

Killamarsh Infant and Nursery School



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Early Years Foundation Stage (EYFS) Policy

2018-2019

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This policy relates to children in Nursery (Foundation Stage 1 - FS1) and Reception (Foundation Stage 2 - FS2).

Aims

At Killamarsh Infant and Nursery School we aim to provide an appropriate curriculum which will enable children to extend their learning and social development to their full potential. This curriculum will build on the children's previous experiences and achievements and enable them to acquire skills, knowledge, understanding, attitudes and values to continue learning effectively. We aim to deliver a stimulating, relevant, broad and balanced curriculum through talk, first hand experiences and structured play. We aim to provide a safe, happy and challenging environment in which the children can learn and develop. We believe that education is a partnership between home and school and that parental involvement is crucial to successful learning.

At our school we work to ensure that there is equal access to the curriculum by taking into account factors that affect achievement such as gender, ethnicity or special needs. In order to achieve this we work with families to identify how we can best meet the needs of individual children.

Staffing

Miss Judson – Nursery Teacher and EYFS Leader

Mrs Stockdale – Reception Teacher and Deputy Head Teacher

Mrs Skingle – Reception Teacher (part time)

Mrs Hall – Reception Teacher (part time)

Staffing is reviewed as a result of changing pupil numbers. This academic year Nursery and Reception each have one teaching assistant position allocated to them.

Admissions

Nursery – Children are admitted to nursery the half-term after their third birthday (if spaces are available). To put your child's name on the nursery waiting list you should visit the school office and complete an admissions waiting list form.

Reception - Children are admitted to infant school in line with Derbyshire County Council's admissions policy. Applications for children starting infant school in 2019/20 will be available from mid November 2018. Parents will be informed of how to apply during the autumn term.

(For further details see Killamarsh Infant and Nursery School Admissions Policy)

Nursery Provision

All nursery age children are entitled to 15 hours of free funding per week. We aim to be as flexible as possible with our provision options in order to support families. We offer 26 spaces per session and four provision options:

- Option 1 – all day Monday, all day Tuesday, Wednesday morning
- Option 2 – Wednesday afternoon, all day Thursday, all day Friday
- Option 3 – Monday to Friday mornings
- Option 4 – Monday to Friday afternoons

The school reserves the right not to run an option on offer if it is not subscribed adequately.

As of September 2017, working families may be eligible to get up to 30 hours of free childcare a week if they meet the following criteria:

- Both parents must be working (or the sole parent in a single parent family)
- Each parent must have a weekly income equivalent to 16 hours at national minimum or living wage
- Neither parent has an income of more than £100,000 per year

We allocate a limited number of spaces to the 30 hours of free funding and offer them to qualifying children the full term after their third birthday (if spaces are available). Extra sessions can also be purchased at £10 per session, subject to availability. Please speak with Miss Judson regarding nursery spaces.

Transition from home to nursery

Parents and children are welcome to visit our setting prior to admission to enable them to become familiar with our nursery environment. Before starting nursery we will also arrange to make a home visit to share with you important documents in your 'nursery welcome pack', to discuss your child's development and to answer any questions you may have. The home visit will also enable us to meet your child and, of course, enable your child to meet us!

Transition from nursery to reception

In the summer term parents will be invited to a 'transition to reception' meeting. Here you will have the opportunity to meet the EYFS teachers, look around the reception environment, receive information about starting school and take away with you a 'school welcome pack' containing important documents.

In the final summer term all children will be invited to attend four transition sessions enabling children to meet their new teacher and spend time in their new classroom.

Parents of children who attend other settings are welcome to arrange a stay and play session to give their child the opportunity to meet the children they will be starting

school with. Your child's reception teacher will also visit your child in their current nursery provision in order for them to meet each other.

The EYFS Curriculum

The curriculum is planned using 'Development Matters' - age related guidance which leads to the Early Learning Goals across all of the areas of learning in the Early Years Foundation Stage.

Prime Areas

Personal, Social And Emotional Development

Communication and Language

Physical Development

Specific Areas

Maths

Literacy

Understanding the World

Expressive Art & Design

Planning

Learning opportunities are identified using 'Development Matters' and a topic based approach which encourages the children to make links across all the areas of learning. We plan for the ongoing development of skills and understanding in relation to the children's needs and Characteristics for Learning. Planning is therefore flexible to allow for changes in these needs and interests. All staff work together to ensure the 4 key principles of the EYFS are being met – the unique child, positive relationships, enabling environments and learning and development.

