

NEWCOMEN PRIMARY SCHOOL

‘BELIEVE ACHIEVE SUCCEED’

Early Years Foundation Stage Policy



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“What children can do today with assistance, they will be able to do by themselves tomorrow.”

Lev Vigotsky 1896 – 1934

As an early years team, we feel privileged to be part of the first steps in developing a love of life-long learning in our children's education at Newcomen Primary School. Through stimulating, engaging and language rich environments, children have the opportunity to become independent and resilient learners. As a school, we base our teaching on Rosenshine's principles. We believe that teaching and learning is more effective through small steps with adults scaffolding learning at appropriate stages of development. Even for our youngest children, learning is most effective with repetition.

The prime areas of learning take priority as the children begin their Nursery education. This continues to develop and run throughout Reception through all of the 7 areas of learning. We are passionate in the belief that strong foundations in the prime areas successfully aid the building blocks towards quality teaching and learning in the specific areas.

Resilient, confident and independent Early Years children, with an ability to self-regulate, have a greater chance of unlocking the doors to the world around them. Thus, allowing every child to gain knowledge and skills during their time in early years and during their journey through our school.

From the moment our children begin their Early Years journey, we endeavour to immerse them in an environment rich in vocabulary, quality interactions and opportunities for communication. The development of spoken language underpins all of the 7 areas of learning. Children leave Nursery and Reception with a wide range of single word vocabulary, armed with the ability to be able to communicate effectively and confidently and talk about the world around them. Continuous repetition of correct spoken language is key to successful language development. The more children are immersed in a world of vocabulary, the more language they will acquire with correct pronunciation.

From the moment children enter Nursery and become part of our Newcomen family, we strive to instill good manners and kindness. These qualities can clearly be seen as the children continue their journey through school. They will understand how to behave in different situations and be well prepared for school life.

Aims for the Foundation Stage at Newcomen Primary School

- To create a happy, safe and stimulating learning environment that has purpose
- To promote a strong family ethos underpinned by kindness, manners and care for others
- To develop strong partnerships with our families.
- To instil a love of learning that will continue through school and in later life
- To promote confidence, self-esteem and independence
- To develop children's inquiring minds through stimulating learning environments
- To develop positive relationships and interactions
- To promote the importance of language development and communication

At Newcomen Primary School we are committed to underpinning our provision with the four themes of the Early Years Foundation Stage in our Nursery and Reception classes.

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

Children are treated fairly regardless of race, background, Nationality, gender, religion or disability. We welcome all children and families into our setting so that they feel included, safe and valued. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Curriculum

At Newcomen Primary School, we offer the children a broad and ambitious curriculum which follows The Early Years Foundation Stage Statutory Framework September 2021. This is delivered using the Development Matters in the Early Years Foundation Stage Document September 2020 alongside our own developed and personalised progressive and ambitious curriculum. This enables the Early Years staff to incorporate the seven areas of learning and development into a stimulating, creative, cross curricular approach, ensuring breadth and depth.

Prime Areas

Communication and Language	Personal, Social and Emotional Development	Physical Development
Listening, Attention and Understanding	Self-Regulation	Gross Motor Skills
Speaking	Managing Self	Fine Motor Skills
	Building Relationships	

Specific Areas

Literacy	Maths	Understanding the World	Expressive Arts and Design
Comprehension	Number	Past and Present	Creating with Materials
Word Reading	Numerical Patterns	People, Culture and Communities	Being Imaginative
Writing		The Natural World	

Learning and Development

We recognise that children learn and develop in different ways and at different rates. Therefore, we are passionate in the belief that the Characteristics of Effective Teaching and Learning are integral to every child's learning and development.

- **Playing and exploring**
- **Active learning**
- **Creating and thinking critically**

In order to implement a relevant, quality and ambitious curriculum, an understanding of our children as individuals and as an EY family is key. For our children, language, self-regulation and developing positive relationships is always priority within the prime areas of learning. A focus on these areas help form many of the building blocks to support and allow for the doors to open to future successful learning.

Learning Through Play:

“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems.” DFE

The provision within our setting is key to successful Implementation and Impact. All practitioners know their environment well and have a clear vision as to what is set up across the setting and the all-important reasons why. Areas of provision are carefully planned as a team and always with the children’s interests in mind.

We believe it is important to involve the children in the planning of some of our areas. When setting up the environments, it is always with a good understanding of where our children are in their journey through the checkpoints and how each and every activity/area will impact the children’s development. Most importantly, it must allow for the development of spoken language.

Practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first hand experiences. They support children in discovering, explaining and investigating whilst developing curiosity. Moreover, helping children make sense of the world around them.

Assessment and Planning

In our Early Years setting, planning is closely linked to books, observations and the children’s interests. Weekly planning is discussed in teams to ensure a clear link with our checkpoints, the understanding of prior learning and the vision of future development.

