



Stottesdon C. of E. Primary School

The Shropshire Gateway Educational Trust



Early Year Foundation Stage Policy 2021

Introduction

At Stottesdon Primary, the term 'Early Years' refers to children in the Foundation Stage and applies to children who enter our Nursery until the end of their Reception Year in Teme Class. Stottesdon Primary acknowledges that when children join our Early Years classes (Nursery or Reception) they bring with them a wide range of experiences, skills and interests from which to build upon.

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself. Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking.

Structure of the Early Years Classes

The Early Years Phase (Nursery and Reception) is based together at the lower end of the school, with Key Stage One. Both rooms have a joining door to support transitions, joint resources and access to the outdoor area.

EYFS Teme Class	<p>Nursery Room Children can join once they have turned two years old</p>	<p>Nursery Lead: Mrs. Rainbird-Hitchins (based in Nursery during the afternoon sessions)</p>	<p>Teaching Assistants: Mrs. Sara Clulee Miss. Rebecca Home Mrs. Nancy Fierek Mrs. Lydia Keen</p>	<p>Capacity up to 20 children aged two - four years old</p>
	<p>Reception Room Children enter Reception the September they turn five years old</p>	<p>Morning Teacher: Mrs. Rainbird-Hitchins Afternoon Teacher: Mrs. Martin (M T Th F) Mrs. Jones (W)</p>	<p>Teaching Assistant: Mrs. Smith</p>	<p>Capacity up to 15* children</p>

Our Aims

At Stottesdon C of E Primary School and Nursery, we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and carers to help every child reach their full potential.

As outlined in the 'Statutory Framework for Early Years Foundation Stage':

'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.'

Statutory Framework of EYFS

We adhere to the 'Statutory Framework of the EYFS' and the four guiding principles that shape practice within Early Years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/ carers;
- **Children develop and learn in different ways and at different rates.**

Principles into Practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning to build upon on what our children already know and can do.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Provide a secure and safe learning environment indoors and out
- All staff are involved in planning a wide range of exciting activities that promote our core values (friendship; generosity; humility and service; compassion; responsibility; perseverance and hope; justice; courage; an awe for creation; forgiveness; thanks; respect; truth and trust) where the outcome is a cohort of happy, independent, confident, caring and determined learners who are able to communicate well and have the ability to think critically and share their thoughts and ideas.

Our Early Years Foundation Stage Curriculum

Our EYFS Curriculum has been designed to reflect the nature of our beautiful environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to other places, cultures and nature in other parts of the world. It is therefore unique to Stottesdon C of E Primary school. Each topic planned is included in the curriculum for very specific reasons and we want to ensure that all children leaving the Early Years are ready to start the Key Stage 1 curriculum. Each topic is exciting and challenging with: themes based on our two-year cycle; supporting observations of children's needs; their interests and experiences; their stages of development across the seven areas of learning. The combination of these will enable the children to achieve and go beyond the 17 Early Learning Goals

Each topic does not last a specific amount of time but is based on the children's learning and experiences at the time, and so a topic can run from anything between four to seven weeks. All the topics have resources and activities ready to use in the enhanced provision. Topics are introduced with a hook linked to a good quality storybook or age appropriate non - fiction text.

We follow a two-year rolling programme, with a theme for each term.

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	All About Me	Weather & Celebrations	People who Help Us / Heroes	On the Farm	Minibeasts	Homes
Year 2	Once Upon a Time	Transport	Being Healthy	Animals in the Wild	In the Garden	Journeys

Our Yearly Curriculum plans (including core books, rhymes and experiences can be found here:

[EYFS Reception Long Term Plan \(Year 1\)](#)

[EYFS Nursery Long Term Plan \(Year 1\)](#)

[EYFS Reception Long Term Plan \(Year 2\) TBC](#)

[EYFS Nursery Long Term Plan \(Year 2\) TBC](#)

Where appropriate, these themes run through and help to shape the depth and range of rich, meaningful first-hand experiences which allow for many 'I wonder' moments as the children engage in many real life opportunities within an immersive environment. Additionally, we provide opportunity through continuous provision enhancements to engage them in their learning through their own interests. We aim to develop and foster: positive attitudes towards learning, confidence, communication and physical development.

