



Early Years and Foundation Stage Policy

Our Vision

We believe that every pupil starting in Nursery or Reception at North Beckton is beginning a wonderful and exciting learning journey that will lead to lifelong learning and becoming a valued citizen in their local and wider community. In the EYFS, we begin that journey by developing an environment in which respect, a willingness to learn and achievement are valued above everything else. The EYFS is an integrated part of the school. It is a place where, through our collaborative efforts, everyone is part of something unique and significant, feeling valued as part of the rich and dynamic learning community. We are reinventing ourselves constantly to ensure the needs and aspirations of all that work, play, learn and imagine here are met. In the EYFS we are providing the pupils with the opportunities to develop themselves by exploring and discovering learning through a play-centred approach.

Introduction

North Beckton is an inclusive school with a resource provision for pupils with PMLD. As such, our school offers a learning environment in which all pupils feel they belong and they are inspired and challenged to succeed and reach their full potential. We encourage all our pupils to be creative and develop their learning through play, independent and adult focused activities.

This policy links with the **Every Child Matters** agenda, in that every child has a right to grow up safe, healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

1. Our EYFS Curriculum

Pupils in the EYFS learn through providing them with opportunities to:

- * Play and explore at their own pace, having time to pursue activities, so that they can feel in control of their learning, showing engagement, concentration and motivation to learn further.
- * Chose activities that they are eager to engage in and they find it challenging and fascinating.
- * Be active, having the space and freedom to move around which is key to their overall development.
- * Be creative, imaginative and use critical thinking, asking questions and communicating ideas with others.
- * Explore and extend their learning independently, with peers, staff and parents.
- * Develop learning at home with activities suggested in the EY handbooks.
- * Use every moment at school and home to develop in all areas.
- * Rehearse and refine ideas to feel a sense of pride in their achievements.
- * Take risks and use trial and improvement, understanding it is ok to make mistakes.
- * Be taught skills and knowledge then apply them across all learning.
- * Find out about our diverse communities at North Beckton, sharing their own experiences and being shown through the learning and the environment that these are to be valued and celebrated.
- * Use all of their senses to fully understand concepts.
- * Access all areas of learning both indoors and outdoors including Edible playground and Forest school.
- * Explore and understand their own feelings and the impact of their actions, within a safe environment.
- * Experience good links between home and school that meets their needs socially and academically.
- * Have activities adapted to their next steps in learning e.g. through differentiation, additional resources, adult support or challenge.

2. What our EYFS environment looks like

All our EYFS learning environments are organised so that pupils have equal access to all of the seven areas of learning:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)
- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

Pupils move freely between indoors and outdoors making choices from 'child initiated' activities and 'adult focused' activities. All resources are accessible, well-organised and labelled to enable pupils to be independent and replace them after use e.g. aprons on pegs and dustpans with brushes. We have specific areas where pupils can make a mess, be quiet and reflective, concentrate, or be active and vigorous. We ensure that we use resources and equipment which reflect the diversity of traditions, cultures and beliefs. Interactive displays are used throughout the setting to simulate pupil's natural enquiry.

Outdoor play:

Young children are physically active, they need space to move freely and spontaneously. We operate an open system – where the pupils are free to explore inside and outside throughout their session. We plan for the outside space, in the same way we do inside areas, to harness the richness of the whole setting and covering all areas of learning, to ensure those pupils who are outdoor learners can have access to the same curriculum.

Pupils in EYFS are able to experience Forest School activities throughout the year. Forest School is an excellent way to offer outdoor learning opportunities on a regular basis for all pupils. It is a form of outdoor learning that is fun and unhurried. Pupils are learning in a pleasant, natural environment with a wealth of opportunities to suit all learning styles. Forest School sets learning in a different context for pupils where they can undertake a range of practical activities and carry out small achievable tasks. The pupils make their own choices during this time and take part in a range of different activities. For example, making houses for insects, natural artwork, whittling, mud painting, bug hunting, and much more.

