



Claremont

Early Years Foundation Stage Policy

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 experience between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up.”
(Statutory Framework for The Early Years Foundation Stage, 2017)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Children can join us from three months in our nursery school and enter one of our Reception classes at the beginning of the school year in which they are five.

The Principals of the Early Years Foundation Stage

The EYFS is based upon four principles:

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

A Unique Child

At Claremont, we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies (Reception) and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals and do not discriminate against children because of ‘differences’. All children at Claremont are treated equally regardless of race, religion or abilities. All children and their families are valued.

We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences and interests when planning for their learning.

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.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children’s learning needs;

- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children’s progress and taking action to provide support as necessary.

It is important to us that all children 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.

Welfare

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.” (Statutory Framework for EYFS 2017)

At Claremont we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Positive Relationships

At Claremont we recognise that children learn to be resilient and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children’s first and most enduring educators and we value the contribution they make. We recognise the role that parents have played and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our nursery or school;

- the Reception teachers visiting all children new to Claremont in their pre-school setting prior to their starting school;
- inviting all parents to an induction meeting during the term before their child starts in Reception;
- offering parents regular opportunities to talk about their child's progress, sharing Tapestry (all of EYFS), scrap books(Ducklings to Robins) and Learning Journal's (Reception) as appropriate to help parents be more aware of the next steps in their child's learning;
- operating an open 'door policy' where parents can discuss any concerns and share any successes when they drop their child off in the morning. Meetings can be arranged with staff as required.
- adults completing a Learning Journey book for children in Ducklings, Butterflies and Robins daily.
- there is a formal meeting for all parents with children in Badgers, Foxes and Reception during each of the three terms where the teacher and the parents discuss the child's progress privately. Parents of children in Reception will find a 'settling in report' and comments from their child's specialist teachers in their child's Learning Journey at the end of the Michaelmas Term and at the end of the Summer Term. Parents of children in the Badgers and Foxes classes receive a written report at the end of the school year.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: the Christmas sing-a-long(Hedgehogs and Squirrels), Grandparents Day, Nativity Performances (Reception and Badgers' and Foxes classes), Graduation Day (Badgers and Foxes, Sports Day (All classes from the Squirrels upwards), summer productions and Claremont Day for example.
- encouraging parents / carers to contribute their observations of their children at home and to become involved in the assessment process, via Tapestry.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. Children have the opportunity to spend time with their new room leaders / teachers prior to changing classes.

Where children attend additional preschool provision, we aim to ensure continuity and coherence by sharing information about the children's achievements.

All children in the nursery are assigned a key person who is responsible for monitoring their learning and development and can advise and support parents in terms of guiding children's learning at home.

Enabling Environments

At Claremont we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the Development Matters document. In the nursery, 'In the Moment' planning is used as a starting point for learning. The seasons are also used as a stimulus. Child led play is embedded in to our curriculum and adults act as play partners. This play is then used to inform future planning. In Badgers, Foxes

and Reception, children have Music, French, Forest School, P.E and Yoga with specialist teachers. In Reception, children also have specialist teaching in Drama and Art. Planning is based around half termly themes. These plans are used by the EYFS teachers as a guide for weekly planning, however we may alter these in response to the needs (achievements and interests) of the children.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, Observations are short, concise, factual records which document significant achievements, including 'child voice' where appropriate. Adults make spontaneous jottings when they observe notable occurrences and take photographs. Assessments are entered onto Tapestry or into the child's Learning Journal. We also ask parents to detail significant learning noted at home on Tapestry. The progress check at age 2 is completed and parents and carers are provided with a short-written summary of their child's development in the prime areas. The room leaders in Badgers and Foxes complete the East Sussex EYFS Summative Assessment Record on transfer to a Reception Class outside of Claremont. Additional feeder Pre-Schools are also encouraged complete this documentation. Moderation of children's work in Badgers, Foxes and Reception is carried out on termly basis, internally. Badgers, Foxes and Reception class leaders also attend external moderation sessions with other providers 3 times a year. Reception teachers attend County Moderation sessions in the Summer Term. Targets are reviewed regularly in the nursery and termly in Reception. New targets are shared with parents via Tapestry. The quality and quantity of the Tapestry observations are monitored prior to publishing. Within the final year of the EYFS, we provide a written summary to parents, at the end of the Summer Term reporting progress against the ELG's and assessment scales and the characteristics of Effective Learning.

