Intake Farm Primary school and Nursery

Early Years Policy

2021

"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 experiences 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." Statutory framework for the early years foundation stage, Department for Education 2021

Our Intent and Aims

Within Early Years at Intake Farm Primary and nursery school we aim to;

- give each child a happy, positive and enjoyable start to their school life within a safe and secure environment
- establish solid foundations and foster a deep love of learning
- enable each child, through encouragement and high expectations, to develop socially, emotionally, physically and intellectually in order to thrive in a diverse and ever changing world
- offer a structure for learning that has a range of starting points and unlimited opportunity for development
- offer a broad and rich curriculum
- encourage children to develop independence within a nurturing and supportive atmosphere
- support children to build relationships through the development of social skills such as cooperation and sharing
- help each child to recognise their own strengths and achievements by experiencing success and developing their confidence to work towards personal goals

Legislation

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

Implementation

Structure of the EYFS The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our Early Years Foundation Stage accommodates children from the age of 3 to 5 years. At Intake Farm we have a 52 place nursery (FS1), where children can attend part time or full time if they have the 30-hour government grant. In Nursery staffing includes a teacher a HLTA and two teaching assistants. Each child starting Nursery is guaranteed a minimum of three terms attendance before they enter full time school. We have one Reception (FS2) class, it has a teacher and a teaching assistant. To ensure best practice and continuity, our foundation stage classes work closely together and share planning and an outdoor learning environment.

The Curriculum

Our Nursery and Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document. This framework defines what we teach and we use the Development Matters guidance to support our curriculum. The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected. Three of the areas are referred to as the Prime areas. These are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving (Early Years Framework 2021)

The prime areas are;

Communication and language
Listening, Attention and Understanding
Speaking Personal,
Social and Emotional Development
Physical Development

The Prime areas are strengthened and applied through the further four areas which are referred to as the Specific areas.

The Specific areas are:

Literacy (Comprehension Word Reading Writing)
Mathematics (Numbers Numerical patterns)
Understanding the World (Past and present People, culture and communities)
Expressive Arts and Design (Creating with materials Being imaginative and expressive)

We enrich the Early Years framework with our Intake Farm curriculum to enhance the experience and opportunities available to the children. This includes special events and celebrations, memorable experiences, themes selected to drive the curriculum and the PSHE association

framework. Our teaching of synthetic phonics is based on the Letters and Sounds scheme and our teaching of mathematics is guided by the White Rose Maths.

Play

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Continuous provision starts in our Nursery where the classroom and outdoors are set up with learning areas. Each learning area has cross-curricular resources, which children can access independently throughout the day. Reception classrooms and outdoor area are also set up with areas of learning, offering continuous provision to build upon and deepen experiences and learning from Nursery. Continuous provision provides children with stimulating, active play to encourage creative and critical thinking alongside other children, as well as on their own. Children are able to practice skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interest, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through facilitating, modelling and questioning. They teach and extend play whilst developing skills and language. We understand that outdoor play is of equal importance as indoor play.

Characteristic of Effective Learning

The EYFS also includes the 'Characteristics of Effective Learning' which help practitioners identify a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are;

- Playing and Exploring- children investigate and experience things and 'have a go'
- Active Learning- children concentrate and keep trying if they encounter difficulties, they enjoy achievements
- Creating and Thinking Critically- children have and develop their own ideas, make links between ideas and develop strategies for doing things

Teaching

We ensure there is a balance of child- initiated learning through continuous provision, and adult led activities, across the school day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential. The adults respond to each child's emerging needs and interests, guiding their development positive interaction. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to complete a task with them; at other times they will participate in the child's play, extending it where possible. There are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on math's, literacy, phonics,

stories and topic work. These times provide the opportunity for children to develop their ability to work as a group to listen, to take turns, to answer and concentrate. Whole class reading and story time are important parts of the day. We want our children to develop of lifelong love of reading. Children are exposed to a wide range of both fiction and non-fiction texts to provide them with opportunities to hear and use new vocabulary. We imitate, innovate and invent stories through a Talk for Writing approach as we want our children to leave the EYFS knowing stories, both traditional and modern well. We make sure there is always time for a whole class story during the day, as well as opportunities to enjoy books within the continuous provision. In Reception every child is provided with their own book bag and will receive a 'reading' book once a week. In school they will share this book with an adult either on a one to one basis or in a group. They will also have the opportunity to select a book for enjoyment from the school library on a weekly basis.

Planning

The Early Years Foundation Stage Curriculum provides the basis for planning in our Nursery and Reception classes (Foundation Stage). The planning objectives within the Foundation Stage are supported by the Development Matters Statements from the Early Years Foundation Stage document. Our planning is based upon themes with discrete lessons in phonics, reading, writing and maths. Practitioners select themes according to children's interests, experiences and prior learning. Progress and curriculum coverage are monitored half-termly. Each learning area in the classrooms and outdoor areas have provision plans, which identify learning opportunities. Staff reflect on the different ways that children learn and include these in their practice. They also respond to children's social and emotional needs as well as their academic achievement.

Parent Partnership

We believe that education is a shared responsibility between school and home. We therefore work very closely to ensure that parents/carers are involved in their child's education, and provide them with a half termly weekly newsletter detailing what we are learning and how they can support their child at home. We ensure that parents/ carers are kept up to date with their child's progress and development, through online learning journeys, parents evenings and open days. We offer workshops to provide parents with an insight into how we teach specific areas of the Early Years Curriculum, detailing ways in which they can support their child's learning at home.

Safeguarding

It is important to us that all children in the school are safe. 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. We educate children on the importance of boundaries, rules and limits and we encourage them to become responsible for their own behaviour by supporting them to make the right choices. We teach the children how to recognise and manage risks in a supervised learning environment. We aim to protect the physical and

mental well-being of all children. Please refer to our school's safeguarding policy and Monitoring Arrangements.

Impact

We recognise that every child is unique and that they develop and learn in different ways and at varying rates. We want all of our children to develop a positive attitude to learning and therefore we strive for our children to become curious, resilient and self-assured in order to prepare them for the next stage of education, laying secure foundations for future learning and development.

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H Cox EYFS lead

Together, we can achieve anything!