② operating an "open door" policy, whereby parents/guardians can come and talk to us when required.
- ② discuss concerns and developments in an informal manner
- ② inviting parents/guardians to help in our school and to accompany children on school visits and to our 'Stay and Play' sessions.
- ② encouraging parents/guardians to listen to their child read each night and to comment on reading progress in a home/school reading diary.
- ② discussing individual targets (Reception) and personalised targets (Nursery) with parents/guardians.
- ② providing an annual written report to parents/guardians in July summarizing the child's progress against the early learning goals.
- ② holding parents evenings/days where they come and chat to their child's key worker to discuss progress.

Transition Procedures

There are three points of transition that we deal with:

- ② Home /Pre-School/Nursery Plus 2 to Nursery
- ② Nursery to Reception
- ② Reception to YR 1

These are all explained in detail in our Millbrook Transition Policy. We work very hard to ensure that each transition goes as smoothly as possible and the information about the children is passed on effectively and informatively.

Staff Development

All staff working in foundation stage are conversant with EYFS 2012, and procedures for observation, assessment, record keeping and planning. All staff will have understanding of attachment theory and key person role. All permanent members of staff will be key person to a group of children. The class teacher is usually the main point of contact for curriculum matters.

The identification of training needs for teaching and non-teaching staff will take place through Performance Management and/or staff development interviews, as outlined in the Performance Management Policy. The school also follow an INSET program based on the needs and requirements of the staff as a whole as does the EYFS team who follow a programme for specific EYFS training based on the needs and requirements of the staff at the time.

The Foundation Stage Leader will ensure that:

- ◆ appropriate dissemination of training/materials/good practice takes place regularly.
- ◆ a record of INSET activities is maintained.
- ◆ teaching and learning is monitored formally by performance management and appraisal systems and informally through provision audits, talking to children.
- ◆ an ECERS audit will take place of the environment at key times to ensure that the environment is kept up to standard.
- ◆ there is an assessment of the impact of INSET etc on the quality of teaching & learning.

Reviewing the Early Years Foundation Stage Policy.

The head teacher, staff and governors will review this policy on a regular basis to ensure it is being implemented appropriately and to take account of changing circumstances.

Review Date	Position
Sept 2014	Foundation Stage Leader