

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY



VISION STATEMENT FOR THE FEDERATION

Our Vision

‘Love, Laugh, Learn’

Responsibility, Respect, Resourcefulness, Reciprocity (teamwork), Resilience

INTRODUCTION

At Wrockwardine Wood Infant School and Oakengates Nursery Federation 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. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS statutory framework 2017 *‘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.’*

This policy outlines the philosophy, aims and principles of the Early Years teaching and learning across the federation

The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults.

AIMS OF EYFS

We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and learning and teaching is based on the understanding that children develop at different rates.

As a Federation we aim to:

- provide a safe, challenging, stimulating and caring environment which is sensitive to the needs of the child, including children with additional needs;
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development;
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development in the indoor and outdoor environment;
- use and value what each child can do, assessing their individual needs and helping each child to progress;
- enable choice and decision-making, fostering independence and self-confidence
- work in partnership with parents/guardians and value their contributions;
- ensure that all children feel valued, respected and included and that classroom resources and activities reflect the culture and language of their homes.

PRINCIPLES

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

1. A Unique child

All children and their families are valued within our school. We believe that children should be treated as individuals and should have equal access to the EYFS curriculum. We give our children every opportunity to achieve their best. We help them do this by planning to meet the

needs of both boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social, cultural and religious backgrounds, children from different ethnic groups, and those from diverse linguistic backgrounds.

Home Visits take place for all Nursery children and children that are starting Reception that have not attended our nursery. This enables us to support families/children at the earliest opportunity.

We strongly believe that early identification of special needs is crucial in enabling staff to support the development of each child and fully meet their needs. Concerns are always discussed with parents/carers at an early stage in an open, honest and sensitive manner and we will always seek their support and involvement.

The school's SENCO is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. We also have extremely strong links with outside agencies.

For any other information regarding SEN see our whole school Special Educational Needs and Disability Policy.

2. Positive Relationships

As a federation we recognise that children learn to be strong and independent by building secure relationships with others. We aim to develop caring, respectful and professional relationships with the children and their families.

Parents as partners

We recognise that parents/guardians are the child's first and most enduring educators. When parents/guardians and practitioners work together in early years settings, the results have a positive impact on the child's development. We feel a successful partnership needs to be a two-way flow of information, knowledge and expertise and so we aim to provide a variety of opportunities to support this. (See Appendix 1)

Key person

Young children need to develop relationships to support their emotional wellbeing and learning. A key working approach provides the child with a special adult to enable him/her to develop a secure attachment, the opportunity for the practitioner to develop a supportive relationship with the parent or carer and to share the child's progress and development. Every child in the EYFS has a named key person. In Reception there is a qualified teacher and a Learning Support Assistant. The EYFS Leader is responsible for all staff and children in EYFS.

3. Enabling Environments

Our federation recognises that the environment plays a key role in supporting and extending the children's development. We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through firsthand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and outside environment. Children have the freedom to move between the indoor and outdoor classroom throughout child initiated sessions during the school day.

4. Learning and Development

All children learn and develop in different ways. At Wrockwardine Wood Infant School and Oakengates Nursery federation all practitioners teach children by ensuring challenging playful opportunities across the prime and specific areas of learning and development.

Practitioners also foster the *characteristics of effective learning* which support the development of the Unique Child in **how** children are learning by:

- **Playing and exploring** - children investigate and experience things, and 'have a go';
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

AREAS OF LEARNING AND DEVELOPMENT

The areas of learning and development must shape activities for all children in the EYFS. All areas of learning and development are important and interconnected.

The EYFS is made up of seven areas of learning and development which includes **3 Prime Areas**:

- **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
- **Communication and Language** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. **Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes. (Guidance from The Chief Medical Officer)** This is spread throughout the day and achieved through a planned, active and creative curriculum.

