

Nursery & Early Years Foundation Stage Policy

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Version	Date Issued	Prepared By	Approved By	Comments
1	July 2011	SMT	AS	Included in Staff Handbook
2	July 2013	SMT	AS	Included in Staff Handbook
3	February 2015	SMT	AS	Included in Staff Handbook
3	August 2016	LJT	SMT	New Policy Created

**Introduction**

‘Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.’

Early Year Foundation Stage Profile – Department for Children, School and Families 2012.

**Setting**

Three classrooms, two with an outside play area that encompasses a sandpit and various resources (Nursery and Early Years). In these classes there are two class teachers and 5 support staff across and maximum of 44 students. In Reception it is a stand-alone classroom with a maximum of 22 students and 1 teaching assistant.

**The Curriculum**

We follow the EYFS Curriculum Guidance. Children’s care and education is provided for under the umbrella of 4 main themes:

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

[http://www.foundationyears.org.uk/files/2014/07/EYFS\\_framework\\_from\\_1\\_September\\_2014\\_with\\_clarification\\_note.pdf](http://www.foundationyears.org.uk/files/2014/07/EYFS_framework_from_1_September_2014_with_clarification_note.pdf)

**Topics and Lessons**

Each term is broken into a variety of topics throughout the terms. Terms 2 & 3 are broken into 2 topics every half term, so that topics can be explored in more detail now the children understand the school routines more.

Although both classes follow the same topics, they do not complete the same work. This is so that children in Nursery do not repeat work when they move up to Early Years.

Nursery focuses on building routines, learning through music & exploring topics through pictures & videos. Name, letter, number, shape & colour recognition are key. Work is mostly art and crafts, as well as simple pencil control work during later terms. Early Years introduces more worksheet based learning WHERE APPROPRIATE.

## **Learning and Teaching in EYFS**

Children's learning is divided into 6 areas of Learning and Development

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Children learn through:

- Daily independent free flow play
- Daily teacher led whole class teaching
- Daily focus activities in free flow play or topic work with teacher or assistant

### **Daily independent free flow play**

Teachers from both N & EY classes are to choose children to pick activities for the day. Resources are photographed & accessible at children's height for ease of access, although some children may need assistance in carrying heavier toys. Adults support learning by joining in play & modelling language.

### **Daily teacher led whole class teaching**

Circle time, Number work, Phonics, Writing & Topic work in both English & Thai.

### **Daily focus activities in free flow play or topic work with teacher or assistant**

Teachers can add guided group activities where necessary to free flow to support learning further as well as have assistants do the same. During topic work, focus groups with both teacher and assistants can be used as well.

## **Staff Roles and Responsibilities.**

Class teachers should have regular meetings with all staff to ensure they know the topic & focus of the weeks learning.

## **Assessment**

Children are tracked throughout EYFS using The BECC termly report criteria. Assessment should be made through observations and examples of work where appropriate. Parents receive termly report at the end of each term along with a file of the children's work for that term.

## **Partnerships with Parents/ carers**

We believe parents/carers have a primary role to play in the care and education of their children and we value and support this through:

- Talking to parents on a one to one basis about their child before they start school

- Inviting all parents to an open morning at the start of term 1 before their child starts school
- The use of a notice board in each class
- Weekly newsletters explaining the week's activities from the teacher
- Weekly newsletter from the school
- Parents evenings