This ambitious Early Year's curriculum aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.

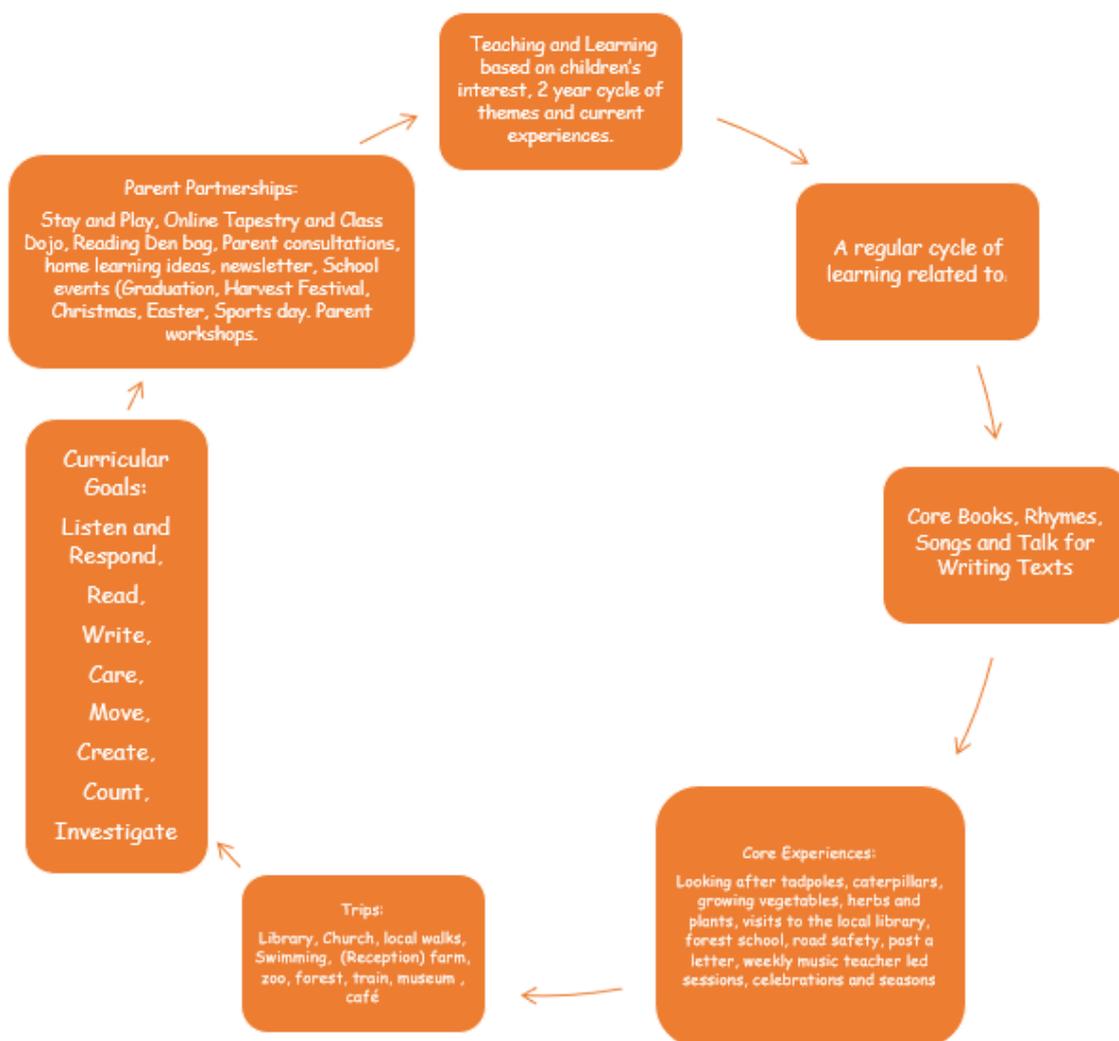
Our Curricular Goals

We designed our curricular goals with the particular strengths and needs of the children of our school in mind. The goals are ambitious. They provide an overview of many of the different things we would like children to know and be able to do at the end of nursery and the end of reception. The goals are adaptable to the particular children on roll. We offer scaffolding and extra support to help every child to access the curriculum and to ensure they make progress through it. However, we recognise that every child will not make the same progress through the curricular goals.

