



EYFS POLICY

Nevill Road Infant School

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Next Review – September 2024

OVERVIEW

At Nevill Road Infant School, we believe that the foundations for children's future learning begin when children enter our Pre-School, Nursery, or Reception classes. Our Early Years department aims to provide a learning environment that is interesting, fun, challenging, progressive, and stimulating, in an atmosphere that is welcoming and caring, and where children can be nurtured. Above all, we aim to support children in developing their natural curiosity and love of learning.

OBJECTIVES

1. To inspire children through a creative curriculum, ensuring that the children are happy and enthusiastic to learn, that we foster and nurture the children's imagination and curiosity, and problem-solving skills.
2. To encourage the children in their learning by creating an immersive environment that reflects and promotes children's interests and British values.
3. To enable children to become independent and self-motivated learners, encouraging the children to adapt their work, think critically, and take risks with their learning.
4. To be prepared for 21st Century life by ensuring that each and every child is literate and numerate, as well as empathetic towards others, resilient and ambitious to succeed.
5. To provide children with an awareness of the wider community, starting with the school values, and as their understanding progresses, local, regional, national and worldwide.
6. To foster an understanding of the Nevill Road Infant School values: **Nurture, Enjoyment, Voice, Inclusion, Love of Learning, Resilience, Discovery.**

CURRICULUM

Early Years follow the Government documentation, which defines what we teach. This is entitled Early Years Foundation Stage (EYFS) Framework, which is available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2.pdf.

The EYFS framework consists of seven areas of learning and development, all of which are important and included within our teaching and learning. There are three prime areas, which underpin and secure all of the basic learning and development, and in addition to the prime areas, there are also four specific areas of the framework.

The Prime areas are:

- **Communication and Language** – Listening, Attention and Understanding, and Speaking
- **Physical Development** – Fine Motor Skills, and Gross Motor Skills
- **Personal, Social and Emotional Development** – Self Regulation, Managing Self, Building Relationships

The Specific areas are:

- **Literacy** – Comprehension, Word Reading, and Writing
- **Mathematics** – Number, and Numerical Patterns
- **Understanding the World** – People, Culture, and Communities, The Natural World, and Past and Present
- **Expressive Arts and Design** – Creating with Materials, and Being Imaginative and Expressive

CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING

The EYFS also includes the Characteristics of Effective Teaching and Learning. These are regularly assessed through informal observations / noticing and are planned for throughout the early years.

The three characteristics are:

- **Playing and Exploring** – children investigate and experience things and events around them, and ‘have a go’
- **Active Learning** – children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between different and experiences, and develop strategies for doing things

STRATEGIES

At Nevill Road Infant School, we aim to do MORE:

Motivate
Open minds
Reach further
Equip

We ensure that there is a balance between adult led and child-initiated activities across the day. We believe that extending children’s learning by intervening during their play is essential, as this helps to build the children’s understanding and guides new learning. The role of the adult is to continually model, demonstrate, and question what the children are doing, either through sustained shared thinking in play, encouraging the children to participate, or by completing a task with the adult. The children are taught through a number of different strategies that are both early years based, as well as direct teaching, and other more investigative challenge-based learning approaches.

Learning through play is an important and integral part of the early years curriculum framework and classroom. Children learn best through participating in activities and experiences that interest and inspire them. Our half-termly topics are chosen in accordance with children’s interests, and we use prior assessment of the children’s skills and knowledge as their starting point. Little Brown Bears and Nursery plan activities with specific learning intentions, and Reception plan challenges throughout the learning environment, which are linked to specific learning intentions, making sure that the children are given opportunities to consolidate and extend the skills they have learned through direct teaching. Planned activities are progressive in terms of independence, for example, planned activities are introduced by an adult, then children are targeted by an adult for consolidation and scaffolding, and finally children will be able to complete activities independently. These stages are referred to as; introduce, target, and independent. We recognise that some children may take longer to complete activities independently, which is why we support individualised learning through targeting and scaffolding and stretch and challenge where needed.

The environment is immersed in the topic, which inspires the children to learn and investigate the experiences and challenges around them. We ensure that each of the different areas of learning are represented in the environment and provide a variety of experiences and opportunities to learn. It is important that adults take an active role in child-initiated play through observing, modelling, facilitating, and extending children’s play. Achieving and maintaining the balance between child-initiated and adult-led activities is very important to us.

In Reception, the children have weekly PE, PSHE, RE and Music lessons. In addition to this, Nursery and Reception have four other daily direct teaching sessions; phonics, literacy, mathematics, and guided reading. In Little Brown Bears, when children reach the age of three, they participate in daily phase one phonics lessons. When the children have progressed through phase one phonics, we then stream the children for phonics in both Nursery and Reception to ensure that children are stretched and challenged. All adult-directed sessions are carefully planned and tailored for each group using previous knowledge and assessment information. Clear assessment for learning strategies are utilised in order to determine children’s next steps. The planning is then

annotated and evaluated in response to the learning that takes place during the sessions, ensuring all teaching and learning is relevant and challenging for each child.

