



EARLY YEARS POLICY

School: Floreat Wandsworth Primary School

Policy owner: Headteacher & Early Years Lead(s)

Induction Date: 1.4.22

Review Date: 1.4.24

INTRODUCTION

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, children can join Nursery, from the age of three. They then start full time school in September of the year in which they are five.

“Every child deserves the best possible start in life and support to achieve their full 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. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Foundation Stage is the framework that provides that assurance.” *Statutory Framework for the Early Years Foundation Stage*, Department of Education, 2017

EYFS AT FLOREAT WANDSWORTH

In Floreat Wandsworth Primary School, our Early Years provision includes a 33 place Nursery for 3 and 4 year olds and two Reception classes, each with space for 30 children. Our Nursery class has one large room and a large garden that the Nursery share with the Reception classes. The Nursery is open term time between the hours of 8.30am - 3.30pm. *More details can be found in our Nursery Prospectus.* Reception is made up of two classrooms with a conjoining intervention room and both share a dedicated outside space with Nursery pupils.

At Floreat Wandsworth we start with a simple idea: that education is as much about developing young people’s character strengths and virtues as it is about developing their academic knowledge both through core skills and knowledge learning. Every parent wants their child to work hard and fulfil their academic and knowledge potential, but they also want them to master character virtues such as learning how to serve others, being perseverant, being creative and developing their leadership and teamwork skills.

Floreat Wandsworth enables pupils to flourish by using the most effective academic programmes available, such as Sounds Write, Talk 4 Writing and a knowledge-rich curriculum and by developing the character strengths that they need to live happy and successful lives. *Please see the document entitled ‘FW Vision 2021-22 & Beyond’ for more details.*

GLF VISION AND AIMS FOR EYFS

At GLF Schools we are committed to helping children have the best possible start in life by providing rich learning opportunities. Such opportunities are based around the development of rewarding relationships, which lead to consistently high outcomes for all children from birth to five years in our Nursery settings and Reception classes. This includes close working relationships with linked Children’s Centres/Family Centres and multi-agency professionals.

We will ensure that the best interests and care of the children come first by providing quality, meaningful, broad and balanced learning opportunities that meet their needs and interests in a context relevant to them as unique individuals who learn in different ways and at different rates. Children’s experiences in the early years have a major impact on future life chances. Our holistic approach will provide children with the knowledge, skills and abilities to make sense of their world. This will encourage a love of learning which will enable the children to reach their potential and become successful, confident lifelong learners.

We will achieve this through:

- focusing on the needs of the children, their learning and care
- enabling children to recognise their own value, that of others and their place in the world
- encouraging exploring and risk taking
- ensuring a responsive, adaptable approach to learning which recognises the importance of effective teacher-led and child-led opportunities
- ensuring strengths are developed and development gaps are closed in order to raise attainment
- focusing on the Characteristics of Effective Learning which provide the foundations for future success
- building resilience through promoting challenge and sustained effort
- developing children's independence, autonomy and collaborative learning skills
- encouraging a "growth mindset" which sees mistakes as positive learning experiences.
- providing practical, play-based learning experiences based on quality interactions that lead to sustained understanding
- promoting a wider curriculum which allows all children to succeed
- ensuring practitioners' accurate knowledge and understanding of child development, attainment and next steps in learning
- working with parents to develop a shared, valued approach to their children's learning
- working collaboratively with practitioners and settings to share good practice and enhance provision

CHARACTERISTICS OF EFFECTIVE LEARNING

Characteristics of Effective Learning are;

- Playing and Exploring (engagement)
- Active Learning (motivation)
- Creating and Thinking Critically (thinking)

The Characteristics of Effective Learning are embedded into the curriculum every day. They describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn deeply and make strong progress in all the Areas of Learning and Development.

CURRICULUM

The Early Years Curriculum has seven areas of learning and development are important and inter-connected.

The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to retain information, form relationships and thrive.

Prime Areas:

- Communication and Language

- Physical Development
- Personal, Social and Emotional Development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

At Floreat Wandsworth, the children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

PLANNING

In the Early Years, we have whole year overviews for both Nursery and Reception. The Birth to 5 Matters documentation to ensure that each area of learning is covered. As part of the whole year plan, we have split the areas of learning into a series of 'topics' to ensure coverage. We are also guided by the children's interests where appropriate. The whole year overviews then inform our medium term plans and our short-term weekly planning.