Our Curricular Goals can be found here:

[Stottesdon Nursery and Reception Curricular Goals](#)

We offer a high quality broad and balanced curriculum which has the following main elements:



All seven main areas of learning are incorporated into the outdoor curriculum and planning is cross curricular across all areas. Throughout the EYFS curriculum we are always incorporating children's skills and development under the characteristics of effective teaching and learning by providing opportunities to support playing and exploring, active learning and creating and thinking critically.

Three areas are particularly crucial for igniting young children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive, both in the EYFS and into Key Stage 1.

These three areas are the **prime** areas:

- **Communication and Language CL**

The development of children's spoken language underpins all seven areas of learning and development. Children are encouraged to listen and communicate appropriately. We enhance the classroom and outdoor garden area to reflect the topic learnt. Each topic encompasses enhancements to the learning environment that include role-play areas, small-world play and story-making tables to encourage the children to act out scenarios and discuss concepts being learnt. This helps children learn and use new vocabulary introduced through the topics. Children are encouraged to ask questions and contribute to whole-class and group discussion whenever possible. Children who struggle to communicate are targeted in the provision and learning interventions are used when children lack confidence or do not have the age-appropriate skills

- **Physical Development PHY**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Our stunning EY outdoor environment, playgrounds and field enables us to make the most of

the outdoors and we encourage children to play outside as much as possible. Our intention is that children learn how to take measured risks. We encourage children to learn about nature and look after their environment through regular welly walks (Forest school sessions in a local meadow). There is a well-established and comprehensive PE curriculum, which includes multi skills, swimming, ball skills, athletics, gymnastics and dance. Children are taught about the importance of regular exercise and healthy eating and are encouraged to join in with whole-school sports initiatives such as inter-school days, and Sports Day. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

- **Personal, Social and Emotional Development PSED**

We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time. Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

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

- **Literacy LIT**

We aim to teach children to read and develop a love of books as soon as they arrive at Stottesdon C of E Primary School and Nursery, and books are used to teach topics and to enhance our whole curriculum. We follow a systematic approach to phonics teaching based on Letters and Sounds. Phonics lessons are taught daily in Nursery and Reception. In addition to daily phonics, children take part in guided reading, either in small groups or individually.

Reception children have 2-4 reading books per week based on the phonics phase being taught. Children in Nursery and Reception are also encouraged to take home age-appropriate picture books from the class library and books in the classrooms are changed each half-term to reflect the different seasons, topics taught and children's interests. Teachers read stories to children from high quality age-appropriate texts at every available opportunity. These books are then used to enhance the learning environment and reading area. Daily phonics rainbow challenges are set up in continuous provision with individual children's next steps in mind.

In Reception, writing is introduced straight away, and we teach handwriting alongside the Phonics curriculum. Each child has an independent book where the progression is taught. Guided writing activities are based on the topic or Talk for writing book. Children are also encouraged to write in the provision in the role-play area, writing area, maths area, library and outdoors. The children are provided with a range of pencils, pens, and other media to encourage them to write as much as possible. We hope to inspire children to write independently after they have been introduced to writing skills in their guided writing sessions.

- **Mathematics M**

Children are taught maths through guided group work and whole-class activities. We also use maths enhancement activities in the different areas in the classroom, including the outdoors. The main aim of the maths curriculum is to teach children to be able to subitise numbers automatically. We begin by concentrating on one number a week in the first term, with the aim that developing a strong grounding in number develops the necessary building blocks to excel mathematically. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. We provide frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. Children who need extra help with mathematics are targeted in the provision by key members of staff. Each morning maths rainbow challenges are set up in continuous provision with certain children's next steps in mind. We believe it is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

- **Understanding the World UW**

We strive to give children knowledge about the world around them and the rest of the world. Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

Science is taught through most of our topics. For example, Minibeasts topic links particularly well to our nature walks, and we have frogspawn hatching, caterpillars turning into butterflies in our classroom so that children are encouraged to see nature changing over time.