These prime areas are those most essential for children's healthy development and igniting children's curiosity and enthusiasm for learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**, through which the 3 prime areas are strengthened and applied. The specific areas are:

- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure
- **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest

- **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

Across the federation all staff consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Staff working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

LEARNING THROUGH ACTIVE PLAY

“Tell me and I forget, show me and I remember, involve me and I will learn.”
Ancient Chinese Proverb

“Nothing lights up the brain like play.” Dr Stuart Brown

The federation recognises that young children learn best through when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

We recognise the importance of children’s play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

In the EYFS settings across the federation, practitioners provide both structured and unstructured play opportunities inside and outside. These 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 as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

The five types of play

1. **Physical Play**-active exercise (jumping, dancing, skipping climbing, riding a bike and ball play etc), rough and tumble (with friends, parents, siblings) and fine motor practice (threading, colouring, cutting, junk modeling and manipulating soft materials).
2. **Play with objects**- exploring how objects and materials feel and behave using senses. By the age of four years, building, making and constructing behaviours emerge.
3. **Symbolic Play**- Humans use a wide variety of symbolic systems including spoken language, reading and writing, number, various visual media (painting, drawing, collage) music and so on. This type of play supports children to develop technical abilities to express and reflect upon their experiences, ideas and emotions. This kind of play can enhance children's visual literacy (their ability to understand pictures, photographs, diagrams, scale models, plans and maps).
4. **Pretense/Socio-dramatic**-This type of play helps to develop children's cognitive, social and academic abilities. Socio dramatic play helps children to 'self regulate' their behaviours and develop co-operative and social skills. This type of play is often characterized as 'free play' but it makes some of the greatest demands on children's self restraint and self regulation because they have to follow the social rules governing the character they are portraying.
5. **Games with rules**: This kind of play helps children make sense of their world and they are very interested in rules. Children also frequently invent their own games. Chasing, hide and seek, throwing and catching. As children mature they play board and card games, electronic and computer games, and the whole variety of sporting activities.

(See also Appendix 2)

SCHEMAS

Schemas are patterns of repeatable behaviour which can often be noticed in young children's play. Some easily identifiable schemas are:

Schema	Description of possible behaviours
Transporting	A child may carry all the bricks from one place to another in a bag, the sand from the tray to the home corner in a bucket, push a friend around in a toy pram.
Enveloping	A child may cover themselves in a flannel when washing, wrap dolls and toys up in blankets and fabric, cover their painting with one colour.
Enclosure/containing	A child may put their thumb in and out of their mouth, fill up and empty containers of all kinds, climb into large cartons, sit in the tunnel, build 'cages' with blocks.
Trajectory;Diagonal/vertical/horizontal	A child may gaze at your face, drop things from their cot, make arcs in their spilt food with their

	hand, play with the running water in the bathroom, climb up and jump off furniture, line up the cars, bounce and kick balls, throw.
Rotation	A child may be fascinated by the spinning washing machine, love anything with wheels, roll down a hill, enjoy spinning round or being swung around.
Connection	A child may distribute and collect objects to and from a practitioner, spend time joining the train tracks together, stick the masking tape across from the table to the chair.
Positioning	A child may put things on their head, prefer their custard next to their sponge not over it, lie on the floor or under the table.
Transforming	A child may add juice to their mashed potato, sand to the water tray, enjoy adding colour to cornflour or making dough.

Although children often show particular schemas in their play, not all children appear especially schematic. Some show one particular schema particularly strongly and others show several at once. Sometimes one schema which has been particularly strong will seem to fade, possibly to be replaced by another. Schemas offer a key to understanding ways in which children behave. In the planning process, awareness of children's schemas can be invaluable in matching curriculum content with children's interests and needs.

Children whose play is particularly schematic may have particular preferences in the setting for activities and resources:

Schema	Child's preferences
Connection (joining)	Train track Construction String Sellotape
Enveloping (covering, surrounding)	Dens Things in boxes Envelopes Dressing up Wrapping 'presents'
Rotation (circles)	Circle games Wheels Roundabouts Spinning tops Kaleidoscopes

Trajectory (straight lines)	Throwing games Woodwork Percussion Football Playing with running water
Transporting (moving things)	Shopping bags Buggies Trailers

EARLY LEARNING GOALS

In each area there are Early Learning Goals (ELG's) that define the expectations for children to reach by the end of the EYFS

THE PRIME AREAS

Communication and Language

Listening and Attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: Children express themselves effectively showing awareness of listeners needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas and events.