In EYFS we also participate in our school's Edible playground where children are involved in helping to grow and look after our crops and sensory garden. The children have the opportunity to learn about healthy eating and where some of our food comes from. In addition, they learn about the different seasons and when to gather the fruits and vegetables for our cooking activities and snack table.

We believe the outdoor area is crucial as many pupils have limited opportunities to play outdoors in a safe and secure environment. We maintain a high standard of outdoor provision through these key points:

- Outdoor resources are organised and labelled in a similar way to indoor resources so that children can make choices and tidy away easily.
- The outdoor area reflects all 7 areas of learning.
- The pupils have the opportunity to choose whether to play indoors or outdoors for a major part of the session.
- Adults outside are expected to interact with the pupils responding to opportunities as they arise whilst keeping an overview of safety considerations.
- Adults value and are enthusiastic about learning outdoors in order to be strong role models and promote outdoor learning as a positive experience.
- Wellington boots and raincoats are worn to enable the pupils to experience different weather conditions and environments.
- Staff reassure parents who are anxious about safety and appropriate clothing to keep children warm and safe. As long as the pupils are dressed appropriately they can play outdoors in all weathers.
- Boys and girls are encouraged to take part in the full range of outdoor experiences.

3. Assessment and Curriculum:

The North Beckton Early Years Curriculum is based on the principles of child development and their educational programs in the revised EYFS statutory framework 2021. It is planned to lead smoothly into the National Curriculum at Key Stage 1 in a way which is relevant and meaningful for all children. Reception and Key Stage 1 staff work together through the year to ensure a successful transition into Year 1. Our termly learning is organised into themes, some of which are shared with the whole school. We use our detailed knowledge of where the pupils are, of the pupil's achievements, interests and best ways of learning to inform our planning. Every pupil has a Learning Journey Book to document their individual experiences in their learning. In addition, all pupils in reception have a Literacy and Maths books to record and evidence their work. Pupils' work includes photos of pupils completing activities independently, child's initiated work as well as those that are completed during adult's focus sessions.

On entry into EYFS each pupil is assessed in the seven areas of learning as outlined in Development Matters. This forms the pupils' baseline to plan their next steps and to track their progress and attainment.

Pupils' next steps are kept in their Learning Journey Books and updated every half term. The tracking of pupils' overall progress is also reviewed every half term using Classroom Monitor. Every term we collect evidence of Characteristics of Effective Learning (CoEL) through observations during child's independent play. This is recorded in their learning journey books.

We complete regular assessments activities such as:-

- Planning time for staff to observe pupils, find out their interests and areas where they like to extend their learning.
- Time for staff to discuss/feedback individual pupils progress to inform weekly planning sessions and activities.
- Grouping pupils together for planning the next steps.
- Making sure that all adults work with all pupils in order to gain a holistic picture of the pupil's achievements.
- Using a systematic routine to track and evidence pupils' progress each term.
- Share assessment findings with parents through 'stay and play' sessions and during Parents' Evenings/Day.

4. The role of the adults in EYFS

We believe that in order for pupils to develop their thinking and their play effective adult interaction is vital. At North Beckton adults play alongside pupils, offering carefully thought out comments and questions in order to move the pupil's thinking on. All adult focused activities are play-based experiences with adults facilitating a variety of different experiences for the pupils to explore. Adults are not confined to a designated space or area when working on a focus task: they are free to follow the pupil's interests within the environment. All adults working in EYFS at North Beckton:

- ✓ Enjoy working with the pupils in their care.