Geography is taught, including maps and countries of the world, through our Celebrations and Journeys topics. We go on trips each year to look at different environments. Similarly, we introduce the children to history learning through our Transport and All about Me topics. For example, we look at old and new transport and how transport has changed. We teach RE throughout the year based on celebrations including, the Diwali story, the Christmas story and the Easter Story so that children are introduced to different belief systems. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

- **Expressive Arts and Design EAD**

The development of children's artistic and cultural awareness supports children's imagination and creativity. We want children to sing songs, make music and dance. In Nursery and Reception, we have weekly music lessons taught by a music teacher. Children are given time to play imaginative games and make up stories, songs and dances.

Children are introduced to a new musical instrument each week, listen to a performance and explore how the sounds are created. In art, the children are taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. We study artists and experience workshops by real artists. Child-initiated art activities are encouraged during continuous provision as well as art and crafts being taught by the staff. We endeavour that children leave Reception with good art skills, as well as encouraging them to plan using their own ideas and techniques in their art and design work. Children are encouraged to review their work to build up their progression.

The 17 Early Learning Goals (ELGs) are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. The ELGs are used to support teachers to make a holistic, best fit judgement about a child's development and their readiness for Year 1.

The 17 Early Learning Goals (ELGS) can be found here: [End of Reception Early Learning Goals 2021](#)

Characteristics of Effective Teaching and Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Playing and Exploring - children will have opportunities to investigate and experience things, and 'have a go'. '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.' Through play, our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active Learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. 'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.' Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and Thinking Critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. "When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions." Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Facilitating Learning

Children will engage in whole group and small group activities alongside their independent learning. The curriculum is delivered using a play-based approach as outlined by the EYFS framework: *'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'*.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact when appropriate to stretch and challenge them further. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice.

Each classes daily timetable are as follows:

Nursery Timetable		Reception Timetable *timetable evolves through the year	
9:00am	Nursery doors open Registration and Early Morning Activities	8:45am	Early Morning Activities Registration Individual Reading / Guided Reading Groups
9:15am	Welcome Time: Hello song; Nursery Rhyme of the Week; Makaton Sign of the Week	9:10am - 9:40am	Phonics
9:15am -10am	Adult-led Focus Activity Continuous Provision with Maths linked learning opportunities.	9:40-10:30am	Maths Input linked learning opportunities with staff facilitating as appropriate
		10:30am	Whole School Assembly Open the book / Phase Assembly / Achievers
10:00am	Snack Time and followed by outdoor learning	10:45-11am	Snack Break
11:00am	Phase One Phonics for Nursery 2 Song time for Nursery 1	11:00-11:40am	Talk for Writing linked learning opportunities with staff facilitating as appropriate
11:00	Continuous Provision End session with a story	11:40-11:45am	Story Time
11:45am	Get ready for lunch, washing hands, toilet stop		
12:30-2:45pm	Registration Talk for Writing Input Adult-led Focus Activity PSHE *Mondays PE session *Tuesdays/ Music *Thursdays Continuous Provision - Indoor and Outside	12:50pm -3:00pm	Registration Afternoons are a mixture of whole group, adult led and continuous provision as deemed appropriate by the class teacher. E.g PE, ICT, RE, Geography, ART, DT, History, Science, Music
2-2:20pm	Break		
2:45pm	Concept Cat - Word Aware Singing Time Goodbye Song	3pm	Story time -Recapping our day
3:00pm	Home Time	3:15pm	Home Time

Role of the Adult

Activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them. Adult 'modelling' is combined with sustained periods of shared thinking. Open-ended questions help to improve development in all areas.

Whilst children are involved in self-chosen activities during continuous provision, they move in supervised groups between indoor and outdoor areas using the resources which best meet their needs on a daily basis all the year round.