Physical development

Moving and Handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and Self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making Relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

THE SPECIFIC AREAS

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, Space and Measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and Communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and Using Media and Materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

PLANNING

Effective learning builds on and extends what children know and can already do. Our planning is informed by observations we have made of the children in order to understand and consider their current interests, experiences, development and learning needs.

There are three stages of planning the curriculum:

Long Term Planning

Nursery and Reception currently organise the curriculum through agreed termly themes over the period of the academic year. The EYFS development matters and the schools EYFS planning matrix is used as guidance.

Medium Term Planning

We address particular aspects of the curriculum in more detail for each term. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development are identified.

Short Term Planning

The daily planning is informed in two ways. Firstly, through ongoing observation of child initiated, adult initiated and adult directed activities both indoors and outdoors. This allows for flexibility in response to individual children's needs and interests and for revision and modification of plans. It is informed secondly by referring to the medium term plans containing objectives and activities/experiences in the half/termly theme.

ASSESSMENT

We analyse and review what we know about each child's development and learning, and then make informed decisions about supporting the child's progress. This enables us to plan the next steps for individuals and groups of children by providing challenging but achievable activities and experiences to extend the children's learning. All practitioners who interact with the child contribute to the assessment process.

The federation uses a tracking programme which helps us to ensure all children are making progress from entry to exit.

Staff review the tracking data termly with the EYFS Leader/Senior Leadership Team, monitoring rates of progress and identifying strategies that will address learning and teaching priorities and next steps.

Formative assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles.

Formative assessment may take the form of planned or significant child initiated observations, targeted assessments and annotated examples of work. Photographs and information from parents is also used. We plan an observational assessment cycle during the medium term planning process.

We track children's progress termly by highlighting children's individual tracking grids which are linked to the Early Years Outcomes.

Children's next steps are then identified for each area of development and individual target boards are completed.

All observations are placed in children's red development record folders/learning journeys. In nursery/pre-school and reception, other learning opportunities that has taken place is recorded in their '*Look What I Can Do*' books. Reception children also have a mathematics book.

All of the above are shared with parents throughout the year at stay and play sessions and parent/teacher consultations.

Children with English as an Additional Language

Children are provided with opportunities to develop and use their home language in play and learning which supports the children's language development at home. When assessing communication, language and literacy skills, staff must assess children's skills in English. If a child does not have a strong grasp of the English language, practitioners must explore the child's skills in the home language with parents.

Summative assessment

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The Profile reflects:

- on-going observation;
- all relevant records held by the setting;
- discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution

Each child's level of development is assessed against the early learning goals. Practitioners indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

The school shares the results of the Profile with parents and/or carers through a written report. The EYFS Profile results are reported to the Local Authority who are under a duty to report this data to the Government.

If a child moves to a new school during the academic year, the school sends their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of

receiving a request. If a child moves during the summer term, then the schools agree which of them will complete the Profile.

The Profile is completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities are made as appropriate. The school will seek specialist assistance to help with this if needed. Children have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

SAFEGUARDING AND WELFARE

At Wrockwardine Wood infant School and Oakengates Nursery federation, we understand that children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

Safety

Child Protection: The federation have implemented policy and procedures to safeguard children (*See whole school Safeguarding Policy, which is reviewed annually*). We have used the government's statutory guidance e.g. Working Together to Safeguard Children 2015, Prevent duty guidance for England and Wales 2015, 'Keeping Children Safe in Education.'

Staff Qualifications: The teachers and assistants in the Nursery/Reception classes and the Early Years Practitioners at Oakengates Nursery have appropriate qualifications, training and skills. They have a clear understanding of their roles and responsibilities and this is checked through Performance Management reviews annually. Newly recruited adults are subject to safer recruitment guidelines and vetting procedures.