Children at Floreat Wandsworth will have a daily mixture of whole class, group and individual teaching. They will also have a balance between having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, Early Years staff will interact to stretch and challenge children further through carefully questioning and resourcing, supported by their strong subject knowledge.

TEACHING

Teachers will:

- enable children to make an effective and happy transition from home to school, through effective liaison and support
- have high expectations of children's learning and behaviour
- promote an atmosphere that encourages confidence, reflection and independence
- provide a curriculum that is delivered through a range of child initiated, independent and teacher directed activities, achieving a healthy balance with clear learning intentions and objectives
- use observations and assessments to identify individual's ongoing next steps and the differing needs and abilities of the children
- plan provision for all, including necessary support for EAL children and children with SEN, ensuring that all children are given tasks that will appropriately challenge and stimulate their thinking
- enrich learning opportunities through trips, visitors and celebration days
- ensure through planning and appropriate resources, that all children have equal access and opportunities
- record children's progress in Autumn, Spring and Summer Term

- value parents as partners in the education of their child. Share key moments with parents and encourage parental involvement. Keeping parents well informed about the curriculum and their child's progress
- pass up to date records and assessments to the next class teacher, together with face to face discussions about each child referring to skills, abilities and character

OBSERVATIONS AND ASSESSMENT

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support. Parents will be kept up-to-date with their child's progress and development by the leads in their settings.

- Parent's evenings are held for pupils in Nursery and Reception in line with the school's Teaching and Learning policy.
- Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.
- Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

INCLUSION

At Floreat we enable children to flourish in school by giving them a knowledge-rich academic education and developing their character strengths and virtues. Our pupils learn how to work hard and study well, and also to be good and to do good for others. This sets them up for a future of success and wellbeing, whatever they choose to do in their lives.

For further information regarding Floreat's inclusive nature please refer to our SEND, Anti-Bullying, Equality and Diversity, Supporting Children with Medical Conditions and Meeting All Needs policy.

SAFEGUARDING

All necessary steps are taken to keep the children in our care safe and well. 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 are required to read and commit to this policy as part of their induction training.

For further information, please refer to our Child Protection and Safeguarding Policy.

INTIMATE CARE

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following a toileting accident. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with

parents to give the right support to an individual child. A range of staff in the EYFS are trained in intimate care and appropriate record keeping is in place.

For further information, please refer to our Intimate Care policy.

PARENTS COMMUNICATION AND CONTACT

At Floreat we believe that the purpose of education is to enable every child to flourish and to become the best that they can be. Flourishing is achieved through an excellent, knowledge-rich academic education and a purposeful approach to developing character virtues. Achieving our goal is a shared endeavor that involves the commitment of all staff, families and pupils.

For further information, please refer to our 'Home-School' agreement.

TRANSITIONS

At Floreat we believe that with advance planning, careful implementation and effective reflection all children can transition from one-year group to another seamlessly. Transition should be an exciting time for a child and not an anxiety provoking task. With this in mind, we at Floreat Wandsworth do a number of things to ensure the smooth transitions both into and out of the early years.

When welcoming children into our Nursery and Reception, we start the process before the academic year begins. We host weekly school tours so that parents and children can see the school in action. Once admissions have closed, we send out welcome letters to introduce the family to the school and invite parents to a Pupil Induction Evening. Within this evening we discuss; the school day, adults working in the class, drop off and pick up locations and how our children take part in wider school life. We then host a 'Stay and Play' session so that the children can spend some time with their parents and new class teacher. Once the school year begins, we have a staggered start for the children where they get to know the class and school in smaller groups.

When preparing to transition from reception to Year 1 the process begins in the summer term. The children will be given opportunities to work in larger groups to develop further independence. The children will meet their new teacher ahead of moving classes and have time to ask questions and get to know them through informal circle times. With their current class teacher, they will spend time exploring their new classroom setting and playing games within their new environment. Once the children have started year 1 they will continue to partake in 'independent choosing' activities for a period of transition.

Whole school policies and documents can be found on the school website