Staff make use of a wide range of information to ensure that skills on entry are assessed thoroughly and effectively. On-going assessment enables all practitioners to have a clear picture of children’s interests and level of achievements allowing for the planning of learning experiences drawing on the knowledge of every child. Both internal and external moderation systems are robust and result in a high level of consistency of judgements.

Every child has a learning journal where significant pieces for work, photographs or achievements are beautifully documented from entry to Nursery right through to the end of their Early Years journey. It is certainly something the children, parents/carers and staff take pride in!

The Adults in the Early Years Team

We provide the children with a safe and secure environment. As enthusiastic and motivated practitioners in Early Years, we develop secure relationships with all children interacting positively with them and taking time to listen. We also model and support children in forming positive relationships and friendships with one another. All members of staff have access to continued professional development to maintain and extend their specialist expertise. The quality of teaching from teachers and support staff is exemplary. Through productive reflection, staff quickly identify the different rates at which the children are developing and adjust practice appropriately with carefully planned interventions to allow progress for all children. Teaching is highly effective, with specialist practitioners modelling new language and planning sequences of lessons which effectively build on and develop previously learned skills.



Home School Partnership

We are proud of our family ethos. This begins in Early Years where trusting links with families are formed and a genuine working partnership begins and continues throughout school. This allows for the needs of all of our children to be met and parents and carers have a clear understanding of our expectations are for the children. We quickly identify any specific needs of the children and signpost parents/carers to the relevant support and agencies.

Special Educational Needs:

Please refer to the school's policies on SEND and equal opportunities for full guidance.

- At Newcomen Primary School we welcome all children into our setting. We recognise that we need to consider the individual needs of children when planning our curriculum and we aim to provide a curriculum, which is accessible to the individual needs of all our children.
- We will discuss with parents any concerns and/or issues and involve them in all decisions about their child.
- We will seek advice and support from the Early Years Lead, reception teacher, SENDCO and head teacher involving parents at all times.
- We use Observation Checkpoints as guides to assist in observation, assessment and planning.

Safeguarding and Welfare requirements in Early Years:

From the Statutory Framework for the Early Years Foundation Stage (2021) we have responsibility to meet the following:

- Have and implement a policy, and procedures to safeguard children.
- Have a Designated Safeguarding Lead (DSL) who will liaise with Local Safeguarding Partners.
- Understand the safeguarding policy and procedures. Complete training and have up to date knowledge of safeguarding issues.
- Have regard for the statutory documentation 'Working Together to Safeguard Children' 2018, 'Prevent duty guidance for England and Wales', 'Keeping Children Safe in Education 2022' and 'Safeguarding children and protecting professionals in early years settings: online safety considerations'.
- Keep children safe and promote their welfare including online safety.
- Be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.6 EYFS)
- Take action to protect children from harm and be alert to harmful behaviour by other adults in the child's life.
- Focus on children's personal, social and emotional development
- Ensure children learn right from wrong, mix and share with other children and value the views of others, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes (in an age appropriate manner)

Safeguarding and Welfare Requirements

Administering Medicines:

Please refer to the school's policy on administering medicine for full guidance.

- Nominated staff at Newcomen Primary School are authorised to administer prescription medicines to children should this be necessary.
- The administration of prescription medicines is only permissible once the appropriate authorisation form has been completed in full by parent/carer.

Accident Procedure

Please refer to the school's health and safety policies for full guidance.

- A first aid box is available and accessible (for adults only) at all times within EYFS.
- A written record of any accident is completed by a member of staff and discussed with the parent/carer.
- In case of an emergency, school policy will be followed

Health and Safety

Please refer to the school's health and safety policies for full guidance.

- Daily risk assessments will be carried by practitioners when setting up areas.
- Adults will not have any hot food or drinks in the setting whilst children are present.

Risk Assessments:

Please refer to the school's safeguarding policies for full guidance.

- Daily checks – identifying any possible hazards both indoors and outdoors, check to identify any resources that need washing or repairing
- Resources are cleaned on a regular basis
- Termly check to re-stock first aid box and to make sure all toys are thoroughly checked and are safe to continue to use
- Written risk assessments are completed on areas of play.

Key Person

In Nursery, all children will be assigned a key worker. Often this will be the adult who the child feels most settled with in their first week. The children will spend time in their small group with the assigned key person This ensures that all children feel safe, settled and secure within their setting.

Induction to Nursery

We recognise the importance and need for every child to feel safe and happy at school. In order to make the settling in process smooth and happy for each child, we have well embedded procedures.

- Home visits are carried out for every child before they start Nursery.
- Two members of the nursery team attend the visit. It is here that we gain an insight in to the family and learn all about the child.
- Parents are invited to two stay and play sessions the week prior to starting nursery to allow them to become familiar with their surroundings.
- Nursery teacher and key person speaks with parents during their child's first week to feedback on how their child has settled.

Our children are at the heart of our Early Years setting and the curriculum that we believe in is designed to suit the needs of our Early Years family. It is important to us that we know our children (our most precious asset); their likes and dislikes, needs and successes and that we spark a love of learning as they continue their journey through school.