Staff: child ratios: The Federation follows the statutory EYFS guidance for Staff: child ratios:

- For children aged under two, there must be at least one member of staff for every three children, at least one member of staff must hold a full and relevant level 3 qualification, and must be suitably experienced in working with children under two. At least half of all other staff must hold a full and relevant level 2 qualification. At least half of all staff must have received training that specifically addresses the care of babies.
- For children aged 2 there must be at least one member of staff for every four children, at least one member of staff must hold a full and relevant level 3 qualification and at least half of all other staff must hold a full and relevant level 2 qualification.
- For children aged three and over in maintained nursery schools and nursery classes in maintained schools, there must be at least one member of staff for every 13 children, at least one member of staff must be a school teacher as defined by section 122 of the Education Act, at least one other member of staff must hold a full and relevant level 3 qualification.
- For reception classes The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher

Health

Medicines: There are procedures in place to administer medicines (*See whole school policy for administering medicines*).

Food and Drink: There is an area which is adequately equipped to provide healthy snacks and drinks. There are facilities for the hygienic preparation of food for children. A member of staff in the Nursery has received training in food hygiene.

Accident or injury: At least one person who has a current paediatric first aid (PFA) certificate is on the premises and available at all times when children are present. They also accompany children on outings. A list of staff who have a current PFA certificate is displayed in both settings.

The First Aid box is accessible at all times with appropriate content for use with children. Records are kept of accidents or injuries and first aid treatment. Parents/carers are informed of any accident or injury sustained by the child on the same day and of any first aid treatment given.

All newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification (after 30 June 2016), will have a full PFA or an emergency PFA certificate within three months of starting work so that they can be included in the required staff:child ratios at level 2/level 3 in an early years setting.

Managing Behaviour: The school has and implements a *Behaviour Policy*. The Nursery also follow and implement this policy.

Safety of premises, environment and equipment: The Nursery follows the schools *Health and Safety Policies*. The Health and Safety governors committee monitor all policies to ensure the setting is safe and clean.

Security: The school has a *Security Policy* which Nursery staff follow.

Risk assessments: The school has procedures in place for assessing any risks to children's safety and reviews risk assessments regularly.

Outings: The Nursery follows the schools *Educational Visits Policy* for outings.

Equal Opportunities: The Nursery follows the schools *Equal Opportunities Policy*.

Other school policies such as *Data Protection, Freedom of Information, Publication Scheme, Managing Records and Data and Complaints* are followed by the Nursery.

REPORTING AND INFORMATION FOR PARENTS

Nursery

Parents and carers are invited into nursery each term to 'Stay and Play.' This is a time for the children's development record of observations, EYFS profile and next steps for development to be shared. In the term before children begin their Reception year parents attend 'Parent/teacher Consultations' with the nursery teacher and child's Key Worker. A written report is also prepared in the summer term before the children start school (Summer 2017)

Reception

Parents and carers attend 'Parent Consultations' in the autumn and spring term. This is a time for children's 'Look what I can do' books, observations, mathematic books, profiles and next steps to be shared. EYFS reports are compiled in the summer term. Parent consultations are also offered. Each term in Reception children invite their parents and carers into school to share their completed 'Look what I can do' book for that term. A Individual written report is also prepared in the children's final term before they enter year one.

The following information is available for parents and carers such as:

- how the EYFS is being delivered in the setting, and how parents and/or carers can access more information (e.g. via the DfE website);
- the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home;
- how the setting supports children with special educational needs and disabilities;
- food and drinks provided for children;
- policies and procedures including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting;
- staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers to contact in an emergency.

All parents, during the home visit, are directed to the school website where they can access a prospectus and other information about the school.

INDUCTION AND TRANSITION

Wrockwardine Wood Infant School and Nursery provides full-time Early Years education for children in the Reception Year and 15/30 hours per week for nursery children.

Oakengates nursery school and children's centre also provide Early years education 15/30 hours for nursery aged children, but also wrap around Daycare for children aged 3 months+.

On entry to nursery children are introduced to the setting with parents and are invited to stay and play for 2 sessions. During one of these sessions parents meet with the nursery teacher to find out about key parts of the session.

In the summer term before starting Reception, all children are invited to spend the morning in their new classroom. The purpose of the initial visit is for the children to meet their new practitioners and start to become familiar with the setting environment. During this time parents meet with the headteacher and find out essential information about the school.

During the first week in Reception children attend for mornings only. Parents and carers are invited to stay for lunch one of the days in the first week.

