

Blanford Mere Nursery and Primary School



Early Years Foundation Stage (EYFS) policy

Approved by:	Full Governors	Date: 17.11.2021
Last reviewed on:	17.11.2021	
Next review due by:	17.11.2023	

Contents

1. Aims.....	2
2. Legislation.....	2
3. Structure of the EYFS	2
4. Curriculum	3
5. Assessment	5
6. Working with parents	6
7. Safeguarding and welfare procedures.....	6
8. Monitoring arrangements	7
Appendix 1. List of statutory policies and procedures for the EYFS	

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers and the benefits of sharing both successes and concerns with them.

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Blanford Mere has been offering a 32 place Nursery Provision for 3 and 4 year olds. The provision is Governor led, with members of staff working as part of the school team following current school policies. We are fortunate to have caring, committed and enthusiastic staff who are skilled at making young children feel welcome and settled in our nursery setting. We have four fully trained practitioners working within the Nursery provision.

All children are currently entitled to funding from the term after their 3rd birthday within the dates outlined below for up to 15 hours childcare per week.

- Children born in the period 1st April to 31st August are eligible to start Nursery in the term beginning on or following 1st September after the child's third birthday.

- Children born in the period 1st September to 31st December are eligible to start Nursery in the term beginning on or following 1st January after the child's third birthday.
- Children born in the period 1st January to 31st March are eligible to start Nursery in the term beginning on or following 1st April after the child's third birthday.

Allocation of places

Nursery parents apply directly to the school for a place in our nursery. At present we only take children who are three years of age and older. Priority will be given to those parents requesting the full entitlement in our setting, e.g. 5 mornings or 5 afternoons. When allocating morning places priority will be given, where possible, to children, who will enter primary school in the following academic year – i.e. the older children in the setting. When we have more applications than places available, we cannot guarantee that a morning place will be allocated. In these circumstances, we will prioritise children who are eligible for 30 hours childcare, followed by chronological age (oldest children first). Therefore, there may be some children who are due to start Reception in the following academic year with afternoon places. Should a morning place subsequently become available, then we will offer it to the next eligible child. Initially we offer afternoon places to the children who will spend more than 3 terms in Nursery before entering primary school - i.e. the younger children in the setting.

Please note that a place in our nursery setting does not guarantee a place in Reception class. The local authority administers Reception places - please click on the link below for Admission criteria.

<http://www.dudley.gov.uk/resident/learning-school/parental-support/school-admissions/>

30 hour free - Child Care Entitlement

There are a limited number of free 30 hour places, which are allocated on a 'first come, first served' basis. Priority is given to those parents requesting the full entitlement in our setting. (E.g. 5 mornings and 5 afternoons).

The free 30 hour offer at Blanford Mere Nursery is as follows:

- 8.30 am - 11.30 am - morning session
- 12.10pm - 15.10pm - afternoon session

Parents requiring 'wraparound care' at lunchtime between the morning and afternoon nursery sessions, need to be aware that there is a charge (currently £3 per session), for this service. Children will need to bring a packed lunch to eat on the premises and they will be fully supervised. If you prefer to take your child home between sessions then you may also do this. Lunchtimes are NOT included in our free 30 hour child care.

Our Nursery class has one large room for their sole use as well as a large canopy and playground that the nursery share with the Reception classes. Our Reception classes, which can accommodate 45 children in total also share one large classroom and two teachers, each with their own class.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

To enable children to develop the seven areas of learning are followed:

Prime areas of learning:

- Communication and Language (Listening, attention and understanding; and Speaking)
- Personal, Social and Emotional Development (Self-regulation, Managing Self and Building Relationships)
- Physical Development (Gross motor skills and fine motor skills)

Specific areas of learning:

- Literacy (Comprehension, Word reading and Writing)
- Maths (Number and Numerical patterns)
- Understanding of the World (Past and present; People, culture and communities; and The natural world)
- Expressive Arts and Design (Creating with materials and Being imaginative and expressive)

Areas within the EYFS classrooms:

- a writing area containing various writing implements and papers as well as envelopes and examples of good writing
- a book corner containing a range of fiction, non-fiction, poetry and class-made books
- a maths resource area which allows children to select appropriate items to help them solve practical problems
- a creative area containing resources for a range of art, design, music and technology activities
- a construction area containing resources for developing fine motor skills, social interaction and problem solving
- a small world area which allows children to extend fine motor skills, engage in imaginative play and develop language
- an area for sand, malleable materials (e.g. play dough) and water play, where children can engage in practical investigations
- a role play area which can be developed along themed line to cover several aspects of learning in “real life” scenario

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring** - children will have opportunities to investigate and experience things, and ‘have a go’.
- **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- **Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

4.1 Planning

The EYFS at Blanford Mere provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.

Staff at Blanford Mere look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

In planning and guiding children’s activities, staff reflect on the different ways that children learn and include these in their practice. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Remote Learning

Remote learning for will be shared with families when they are absent due to the Covid related reasons.

Remote learning will not be available to those who are ill with a non-Covid related illness and would not normally attend school, or to those children whose parents choose to keep them at home when they have not

been advised to do so. This is because children need to be in school and, in line with Government guidance, the school will strongly promote face-to-face contact through school attendance.

Work will NOT be set on the first day of isolation to allow staff time to prepare. Work will be sent from the second day onwards. Staff will prepare work the day before it is set and will ensure that it is published the following morning.

- A child who has a member of their household, who has tested positive for Covid-19 and are not permitted to attend school because they have been in close contact and have been advised to self-isolate;
- A child's whole bubble or identified pupils who is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- A child unable to attend school due to a local or national lockdown

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Language and rich vocabulary are embedded throughout each area of the curriculum.

Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Our outdoor provision mirrors the opportunities available to the children in inside offering a mix of adult-led and child-initiated learning. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At Blanford Mere, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. We use an online system to record children's experiences called Tapestry. Tapestry builds a very special record of a child's experiences, development and learning journey through their early years and primary education. Using photos, videos, and diary entries, a teacher or early years educator, along with the child's parents or carers, and the child themselves if they're ready, 'weaves' the story of the child and how they are growing and developing.

When a child is aged between 3 and 4, staff review children's progress and provide termly verbal feedback to parents and/or carers with a written summary of the child's development in the 3 prime and 4 specific areas of learning in the summer term. This enables parents/carers to know the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Staff review children's progress and provide termly verbal feedback to parents and/or carers with a written summary of the child's development in the 3 prime and 4 specific areas of learning in the summer term. This enables parents/carers to know the areas in which a child has achieved the expected ELG and next steps for learning.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Key to ensuring high quality early years' experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At Blanford Mere, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings that the children of Blanford Mere attend.

At Blanford Mere, we also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents of Nursery/Reception children regularly to discuss progress
- Inviting parents to share their child's Learning Journal through Tapestry and see a range of work
- Through the use of Tapestry, an online learning journal which parents can access at home
- Encouraging parents to make use of the home/school planner (reception) which is looked at daily by an EYFS staff member
- Inviting parents in the school to share their children's learning experience

Parents and/or carers are kept up to date with their child's progress and development. Parents meetings and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child in Nursery is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

It is important to us that all children in the 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 children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of eating a nutritional diet
- The role that exercise plays in keeping ourselves healthy

Parents are signposted to outside agencies for additional support for their child, should they require it.

8. Monitoring arrangements

This policy will be reviewed and approved by the EYFS Strategic Lead every two of years.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy