

Staff: February 2024
Governors: February 2024



Brookland Infant and Nursery School

Foundation Stage Policy

EYFS Curriculum Intent

Brookland Infant and Nursery school aims for children to be confident, independent learners. We want them to believe in their unique self and we recognise that all children develop at different rates.

We offer a language rich curriculum that ignites children's curiosity and enthusiasm for learning. This builds their capacity to learn to form relationships, interact positively with others and thrive.

We understand that play is central to a child's learning and this is at the heart of our EYFS curriculum.

Child centred

- Well-rounded, kind and happy individuals who are curious and creative and become ready to succeed in an ever-changing world.

Our Environment (indoor and out)

- Stimulating, exciting, safe, challenging, hands on, memorable experiences, purposeful and meaningful activities based on children's interests.

Parent Partnership

- Warm, positive and supportive partnership by working collaboratively with parents/carers.

Early Years Foundation Stage

Introduction

“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential.” (Statutory Framework for the Early Years Foundation Stage- December 2023)

Early childhood is the foundation on which children build the rest of their lives. At Brookland Infant and Nursery School we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development and as preparation for life. The EYFS is for children from birth to five years of age. The first year of the EYFS is referred to as Nursery and the final year is referred to as Reception. All children begin at Brookland Infant and Nursery School with a variety of experiences and learning and it is essential that the practitioners working in the foundation stage build upon that prior learning. This is done through ensuring that parents/carers, support staff and the early years practitioners work together effectively to support children's learning and development. This is achieved by the sharing of information with preschools and parents/carers and ensuring that each child's learning is a continuous journey.

Rationale

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At Brookland Infant and Nursery School, the aim of the EYFS is to help young children achieve the Early Learning Goals through the statutory Educational Programmes of study, supported by the Development Matters Document. The EYFS principles, which guide the work of all practitioners, are grouped into four distinct but complementary themes:

A Unique Child - every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being.

Positive Relationships - how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused around respect; partnership with parents; supporting learning; and the role of the key person.

Enabling Environments - states that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation, assessment and planning; support for every child; the learning environment; and the wider context – transitions, continuity, and multi-agency working.

Learning and Development- recognises that children develop and learn in different ways and at different rates, and that all areas of learning and developments are equally important and inter-connected. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

Aims

At Brookland Infant and Nursery School we aim to:

- Provide a broad, balanced, rich and stimulating curriculum and environment, which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.
- Provide a safe, challenging, stimulating, caring and sharing environment, which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.
- Work in partnership with parents/carers and value their contributions.
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, in an inclusive environment.

Learning and Development

The Early Learning Goals (the knowledge, skills and understanding that young children should acquire by the end of Reception) and the educational programmes (the matters, skills and processes, which are required to be

taught to young children) are set out in the “Statutory Framework for the Early Years Foundation Stage” (EYFS) document.

In our teaching we look carefully at the children in our care, consider their needs and interests, and their stages of development and use this information to plan a challenging and enjoyable experience across the areas of Learning and Development.

There are seven areas of learning and development, of which all are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

1. Communication & Language
2. Physical Development
3. Personal, Social and Emotional Development

The remaining four *specific* areas, through which the three prime areas are strengthened and applied, are:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

At Brookland Infant and Nursery School, we believe these seven areas are equally important and depend on each other to support a rounded approach to child development. We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

(Please see Nursery and Reception curriculum information booklets and our Reception Curriculum map on our school website for further details)

Planning

Good planning is the key to making children’s learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do.

Our planning shows how the principles of the EYFS will be put into practice and is informed by children’s prior knowledge and experiences including observations we have made of the children. These observations allow practitioners to understand and consider children current interests, development and learning. All staff who work in the EYFS at Brookland Infant and Nursery School are involved in this process.

Planning the curriculum:

At Brookland Infant and Nursery School we follow the EYFS guidance. We identify specific learning objectives, activities, adaptations, and deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment, including "Spotlighting" of children each week.

For children whose home language is not English, practitioners will:

- Take reasonable steps to provide opportunities for children to develop and may use their home language in play and learning, supporting their language development at home.
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring they are ready to benefit from the opportunities available to them when they begin Year 1.