At the beginning of the Autumn Term parents are invited into school to *Meet the Teacher*. Parents are welcomed to the school and find out about the school day, particular displays of importance, routines, snack time, play times, Forest School activities and Physical Education sessions, the importance of parental contributions, and how they can help with their child's learning at home. The *All About Me* induction packs will also be introduced as another way to support practitioners' knowledge and understanding of each individual child.

At Oakengates Nursery Toddler and Pre-School parents are invited to a similar welcome meeting at the start of their first term.

At the end of the EYFS teachers have a number of transition meetings with Year 1 teachers. End of year reports are shared along with narratives on how each child demonstrates the three characteristics of effective learning.

ROLE OF EYFS LEADER

It is the role of the Early Years Leader to:

- Organise the delivery of Early Years Curriculum and to ensure progression and development
- Monitor planning and quality of delivery within the curriculum.
- Keep abreast of developments within Early Years.
- Monitor and update resources.
- Liaise with and support our local Children's Centre.
- Attend EYFS Coordinator meetings as appropriate and keep up to date with new initiatives.
- Ensure the development of practitioners in Early Years through training and courses.

Appendix 1

PARENTS OR/AND CARERS

The EYFS team strongly believe that developing an effective working partnership with parents/carers has a positive impact on children's development and learning.

We value parents/carers by:

- showing respect and understanding for the role of parents/carers as children's first and most enduring educator.
- encouraging parents/carers to share accounts of their child's development and any concerns they may have and take action to support where appropriate.
- providing a welcoming environment by being approachable and friendly, establishing an atmosphere of trust and confidence.
- inviting parents/carers to initial meetings to share information about their children and about our school.
- sharing information about the curriculum through meetings e.g. reading
- meeting for the Reception parent/carers, sending newsletters/leaflets home about topics, displays, informal discussions, class and general boards sharing plans and other school and community information.
- providing opportunities for parents/carers to attend social events with children and staff e.g. school fete.
- inviting parents/carers into the classroom to share expertise/interests and time to work with and help the children and staff in a variety of ways.
- meeting with parents/carers each term to share children's achievements and together discuss next steps for development.
- encouraging home school links through support with the home school reading programme.
- Inviting parents to assemblies and other whole school events.
- inviting parents to become involved in the parent/carer group (PTFA) which supports the school in fund raising and organises social events for adults and children.
- being available at the beginning and end of the day to talk to parents/carers on an informal basis. If further time is needed to discuss particular issues an appointment can be arranged at a mutually convenient time.

Appendix 2

PLAY

Well planned play, both indoors and outdoors is one of the key ways in which children learn. It is the process through which children can explore, investigate, recreate and come to understand their world. It is not just imaginative play and role play but includes spontaneous, self initiated lines of inquiry and exploration. Play is a vital component of children's lives. It is an important way skills are developed and practiced. Play is essential for physical, intellectual, linguistic, emotional, behavioural and social development.

Principles of High Quality Play:

- Play is an intrinsic part of children's learning and development.
- Play has many possible but no prescriptive outcomes.
- Play challenges children and offers them the chance to learn in breadth and depth.
- Play draws on what children already know and can do and enables them to master what is new.
- Play enables children to apply existing knowledge and to practice their skills.
- Play encourages children to communicate with others as they investigate or solve problems.
- Play offers children opportunities to explore feelings and relationships, ideas, materials, connections and consequences.
- Play empowers children to make choices, to solve problems and to be independent in their learning.
- Play enables children to express fears or relive anxious experiences in controlled and safe situations.
- Play encourages children to struggle, to take risks and to become resilient as learners.
- Play can be supported and extended but not interfered with by adults.
- Play presents no barriers to children because of their language, culture, abilities or gender.

Role of the adult

- Observe child-initiated play to understand and provide for their interests and needs.
- Plan and resource a challenging indoor and outdoor environment.
- Support children's learning through planned play activity.
- Extend and support children's spontaneous/self initiated play.
- Extend and develop children's language and communication in their play.

See also

The Importance of Play Dr David Whitebread University of Cambridge
A report on the value of children's play