



Snape Wood Primary and Nursery School

Excellence for All

'We are a small school that makes a big difference'

**To provide excellence for all within a happy, safe, and stimulating
learning environment'**

EYFS POLICY

(EARLY YEARS FOUNDATION STAGE POLICY)

SNAPE WOOD PRIMARY AND NURSERY SCHOOL	
Approved by: Full Governing Body	Date: Spring 2023
Review Date:	Spring 2024

At Snape Wood Primary School, we believe that:

“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. A secure, safe and happy childhood is important in its own right. 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”.

“Statutory Framework for the Early Years Foundation Stage”, Department for Education, September 2021

Aims

The EYFS curriculum at Snape Wood, is designed to recognise children’s prior learning both from previous settings and their experiences at home. We know that our children enter the Nursery and Reception classes with varied life experiences and we aim to plan teaching and learning opportunities accordingly to address this. Every child is recognised as a unique individual and we pride ourselves on celebrating and welcoming differences within our school community.

We know that young children need positive relationships with adults who are warm, enthusiastic and respect what children bring and build upon. We understand the importance of the teaching and acquisition of basic skills, knowledge, concepts and values and provide rich and memorable opportunities to engage learners. **We are ambitious for our children. We believe that our first experiences of school should be happy and positive, enabling all to develop a lifelong love of learning.**

At Snape Wood Primary, we believe that children learn best through purposeful play and we encourage our children to be independent, choosing their own resources and leading their own learning. We want our children to be inquisitive, creative and innovative with the resilience to keep on trying. We provide a learning environment that is happy, secure and stimulating. It is designed so that children can easily find (and put away!) everything they need. The classrooms are organised into areas of Continuous Provision, providing flexible and open-ended learning opportunities.

We also believe that the role of the adult in supporting children’s learning and development is crucial. Through careful observations, shared and scaffolded play, challenging questions, adult guided activities and 1:1 support we ensure that every child reaches their full potential.

By working in partnership with parents, outside agencies, other childcare providers and the local community we support the children to become confident and independent learners.

We aim to make Snape Wood Primary’s Foundation Stage an exciting and enjoyable place to learn.

We strive to ensure that our provision inspires all children to achieve ‘Excellence for All’. Our ethos is underpinned by our 5 core values: PRIDE. At Snape Wood, we take ‘PRIDE’ in everything we do:

P	Positive Attitude
R	Respect
I	Inquisitive
D	Determined
E	Empathy

At Snape Wood Primary School, we aim to develop a thirst and love for learning by:

- To work in partnership with parents, guardians and carers, value their contributions and engage them in their child's learning journey. Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home. In order to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points
- To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure all children meet their next steps.
- To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points, as well as to lay a secure foundation for future learning and support transition into KS1.
- Carefully planning sequences of activities that provide meaningful learning experiences, developing each child's characteristics of learning.
- Providing high quality interactions with adults that demonstrate and impact on the progress of all children.
- Using high quality questioning and interactions to check understanding and address misconceptions.
- Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills.
- Carefully assessing, through observations, which are recorded and shared with parents. These are used to inform the next steps of learning and meet individual needs.
- Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time.
- Provide a safe, challenging, caring and sharing environment which is sensitive to the needs of all children including those with additional needs.
- Provide our children with a curriculum that is designed to be flexible, engaging and exciting so that their unique needs, passions and interests are embraced within the wider school context.
- Provide an ambitious curriculum that is actively inclusive of all ethnicities, cultures, religions, home languages, family backgrounds, learning difficulties, disabilities, genders or abilities.

Learning and Development at Snape Wood - Curriculum and Planning

At Snape Wood Primary we:

We are fully committed to the purpose and aims of the statutory Early Years Foundation Stage (EYFS) Framework, September 2021. We have used the 2021 document 'Development Matters', to provide Learning Outcomes appropriate for each year group.

The EYFS Framework is based upon four guiding principles which form our overall objectives.