At Brooklands Infant and Nursery, we will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

- **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 achievements.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Staffing and Organisation

In Nursery we have the Cheetah class children who stay 9-3pm every day (30 hours provision), the Lion Class children who stay 9-11.30am every day with one extended day per week (9-2pm- 15-hour provision) and the Tiger Class who stay 12.30-3pm every day with one extended day per week (9-2pm- 15-hour provision). Reception is 3 form entry with 30 children in each class.

We maintain an adult/pupil ratio of 1:13 within Nursery and 1:30 in Reception, but each Reception class has at least 2 members allocated to the class. Where appropriate we deploy additional staffing.

Teachers liaise with the teaching assistants and learning support assistants, regularly involving them in planning, preparation and assessment.

We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority courses, in service and local cluster group training.

Assessment, recording and monitoring

At Brookland Infant and Nursery School we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

Formative assessment

This type of assessment informs everyday planning and is based on on-going observational assessments of each child's achievements, interests and learning styles and includes specific 'spotlighting' of children. continued focused observations, end of year reports and end of EYFS data. Formative assessment may take the form of anecdotal observations, focused observations, assessment on entry, Learning Stories, annotated examples of work, photographs, and information from parents. This evidence is gathered together and put into an individual 'Special book'. Each child in the Foundation Stage has a termly milestone assessment. For Reception, spotlighting will be autumn and spring term as in the summer term the assessment will be supported by continued focused observations, end of year reports and end of EYFS data.

Summative assessment

The termly milestone assessment summarises all of the formative assessments undertaken and summarises children's progress towards the early learning goals. All practitioners in Foundation Stage contribute to this process. The Foundation Leader monitors teaching and learning across the Foundation Stage and analyses EYFS data with the Headteacher, Deputy Headteacher,

class teachers and Inclusion Leader every term through pupil progress meetings.

Learning through play

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play, children learn at their highest level. Play with peers is important for children’s development.” (“Early Years Foundation Stage”, Department for Children, Schools and Families, 2007)

At Brookland Infant and Nursery School, we do not make a distinction between work and play. We support children’s learning through planned play activities, child-initiated or adult-led. We provide effective learning opportunities. We believe that it is important for adults to support children’s learning through play, by getting involved in the play themselves and through sustained shared thinking.

The Learning Environment

“A rich and varied environment supports children’s learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.” (“Early Years Foundation Stage”, Department for Children, Schools and Families, 2007)

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and outside. The learning environment is divided into a variety of different areas. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

Equal Opportunities

At Brookland Infant and Nursery School, we aim to provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

We adhere to the legal responsibilities under the Equality act 2010. For further information see the SEN and Inclusion policy and the Equality Policy and Public sector Equality Duty)

Inclusion

Children with Special Educational Needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special medical needs, thus increasing the adult/pupil ratio. Support Plans identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy. Teachers discuss these targets with the Inclusion Leader and parents/carers. Progress is monitored and reviewed every term. The school's Inclusion Leader is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. For further information, see the SEN and Inclusion Policy.

Safeguarding and welfare

Please read our school Safeguarding and Child Protection Policy which provides all the relevant information regarding our Safeguarding and Child Protection procedures.

Our recruitment process ensures that all staff recruited in the early years have been subject to the relevant checks, including a prohibition from teaching check (for teachers) and an enhanced criminal record check. Any delay to the DBS being obtained would warrant constant supervision from another member of staff when they are in contact with the children, and successful completion of other checks including the barred list.

The school will take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory framework for the early years foundation stage' to:

- Safeguard children.
- Ensure the suitability of adults who have contact with children.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

Child protection

Staff will be alert to any issues of concern in the child's life at home or elsewhere. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS will be required to read this policy as part of their induction training.

The DSO members are: Brenda McCafferty (HT), Amy Simpson (DHT) and Alison Gross (Inclusion leader).

The DSO team will be responsible for safeguarding children and liaising with local children's services as appropriate. The DSO team will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Where there are concerns about a child's safety or welfare the school will:

- Immediately notify the LA's children's social care team and, in emergencies, the police.
- Have regard to the DfE's statutory guidance 'Working Together to Safeguard Children', the 'Prevent duty for England and Wales' and 'KCSIE'.
- Inform Ofsted of any allegations of serious harm or abuse of children by any person living, working, or looking after children at the premises and the action they have taken in response to the allegations. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the allegations being made.

Mobile phones and devices

- For the purposes of this policy, the term "mobile phone" refers to any electronic device that can be used to take images or record videos, including tablets.
- Photography and Videos at School leaflet for parents where procedures are addressed in full.

Use of personal mobile phones by staff members

- Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst children are present.
- Staff may take mobile phones on trips, but they will only be used in emergencies and should not be used when children are present. Mobile phones will not be used to take images or videos at any time during trips.
- Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

- Posters will be used around the school to indicate that it is a mobile free zone.
- Parents, visitors and contractors will not be permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.
- The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff will report all concerns about parents, visitors and contractors to the DSO team, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school's mobile phones and cameras

- Staff will be provided with a school device to ensure that only school devices are used to take photographs and videos. School devices will have passcode protection.
- School devices will only be used for work related matters, e.g. recording and documenting a child's learning. School devices will only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.
- Staff will not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps will be used to record observations relating to child protection concerns – these are readily available in the red safeguarding files, which are stored in each classroom.
- School devices will not be taken off school premises without prior written permission from the headteacher. Where staff members have concerns over material on a school device, they will report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Transition into Nursery and Reception

- Prospective parents are encouraged to come on a tour of the school which are offered between September and January the year before the children start.
- New parents' meetings are held in the summer term, for Nursery and Reception to introduce the school's expectations and routines, and to outline the induction process and Foundation Stage curriculum. Parents/carers have the opportunity to meet the class teachers and sign up for a home visit.
- Parents/carers are given an EYFS pack with information documents to be completed and returned to school in July.
- Preschool children, who will be starting Nursery and Reception in September, make visits to the Nursery and Reception classes in July for a come and play session.
- In September parents and carers will receive a home visit by 2 members of staff as part of the settling in process.
- Transfer records from pre-school settings inform Nursery and Reception practitioners about the new intake. Parents also provide information that helps us to get to know their child and family.
- In September parents and carers are invited to a 'Meet the Teacher' evening where they receive more information about the year group and curriculum.

Home/School Links

We recognise that parents/carers are the child's first and most enduring educators. When parents/carers and school staff work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

We aim to develop this by:

- Outlining the EYFS curriculum to parents/carers during the new parents meeting in the summer term and a 'Meet the teacher' evening in the Autumn term, to enable them to understand the value of supporting their child's learning at home
- Visits by the class teacher and teaching assistants is offered to all children in their home setting prior to their starting school
- A Phased entry for each child with a build up to fulltime
- A weekly topic letter/Newsletter, informing parents/carers of the learning that will be taking place at school.
- Holding parent/carer progress meetings to provide an opportunity for asking questions and sharing information
- Operating an "open door" policy, whereby parents/carers can come and

- Discuss concerns and developments in an informal manner
- inviting parents/carers to help in our school and to accompany children on school visits and fun events
- Encouraging parents/carers to listen to their child read each night and to Comment on reading progress in a home/school reading diary – Mystery reader
- Providing an annual written report to parents/carers in July summarising the child's progress. For Reception this will be against the early learning goals.

Reception to Year 1 Transition

Reception and Year 1 teachers have worked together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

At Brookland Infant and Nursery School:

- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the reception year
- Reception staff plan for some more structured activities to be undertaken
- During the summer terms, encouraging less dependence on adult support
- Milestone data and assessment records are passed on to year 1 teachers
- Reception and year 1 teachers meet to discuss individual needs of children in
- July
- Reception children visit their new Year 1 class and teacher at the end of the summer term
- In Year 1, during the autumn term, elements of the EYFS are maintained for continuity and valuing the importance of a practical, play based curriculum.
- In year 1 there are plenty of hands-on tasks and practical activities, as well as a role play area.