Each child is allocated a Key Person. The children's Key Person are actively involved with children in their play and activities by:

- Talking with children in a variety of ways (conversing, discussing, questioning, modelling and commentating);
- Questioning: responding to questions and engaging the child in extended conversations that support sustained shared thinking.
- Extending vocabulary, knowledge and skills
- Encouraging independence and helping children to identify 'great learner skills'
- Adding resources that stimulate, inspire and engage the learner
- Demonstrating / modeling and working alongside

- Helping children to see links in their learning
- Supporting, encouraging and challenging
- Encouraging children to be problem solvers, problem setters and investigators
- Re-directing the play if necessary
- Helping children to learn how to negotiate and resolve conflict
- Promoting children's well-being
- Observing and assessing learning
- Recording judgments and planning for next steps in learning
- Providing feedback to child/other adult/parents
- Ensuring the environment is safe and secure

Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development. Our Nursery and Reception classrooms are organised to allow children to explore and learn fluidly, securely and safely. Both classrooms and outdoor area have discrete learning areas, where children are able to find and locate equipment and resources independently.

There is a new outdoor area, specifically designed for the Early Years and Key Stage One children to use in all weathers. Outdoor play is essential to develop children intellectually, emotionally, socially and physically. It provides a rich context for the development of their language and encourages positive attitudes towards a healthy lifestyle. The provision and planning for outdoor play, just as indoor play, reflects the developing interests of the children. To ensure balance and breadth of provision, adults have clear goals for children's learning, and are responsive to children's enthusiasm and their interests. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active.

Parents as Partners and the Wider Context

As outlined in the 'Statutory Framework for Early Years Foundation Stage' 2021

'Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up'

We agree parents and carers have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways:

- Talking to parents/carers before their child starts nursery or school at our induction meeting.
- Talking to them about their child's interests and needs during our introductory sessions
- Being welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions;
- Inviting them to a parent consultation in the Autumn and Spring terms to discuss how their child has settled and share progress and next steps for learning;
- Valuing parents' contributions to learning journeys;
- Inviting parents into school termly for our 'Come and Learn With Us' sessions;
- Encouraging parents to read with their child at home and make comments in their reading record books;
- Providing curriculum planning overviews for each topic, each term, highlighting how they can support their child at home;
- Inviting parents into school for 'parent phonics' sessions to demonstrate how we teach phonics and help them support their child;
- Welcoming parents as volunteers into our school and hear readers;
- Written contact through the Reading record and weekly school newsletters.
- Sending home 'WOW' slips designed to enable parents to record outstanding achievements.

- Having regular access to their children's online 'Learning Journey' through Tapestry (Nursery) 'Class Dojo' (Reception) and valuing the on-going contributions that they make to them.
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas Nativity play and sports day etc. ;
- We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

Assessment

Assessment plays an important part in helping parents, carers, teachers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. The revised Early Years Foundation Stage (EYFS) signposts practitioners to the non-statutory [Development Matters guidance.pdf](#). The characteristics of effective learning (taking into account children's stages of development, interests and learning needs) form the basis of this approach. Observing children as they act and interact in their play, everyday activities and planned activities will give the information needed for the following assessments:

- Starting Points
- Two Year Old Progress Check
- End of Nursery - OTrack - Discussion with Reception Teachers
- End of Reception - OTrack - Early Years Profile and discussion with Year 1 Teacher

Starting Points

In the first half term of Nursery and Reception, the majority of our planning is focused on the three prime areas. The child's Key Person will spend quality time getting to know their key children and their families. This trusting relationship helps children to settle into nursery and reception and grow in confidence in their new environment.

When children join we:

- Support transition and settling into a new setting
- Observe
- Meet with parents to discuss how the child has settled in and what they have observed during the first term.
- Starting points.
- Complete Reception Baseline Assessments
- Use Stoke's Speech Screening Programme - termly
- The teacher / Key Person will refer to the checkpoints in Development Matters, checking children's development in the Prime areas. These assessments will inform a discussion with parents about how well their child is settling and will be used to help notice children who may need extra help.

All of the above help us to create a starting point that informs future planning.

Throughout the year, we adopt a case study approach to planning, learning and assessment. Teacher or key persons record significant learning and development. For children in Nursery each child has a tapestry online journal and evidence of opportunities are recorded in our class floor book. For children in Reception, evidence is recorded into their individual Literacy book, Independent Writing book, Numeracy book, or and Topic book.

Two-Year-Old Progress Check

When a child is aged between two and three years old, we review their progress and development, and provide parents with a short-written summary of their child's development in the prime areas by the term before they turn three years old. This should fall in line with the child's health check by their health visitor.