- **The Unique Child** - every child is an individual who is capable in their own right. Every child has a variety of needs to be met over their time in the Foundation Stage.
- **Positive Relationships** - Social interaction is key to a child's development. Children become strong, independent learners through positive social interaction.

- **Enabling Environments** - Providing a safe, secure and stimulating base for our children is key to their development. We will provide experiences and activities that respond to the child's individual needs and interests, as well as developing a strong partnership between practitioners, parents and carers.
- **Learning and Development** - Children develop and learn in different ways and at different rates. The curriculum covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

Characteristics of Effective Learning

All Foundation Stage staff model and encourage the development of these characteristics of effective Learning:

Playing and Exploring - Engagement – children investigate (finding out and exploring) and experience things, playing with what they know and being willing to 'have a go'

Active Learning - Motivation – being involved and concentrating, keep trying and enjoying achieving what they set out to do. Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and Thinking Critically – Thinking – children have and develop their own ideas, make links between ideas and choose and develop strategies for doing things.

We believe these Characteristics are essential to developing an attitude to life and learning which prepares our children for starting school and beyond.

Early Learning Goals

Within the EYFS Framework there are 3 prime areas of learning and 4 specific areas. These provide the basis of how we structure the learning environment, the activities and opportunities we provide, and how we assess each child's development. For each of the areas of Learning there are specific 'Early Learning Goals' to work towards.

Three Prime Areas

Communication and Language: Listening, Attention and Understanding; Speaking

Personal, Social and Emotional Development: Self-Regulation; Managing self; Building Relationships

Physical Development: Gross Motor skills; Fine Motor skills

Four Specific areas

Literacy: Comprehension; Word Reading; Writing

Mathematics: Numbers; Numerical Patterns

Understanding the World: Past and Present; People, Culture and communities; The Natural World

Expressive Arts and Design: Creating with materials, Being imaginative and Expressive

Our children arrive at Snape Wood Nursery and Reception at a variety of different starting points and as such, we place a strong emphasis on Personal, Social and Emotional Development and Communication and Language in the early phases of the EYFS curriculum. Our rich and enabling environment and warm, skilful adult interactions support the children as they begin to link learning to

their play and exploration. As the pupils move into Reception, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips, visits and sessions involving parents in their children's learning.

Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have rigorous directed teaching in English, maths and phonics every day with regular circle time sessions to focus on PSED. These sessions are followed by group work and targeted play where children work with a member of staff to develop their individual targets. This focused group time means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Reading is at the heart of our curriculum. Stories, books and rhymes are carefully chosen and support the key themes throughout the year. Books are woven throughout the areas of provision. Classrooms have inviting story areas with high quality texts and engaging puppets and props to enable children to retell and create new versions of familiar stories. Small-world play, carefully planned role play areas, a construction place for building, easels and materials for model making all afford different children different spaces to tell stories and develop language.

We place huge importance on the development of children's vocabulary and ensure that staff assess early speech and language development and support children in being able to communicate their thoughts and ideas and explore the meaning of new words. Children follow a rigorous and highly successful phonics programme based on No Nonsense Phonics scheme in F2 (and the Learning Lady Phase One Phonics in F1) so that they can meet good outcomes for reading and be ready to pass the Year One phonics screening.

The Learning Environment

We aim to create an engaging, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience.

At Snape Wood we have a 'unit' that contains our continuous provision that is accessed by both Nursey and Reception children. The Reception children also access a teaching classroom that is attached to the main school throughout the day

Children are encouraged to explore and learn securely and safely with age / stage appropriate resources and experiences. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently

Resources and adult interactions are adapted to ensure the most appropriate learning for all children.

There are also two dedicated outdoor spaces that both the Nursey and Reception children access on a daily basis. All outdoor session includes free-flow access, allowing for child-initiated experiences.

Resources within the areas are labelled and organised to enable children to access them independently.