- ✓ Make warm, sensitive relationships with pupils by taking time to tune into the pupils.
- ✓ Show an interest in what pupils do and say in order to understand, appreciate and value them as individuals.
- ✓ Understand individual pupil's interests and ways of learning.
- ✓ Spend time listening to pupils and responding to their needs.
- ✓ Demonstrate sensitivity about when to join in play and when to retreat.
- ✓ Support pupils by providing strategies to deal with difficulties such as sharing and making friends.
- ✓ Follow our agreed practices for developing sustained, shared thinking.
- ✓ Ensure that all activities are given the same status e.g. indoors/outdoors.
- ✓ Sensitively intervene in pupil's play by offering skills and knowledge.
- ✓ Sensitively intervene in pupil's play by asking challenging questions to extend and develop pupil's play.
- ✓ Plan experiences to meet the pupil's needs based on ongoing recorded observations and assessments.
- ✓ Observe and makes notes on all pupils and use the information gained from these observations to plan the next stages for individual and groups of pupils.
- ✓ Discuss and share this information with colleagues on a regular basis.
- ✓ Know and plan for their different responsibility each day.
- ✓ Encourage the pupils to reflect on their learning.

4. Working with Parents as Partners

- Staff show respect and understanding for the role of the parent in their child's education.
- Staff listen to parents' accounts of their child's development and any concerns they have.
- Arrangements for settling in are clear and flexible to give pupils time to become secure.
- All parents are made to feel welcome, valued and necessary through a range of opportunities.
- Knowledge and expertise of parents and other family adults are used to support the learning opportunities provided in the setting.
- Staff use a variety of ways to keep parents fully informed about the curriculum.
- Parents and staff talk about and record information about the pupil's progress
- Relevant learning and play activities are continued at home.
- Parents are invited to 'stay and play' sessions to work with their child on the Learning Journey

Books.

- Parents are invited to join in for our Literacy and Maths mornings where they can work alongside their child and learn how to support them at home.

5. Transition into Year 1

The autumn term into year 1 is organised as a transition term. The pupils continue the play-based approach to their learning. Adults plan for independent learning opportunities in the environment, which also includes outside Forest Schools provision. Both the Foundation Stage and National Curriculum learning objectives are covered ensuring that pupils move from one curriculum to the other at their own pace.

6. Admissions check

Our school follows the London Borough of Newham's admissions policy and procedures.

Nursery Admission dates are listed below:

<i>A child born on or between</i>	<i>Becomes eligible for a free place from</i>
1 April and 31 August	1 September following their third birthday
1 September and 31 December	1 January following their third birthday
1 January and 31 March	1 April following their third birthday

Reception:

<i>A child turning 5 on or between</i>	<i>Becomes eligible for a Reception place from</i>
1 September and 31 August	September

Once a place has been offered we follow a well planned settling in programme to ensure all pupils have a positive start at North Beckton. We do this to ensure that the pupils:

- feel valued and confident in their new setting
- establish positive relationships
- are happy, enthusiastic and active learners
- establish positive attitudes and skills for lifelong learning
- see parents and practitioners are working together

How do we do this?

- Parents are well informed about settling in procedures and understand how important this period is by having access to the Early years handbook.

- Children are invited to taster sessions before starting nursery and reception.
- Before the pupils start nursery/reception (if they are new to the school) two members of staff will arrange home visit to meet the pupil in their home environment.
- Parents meet with the class teacher before their child starts school / nursery when the procedures for settling in are explained.
- The settling in procedures are flexible for each pupil.
- In nursery, parents/carers must stay for the first few sessions to help the staff build a positive relationship with the pupil.
- In nursery when the staff think the pupil is ready, the parent/carer may leave for a short period, but stay in the building. If the staff feel confident that the pupil may be left, the parents may leave providing an easily accessible contact number for the parent to swiftly return if necessary.
- Once the pupil is confident and has established a positive relationship with staff s/he can be introduced to tidy up time and story time.

Toilet training

It is our expectation that pupils who are enrolling for our Nursery are toilet trained when they start, however if a pupil is not toilet trained they will be able to receive advice and support in order to toilet train their child. Our nursery nurse and teacher, family liaison officer and SENCO can all work with families on their toilet training.

The following documents should be read in conjunction with these policies:

- Nursery and Reception Handbooks
- EYFS presentation policy
- School / LA admissions Policy
- Health and Safety Policy
- Equalities policy
- Behaviour Policy
- Special Needs Policy
- Child Protection Policy
- Assessment Policy