The Learning Environment

The EYFS is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. Children are encouraged to find and locate equipment and resources independently. The nursery and Splash have their own enclosed outdoor areas. These have a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. Reception children have daily access to outdoor learning. We plan activities and resources for the children to access outdoors that help the children to develop in all 6 areas of learning. Children in Hedgehogs, Squirrels, Badgers, Foxes and Reception also have weekly Forest School sessions. All classes make use of our extensive grounds.

Learning and Development

At Claremont we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Features of effective learning within our EYFS are:

- the partnership between staff and parents, so that our children feel secure in the nursery and at school; and develop a sense of well-being and achievement;
- the understanding that all staff have of how children develop and learn, and how this affects their teaching;

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- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- specialist teaching in gardening , Yoga, The Great Outdoors, Music and French in the nursery and The Great Outdoors, Music and French, Drama and Art in Reception;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationship between our Pre-Prep and Nursery School and between settings that our children experience prior to joining our Reception class.

Play

In the Nursery, each area of learning and development is implemented through ‘In The Moment Planning’ and through planned purposeful play activities. Structured play activities continue throughout Reception. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations. The balance shifts towards more activities led by adults as their development allows it, to help the children to prepare for more formal learning in Year 1.

Adults will specifically support play by:

- planning and resourcing a stimulating environment.
- supporting and developing children’s learning through planned play.
- extending and supporting children’s spontaneous play
- extending and developing children’s language and communication in their play.
- listening to all forms of children’s communication and their ideas and taking these into account when developing play and planning.
- asking children questions about their play.

Children are given opportunity to be creative through all areas of learning, not just through the arts. Adults support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them to extend their learning.

Areas of Learning

The curriculum for the Early Years Foundation Stage is made up of the

Prime areas of learning:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Physical Development

The Specific Areas of Learning

- Mathematics
- Literacy
- Understanding the World
- Expressive Arts and Design

The Prime areas run through and support learning in all other areas. They are equally important and depend on each other. The specific areas include the essential skills and knowledge. Learning is delivered through a balance of adult led and child-initiated activities. In each area, there are developmental skills that the children are expected to of achieved during each phase of the EYFS. In planning and guiding activities, the characteristics of effective learning and teaching are considered. These are:

- **Playing and exploring** – children investigate and experience things and ‘have a go’.
- **Active learning** – children concentrate and 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.

Before and After School Care

Arrival and Departure

Nursery children may do Mornings from 8am-1pm, Afternoons from 1pm-6pm, a Full Day from 8am-3.30pm or an Extended Day from 8am-6pm.

Reception children arrive between 8-8.40am. The school day finishes for them at 3.15pm unless they are staying for Late Stay, where they can be collected at any time until 5.50pm. Pupils are not permitted on site without supervision. At least one member of the Pre-Prep teaching staff is always present on duty in order to supervise pupils whenever they are in the school outside of normal school hours.

Late Stay (Reception)

This is supervised by Pre-Prep staff daily from 3.30pm until 6pm. Checkout boards record the time each child is collected. If any child is not collected by 5.50pm, staff will follow the guidelines set out in the Uncollected Child Policy for the EYFS.

Transition

Transition in the Nursery

- The adults in the nursery all work very closely together and children from different rooms come together when appropriate.
- Children in the nursery have at least 3 transition visits into the next room at different times during the day.
- The key worker completes a pro-forma of the child’s routine and needs before they move up.

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Transition to Reception

- Children have multiple short visits to spend time with their teacher.
- Children in Badgers, Foxes and in Reception take part in a teddy bears picnic altogether at the end of the summer term.
- Children who are new to Claremont are visited in their current setting by both Reception teachers.
- Badgers and Foxes have their lunch in the O'Byrne on the table next to the Reception children. Nursery children are invited to sit at the Reception table as a reward.
- Joint Sports Day and Nativity production
- Sharing stories about starting school such as 'I am too absolutely small for school' by Lauren Child or 'Starting School' by Janet and Allan Ahlberg
- Nursery staff encourage greater independence in terms of children putting their own coats, welly boots, shoes and water-proofs on and independent use of the toilet and hand washing facilities.
- Children receive specialist teaching with the same teachers they will have in Reception.
- A Graduation Ceremony takes place for all children moving on to school and is attended by the Reception teachers and the Head of Pre-Prep.
- Summative data is shared between nursery and Reception teachers and there is time to share any other vital information that will support the child's transition. Baseline Assessment is carried out.

Transition from Reception to Year 1

- Sharing of the EYFS end of year data.
- Children are able to continue learning through play based activities during the Michaelmas Term.
- Children have opportunities to visit their next class and time is given for them to share their feelings about transition.

Date: January 2020

Review Date: January 2021