Early childhood is the foundation on which children build the rest of their lives. At Snape Wood Primary School, we greatly value the important role the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. The EYFS is for children from birth to five years of age. The Foundation team work effectively together to support children's learning and development. At Snape Wood Primary School, we recognise that young children learn best through play therefore we value play as vehicle for young children's learning and offer a curriculum that incorporates purposeful play.



Teaching and Learning

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the child-led learning, both indoors and outdoors. Our continuous provision allows children to access a range of activities and the classroom is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Adults also take the important role in Continuous Provision. Here adults will engage with pupils in their area of interest and extend learning. For example, by modelling drawing a road, including signs, to pupils learning with toy trains and tracks or writing a phone message within the home corner.

Adult-led activities are practical in nature and based on first-hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. Both Reception and Nursey children take part in daily adult-led activities.

Observations & Assessments

We make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of short and recorded observations made by teachers or teaching partners. Teacher knowledge of children, literacy and mathematics assessments and collected samples of work in children's learning journals (Child Initiated and Adult led), are also used to assess the children in the foundation stage.

Effective communication between FS and KS1 staff is therefore crucial to achieve an effective transition for children and to plan accordingly for the next stage of their learning journey. As a team, we carry out internal moderation sessions and also ensure that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings. In addition to regular formative observations, staff input summative data on a termly basis and complete their own data analysis records to ensure that our children's progress is monitored carefully, the impact of actions are evaluated and next steps are identified.

Our curriculum aims to meet the needs of all of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals.

Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively.

During each assessment window, three times a year, teachers update the progress children which allows us to assess the impact of teaching and evaluate whether it has been enough. Evidence of children's learning including observations, work samples, photographs and contributions from parents are kept in paper 'learning journals – Child Initiated and Adult Led' which children use to reflect on their progress through pupil voice. Children are encouraged to reflect upon and articulate their learning and a strong emphasis is placed on children practising skills and remembering and building on knowledge.

To Summarise

The children are assessed using the outcomes from 'Development Matters' three times a year. This initially provides a baseline from which progress is carefully tracked. Assessments are moderated within the early years team and with other partner schools throughout the school year. Data is analysed at the end of each term, pupil progress is reviewed, and interventions are planned where necessary. The progress of children with Special Educational Needs and that of Disadvantaged children, and other vulnerable groups is also tracked.

In the Summer term in F2 a Profile is completed, in line with Statutory requirements, for each child, to assess whether they have reached the Early Learning Goals.

Profile scores are moderated both internally and externally, and the results are shared with parents and Local Authority.

At the end of the year parents of children leaving the nursery and children leaving reception receive a written report on their child's development in relation to the Areas of Learning and Characteristics of Effective Learning.

Working with Parents:

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Each half term, we publish a curriculum overview that shares what we will be learning in the unit. We also provide a homework menu to offer a number of at home activities that parents can do with their children to support in school learning. In the Autumn and Spring terms we hold parents' evenings, giving parents the opportunity to come into school, see their children's books and meet with teachers to discuss their child and cover any questions. We also use Class Dojo, which offers parents an open line of communication to their child's teacher. This can be used to send messages or enquires and share images of homework or at home activities that can contribute towards evidence gathered towards the Early Years outcomes.

Before the school year starts, Reception new starter meetings are held for parents to attend, these are a great opportunity to meet their child's new teacher, hear about daily routines, learn about the school and ask any questions, before their child starts Reception in September. For any new Nursery starters, all pupils are invited to visit the unit before starting. During this time, we meet with parents to outline daily routines and expectations.

The children take reading books home to share and are encouraged to read 5 times a week at home. This helps children to make as much progression as possible and become confident and fluent readers in the future.

Regular parent's meetings, stay and play sessions and workshops ensure that parents are kept up to date with their children's development and progress and are fully aware of how they can continue to support their children's learning outside of school.

Admissions

Our Foundation Stage provision comprises of two classes and operates as a unit (Foundation 1 and Foundation 2).

