



NERROLS

# Nerrols Primary School and Nursery

## Early Years Foundation Stage Policy

Signed:  Headteacher

Signed:  Chair of Governors

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## 1. Introduction

Richard Huish Trust (the Trust) provides governance and oversight to those Academies which are part of the Trust namely: The Taunton Academy, West Buckland Primary, North Curry CofE Primary, Nerrols Primary and Nursery, North Town Primary and Nursery, and Lyngford Park Primary.

This policy applies to Nerrols Primary School and Nursery.

## 2. Policy Name

Early Years Foundation Stage Policy

## 3. Policy Statement

‘All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.’ (Statutory Framework for the Early Years Foundation Stage 2023).

At Nerrols Primary School and Nursery, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children’s ‘school readiness’ and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **The best for every child**, so that all children deserve to have an equal chance and that every child makes good progress and no child gets left behind.
- **High-quality care**, which is consistent and that every child’s experience must be central to the thinking of every practitioner.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly, and planning to help every child to develop their language is vital.
- **Pedagogy**, helping children become powerful learners and with a mix of children learning through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- **Assessment**, noticing what children can do and what they know. Practitioners are clear about what they what children to know and be able to do.
- **Self-regulation and executive function**, so that every child can use language to guide

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their actions and plans.

- **Partnership working** between practitioners and parents is strong and respectful.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

#### 4. Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable
- Groups Act 2006

The GDPR

- Data Protection Act 2018

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2023) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2023) 'The prevent duty'

#### 5. Aims

At Nerrols Primary School we aim to provide the highest quality care and 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.

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four guiding principles shape our practice:

- 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 the school and parents.
- Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children’s different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Implements a key person approach to develop close relationships with children.
- Provides a safe and secure learning environment.

## 6. Learning and development

The EYFS curriculum is based on an observation of children’s needs, interests and stages of development.

In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

The ‘prime’ areas of learning and development are:

### Communication and Language

- Listening, Attention and Understanding
- Speaking

### Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

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### Physical Development

- Gross Motor Skills
- Fine Motor Skills

The 'specific' areas of learning and development are:

#### Literacy

- Comprehension
- Word Reading
- Writing

#### Mathematics

- Numbers
- Numerical Patterns

#### Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

#### Expressive Arts and Design

- Creating with Materials
- Being imaginative and Expressive

Learning is planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

The class teacher or nursery practitioner will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the class teacher or nursery practitioner will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.

The school will respond to each child's emerging needs and interests, guiding their development

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through friendly and positive interaction.

Learning is planned with regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## 7. Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The Equality and Diversity Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The SEND Policy ensures all children receive the support they need and are given the best learning experience possible.

SEND in the EYFS setting will be monitored and managed by the school's SENDCO and Nursery Designated SENDCo.

## 8. The Learning Environment and Outdoor Spaces

The classroom and Nursery are organised in such a way that children can explore and learn in a safe environment.

Children have access to an enclosed outdoor play area, and daily outdoor learning is planned, unless circumstances, such as the weather, would make outdoor learning inappropriate and unsafe.

There are toilet facilities available to the EYFS, and there are hygienic changing facilities located in the nursery containing a supply of towels and spare clothes.

## 9. Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Parents will be kept up-to-date with their child's progress and development, and the class teacher and nursery practitioners will address any learning and development need in partnership with parents.

Formative assessments are used to assess the learning and development of children in the EYFS. Staff

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members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects a curriculum that is specific to the children's needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. In the Reception year, the children will also undertake assessments in phonics and mathematics.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the Early Learning Goals and assessment scales.

## 10. Staffing

A robust Recruitment and Selection Policy is in place, which aims to ensure that members of staff employed are suitable.

Upon employment, all staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff are provided with the opportunity to:

- \*Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- \*Identify solutions to address issues.
- \*Receive coaching to improve their effectiveness.

The Nursery Manager holds at least a full and relevant level 3 qualification alongside at least two years' experience working in an early years setting. At least half of the other EYFS staff hold a full and relevant level 2 qualification.

The Nursery Deputy will provide cover for the Nursery Manager in their absence and is deemed fully qualified to do so by the Nursery Manager and Head teacher.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.

The school adopts the following staffing ratios:

- For children aged two, there is one member of staff for every five children. At least one staff member holds a full and relevant level 3 qualification, and at least half of the other staff members hold full and relevant level 2 qualifications.
- For children aged three and over:



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- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
  - Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs.

The Nursery Manager will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school.

## **11. Parental involvement**

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents are invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

We welcome and actively encourage parents to participate in their child's education. We do this through:

- Talking to parents about their child before their child starts at our school or nursery.
- The teacher offers to visit all children in their home setting prior to them starting school.
- The children have the opportunity to spend time with their teacher before starting school during 'stay and play' session.
- Inviting all parents to an induction meeting during the term before their child starts school.
- Offering parents regular opportunities to talk about their child's progress to all adults with an open door policy.
- Encouraging parents to talk to their child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Share days, information evenings, coffee mornings, Sports Day etc