This progress check identifies the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, the Early Years SENCO is available for support and guidance. Parents are supported with next steps to support their child's development at home as well as at Nursery.

End of Nursery Assessment

During the summer term before the child leaves for reception, we review and track their progress, hold a discussion with parents and their new class teacher. If they are attending a different primary school for their reception year a written overview will be sent home to parents to forward to their new teacher.

Reception Baseline Assessment

The reception baseline assessment (RBA) is a short, task-based assessment of child's early literacy, communication, language and mathematics skills when they begin Reception. The assessment can take place at any point in the first 6 weeks of a child starting reception by the class teacher. The assessment will form the start of a new measure of how schools are helping their pupils to progress between reception and year 6. During a short one-to-one session, children will do a number of practical and interactive tasks. Children can answer questions verbally or by pointing or moving objects. The assessment has been designed to be inclusive and there are modified materials available - this means it is also accessible to children with special educational needs or disability (SEND) or English as an additional language (EAL).

End of Reception

In the final term of the year, an Early Years Foundation Stage Profile will be completed for each child. This provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

Throughout their year in Reception, the children will be observed and assessed through their learning in order to gain insights and make reasonable judgements against the 17 Early Learning Goals. We will use the terms 'emerging' or 'expected' to describe our judgements, under the new guidance the term 'exceeding' has now been removed.

The EYFS Teachers discuss any cause for concern in a child's progress, especially in the 'prime' areas of learning, with the child's parents. A strategy of support is agreed upon and recorded on the class provision map, discussions with the school SENCo and other agencies maybe needed.

Transition

At Stottesdon Primary School, we recognise that starting nursery, school and moving up classes has the potential to be a stressful time for both children and parents. We therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily. If the child is already attending our Nursery he/she will be very familiar with the staff and setting and we envisage a very seamless transition.

Before children join our nursery, the Early Years Teacher holds a meeting to provide parents with key information, school expectations, knowledge on our curriculum and assessment and advice on how they can help their child. We encourage children to attend this meeting with their parents, as it is normally held in the nursery classroom, during the nursery day. This gives children the security of meeting with their new teachers and environment with their parents close by and gives parents time to ask questions and share knowledge or any concerns they have about their child. The EYFS Teacher will discuss through the child's 'All about Me' form.

Over the course of a year, Nursery and Reception children join weekly together for story, PE and play based activities and breaktimes. In addition, our school has a [transition and expectations guidance document](#) which staff have created to elicit the key skills that children need to demonstrate at different stages of their development from Nursery to Y1.

- A Nursery parent workshop is held to introduce families to pre-writing activities with resourceful packs provided.
- Parents are invited to a Reception introduction meeting, during which they are invited to look around their child's learning environment and to ask questions, as well as receive information on the curriculum and daily routines.

- In the Summer before starting Reception, children have the opportunity to spend 2 full days in their new classroom, with their new teachers and class peers.
- During the Autumn term they are also supported with a workshop which explains our expectations and approach to phonics, handwriting, reading and number development.

Safety

Children's safety is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make independent choices and assess risks. We have stringent policies, procedures and documents to ensure children's safety (e.g Health and Safety, Risk Assessment, Educational Visits Guidance, Behaviour, E-safety).

We promote the good health of children in our care in numerous ways, including the provision of fruit at break time and high profile of healthy eating, as well as water stop time after lunch and access to water throughout the day. We also follow set procedures if children become ill/ have an accident (See Health and Safety Policy).

Supervision/Appraisal

Supervision is a regular, planned, accountable two-way process which should offer support and develop the knowledge, skills and values of an individual, group or team. It's purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice. The EYFS lead Mrs. Rainbird-Hitchins meets regularly with members of the team to address this requirement.

Inclusion

We value all of our children as individuals, irrespective of their ethnicity, culture, religion, home background, ability or gender. We believe our creative and topic based curriculum helps children meet learning opportunities within a happy, secure and interesting environment through practical activity, enquiry and purposeful play, with consolidation through practice, talk and reflection.

Signed: *NR Hitchins*

Dated: July 2021

Date of next Review: July 2024