Foundation One children can be offered a place after their third birthday. They are known as N1 and are given time and support to understand and enjoy their nursery experience. N1 children are offered an afternoon place. The September following their third birthday they are then known as N2.

Foundation Two children begin full time education the September after their fourth birthday and are known as F2.

In Foundation 1, we offer both part- and full-time places. Full time places are offered to Foundation 1 children, based on availability and the following criteria:

- Staffing capacity, including staffing capacity over lunchtime periods.
- 30 hours funding. Should demand exceed supply, places will be offered to N2 children in age order (oldest first)
- Early Years Pupil Premium Funding based on each child's individual needs and circumstances.

Full time places are offered at the start of every term.

To apply for a foundation 1 place, contact the school office, where you will be offered an application form. Upon the receipt of this you will be sent a letter. This will inform you that either a place has been granted or that your child has been placed on a waiting list. You will not usually hear from us again until the half term before your child's third birthday when you will be invited to visit us and attend an **'expectations meeting'** with our Early Years Lead/Lead teacher and Headteacher.

Safeguarding

All staff are fully aware of the importance of safeguarding children. They have up to date safeguarding training and follow school procedure when a safeguarding concern is raised. Please refer to the whole school Safeguarding policy for more information.

Special Educational Needs and Disabilities

All children are valued at Snape Wood Primary school. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities.

Our inclusive approach means that all children learn together but we have a range of additional interventions and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well.

The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.

Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENDCO, Mr Daniel Wright is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Local Offer. Please see SEND policy.

Inclusion in the Foundation Stage, we aim:

- To ensure positive attitudes to diversity.
- The children are encouraged to recognise and value similarities and differences between themselves and others.
- All children are challenged appropriately to ensure they reach their full potential.
- Both boys and girls are expected to fully participate in all aspects of the curriculum and are free to explore all resources and activities, following their own interests.
- Children with Special Educational Needs (SEN) are carefully assessed and, if necessary, have their own individual provision to ensure they are accessing the curriculum and are making good or better progress in their learning.
- Please see the whole school Equality Policy and SEN Policy for more information.

Health

Children are provided with a healthy snack and an option of milk daily. Children can bring their own water in water bottles, which can be accessed throughout the day.

Activities to promote a healthy eating and oral hygiene are planned throughout the year in taught sessions, continuous provision and as a part of the wider school community.

We expect all children to have a school meal. Foundation 2 children are provided with a free school meal. Foundation 1, full time, children will be provided with a hot school meal at the cost (please ask at the school office) per day.

Transition

At Snape Wood Primary School:

Starting in Nursery

- All pupils are invited to visit the setting before they start in Nursery. During this time, we meet with parents and outline daily routines and expectations. We also liaise with any prior settings to share information.

From Nursery to Reception

- The unit and staffing structure ensure that there is a smooth transition for pupils who already attend school. In the Summer term, we organise opportunities for pupils who do not attend our Nursery setting to visit us.
- We hold a transition meeting for new parents in the Summer term, where we outline daily routines and expectations.
- The children start school on a full-time timetable. Routines such as adult taught sessions and assemblies are built up gradually, with support from staff.

From Reception to Year One

- In the Summer term, we begin a programme of transition to support the children with their move to Year One. This involves visits to the Year One classroom, discussion with current Year One teachers, walks to look at where they will enter school and opportunities to ask any questions about the next year. The school holds Transition sessions, giving the children a taste of their new class.
- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout F2.
- F2 practitioners plan for more structured activities to be undertaken during the summer term, encouraging less dependence on adult support.
- EYFS Profiles are passed on to Year 1 teachers along with an age & stage assessment.
- F2 and Year 1 teachers meet to discuss the individual needs of children in July.
- F2 children will begin the transition to year 1 at the end of the Summer Term to ensure a comfortable return to school in September.

Times

Foundation 1	AM session	8:45 – 11:45am
Foundation 1	PM session	12:15 – 15:00
Foundation 1	Full Time	8:45 – 15:15
Foundation 2	Full Time	8:45 – 15:15