Long term planning

Our classroom areas in nursery and reception have been organised and resourced to allow all areas of learning to be covered through play based activities. The adult role in extending the children's play and learning is identified in long term planning (continuous provision). Long term planning for all areas of continuous provision are accessible for all adults working in or visiting the Foundation Stage. Our topic based approach consists of cycle a and cycle b half-termly topics over a two year period.

Medium term planning

Our medium term plans show how the topics are enhanced by additional topic based activities, resources and focused teaching. These are accessible both in the nursery and reception classrooms and on the school website.

Short term planning

Our weekly planning shows how enhanced and focused provision will be delivered on a day to day basis. It identifies which areas staff will be working in, which children are targeted for particular learning experiences, the vocabulary to be highlighted and opportunities for assessment. It ensures a balance between supported and unsupported child initiated activities and direct teaching. The nursery and reception staff teams share their observations and experiences to inform future planning. This planning is also displayed in the classrooms on a weekly basis.

Assessment

Children are observed on entry to nursery and entry to reception to form their baseline assessment. These observations are recorded against the ages and stages of development in the Development matters and the Early Years Foundation Stage Profile. Children will be assessed using these documents at a further three points in the academic year. This is in addition to the ongoing observational assessments which are made electronically using the '2BuildAProfile' journal which stores your child's observations. These observations will be shared with you at the end of each half term directly to your email address. We also invite parents to contribute their own observations of their child's progress throughout the Early Years Foundation Stage by sending them to us via '2BuildAProfile'.

Parent Partnership

EYFS staff are available at the start and the end of each day to establish partnership with our families. Parents/carers are welcomed into the areas to settle their child, stay for a short time if they wish, and speak to practitioners about anything they feel they wish to share or ask. If you require an alternative time to speak with your child's teacher we are happy to make an appointment with you for a more convenient time, either in person or via the phone.

On your child's class page on the school website (either Nursery or Reception) you will find a holiday challenge at the end of every term. This holiday challenge will link to the learning your child has done during the term and will enable you to continue their learning at home during the holiday.

During each term you will also receive electronic observations of your child via the '2BuildAProfile' app. These observations will contain 'next step' targets with ideas of how you can support your child with their learning at home. You can even respond to this observation to share with us the learning you have done together at home.

Behaviour

In the EYFS we have high expectations of behaviour and aim to provide all children with a happy, safe and secure learning environment built on well-established

routines. To help us do this we use our 'sunshine' behaviour system. Children in nursery have a peg with their photo on and children in reception have a peg with their name on. These pegs are placed on the sunshine. If a child does not follow their classroom rules their peg is placed on the cloud and they receive thinking time. If the child continues to break the classroom rules their peg is placed on the rain cloud and the child receives further thinking time. At this stage your child's teacher will speak to you at home time to inform you and work with you to resolve the issue. If a child who is on the sunshine demonstrates consistently good behaviour or behaves in a manner which warrants praise their peg will be placed on the gold star and they will receive a sticker with details of why they are on the gold star to show you at home time.

Administering Medicines

If your child requires medicine during school hours you will be required to complete a 'medicine administration' form detailing the medicine being given, the dosage and how long your child will need the medicine for. Medicines will be given to children by a familiar adult; this will be recorded on the medicine administration form.

Sun Protection

In nursery and reception we are fortunate to have outdoor areas which provide us with some areas of shade throughout the day. Staff will support children to stay safe in the sun whilst in nursery and reception and we ask parents to work with us to do so. Please ensure your child has a wide brimmed hat to help protect them from the sun, hats which cover the back of your child's neck are ideal. On sunny days we ask parents to apply sunblock to their child before they enter school or nursery. If necessary a member of staff can support with the reapplication of sunblock at lunch time – please speak with your child's class teacher to discuss this further.

SEN (Special Educational Needs)

We aim to identify any children with SEN as early as possible, starting with information shared with us on home visits and from other agencies. Through careful observation and assessment we identify the needs that individual children have and make provision for them through our planning.

(for further details see Killamarsh Infant and Nursery School SEN Policy)

External Agencies

Throughout the Foundation Stage we may work with other professionals in order to meet your child's needs and give them the best start possible to their education.

These may include:

Health Visitors

School Health

Multi Agency Team
Educational Psychologist
Speech and Language Therapist
Social Workers



Miss Judson - EYFS Leader and
Nursery Teacher



Mrs Stockdale – Deputy Headteacher and
Reception Teacher



Mrs Skingle & Mrs Hall – Reception Teachers
(part time)

Policy written by Miss Jessica Judson – EYFS Leader

Policy shared with and approved by school governors

Signature of governor _____ Date _____

This policy will be reviewed annually. Next review: July 2019