We welcome parental involvement and invite parents into school regularly to participate in various activities. We also participate in curriculum enrichment activities where the children will either go out of the school on an educational visit (with parental support), or a topic related visitor will come into the school and deliver sessions for the children. Our ratios for educational visits are 1:5 for Nursery and Reception, and 1:4 for Little Brown Bears, however, Teachers are not included in the ratios for educational visits so that they are available to support if needed.

Nursery and Reception send home two reading books every week, and throughout the year the children also receive tricky words and phoneme/grapheme correspondence flashcards to practice with their parents and carers.

CLASSROOM ORGANISATION

Our early years classrooms play an important role in encouraging children to develop a love of learning, and it helps to facilitate children's natural impulse to explore. The classroom environments are planned, created, and organised in ways that totally immerse the children into the topic. In addition, classrooms are organised with defined continuous provision workshop areas with clearly labelled resources to ensure that children can access these easily and confidently. In the early years there are numerous opportunities when learning through continuous provision resources for children to experience and consolidate literacy, mathematics, creative play, role-play, construction, and small world play, as well as quieter reading and exploration areas.

The outdoor learning environment is as important as the indoor environment and is something we continue to develop depending on the needs and interests of the children. The outdoor learning environment contains bigger scale equipment in comparison to the indoors and is accessed in all weathers.

ROLE OF STAFF AND KEY PERSON

The role of the Key Person is to help ensure that every child's care and learning is tailored to meet their individual needs.

- All children in Little Brown Bears and Nursery are assigned a Key Person
- The Key Person helps your child become familiar with the setting, routines and systems, and helps to ease the transition from home to school
- They build a relationship with parents and carers to ensure that your child benefits from a two-way partnership between home and school

There is also a class teacher for Nursery and a teacher for each Reception class, and the teachers are responsible for all of the children within their class.

RELATIONSHIP WITH PARENTS AND CARERS

We believe that parents and carers are a child's first educators and so we aim to work very closely with them. Parents and carers can contribute to their child's learning and development by reading the half termly Topic Tasters, and completing the activities listed under 'Ways to Help at Home' section. Reading at home daily will also greatly support children's learning and development.

EQUAL OPPORTUNITIES

At Nevill Road Infant School, we believe in valuing and celebrating diversity within our community. We aim to uphold British values, develop positive attitudes, and encourage an anti-discriminatory approach to other human beings. Every child should have an equal opportunity to learn, develop and grow with dignity in a community of mutual respect.

ASSESSMENT

In the early years, ongoing formative assessment is an essential and important part of the children's learning and development. Assessments are made using practitioner knowledge and formative assessment of children across a variety of opportunities which provides an understanding of each child's level of development. This happens constantly throughout every taught session as well as during free flow times when children are embedding and extending their previous learning. These assessments will then be used to shape future learning.

Tapestry is used to share learning with parents, and over time, this provides a holistic picture of the child through a variety of situations and experiences. In Reception, children have a learning showcase which shows clear progression over time for literacy and mathematics.

On entry, baseline assessments are carried out for each child, using assessments from direct teaching sessions and from practitioner knowledge taken from independent learning. These assessments are collated and entered onto our whole school tracking system, which allows us to collate all of the data for the individual children and the whole cohort. It also allows us to measure progress, and highlights children that are meeting, and not yet meeting, age-related expectations. This data enables us to meet the needs of every child through the adaptation of lessons, and through targeted interventions and focused work. Assessment data is updated every term, and pupil progress meetings with the Headteacher or Deputy Headteacher take place so that conversations around the whole cohort and individual learning can take place. At the end of Reception, every child is assessed against each of the Early Learning Goals (ELG). Children are assessed as either emerging or expected against each ELG, and a report is given to parents informing them about their child's learning and progress in each of the areas of learning.

All teacher judgements are moderated on a regular basis to ensure accuracy and consistency. This is done within the staff team, and also within a cluster of schools.

STATUTORY ASSESSMENTS

Nevill Road Infant School completes the Government's statutory baseline assessment for every child. This baseline data is used by the Government to forecast the end of year 6 results for each cohort.

In Little Brown Bears, a two-year-old progress check, see appendix 1, is carried out and the report is shared with parents and carers. This can take place any time before the child's third birthday.

TRANSITIONS

We have several transitions throughout the early years that we manage with care. For some children, the first is the transition from home into either Little Brown Bears, Nursery, or Reception. Prior to joining Reception class, during the summer term, the Early Years Leader visits the child in their current Nursery setting. The Early Years Leader will talk to the child's key person during the visit to gain a better understanding of them. In addition to this, for children joining Nursery or Reception, we also organise a parent's presentation at school, and a stay and play session for children and their parents or carers to attend. During this transition time, an admissions pack is shared with the parents or carers, which contains an 'All About Me' form, see appendix 2, and other relevant forms that need to be completed prior to a child commencing with us. Children starting in Reception are also offered a home visit during the first week in September prior to them starting at school.

Where childminders or pre-schools share assessment data and learning journeys, this information is always considered whilst completing the baseline assessments.

In Little Brown Bears, we offer settling in sessions where parents are encouraged to stay with their child for some of the sessions, and if the child is ready, leave them in the pre-school for a short period of time. We also support a gradual admissions process where required.

For many children, the second transition occurs from Nursery to Reception. During the summer term, the whole school has transition days where they will ‘move up’ to their new class with their new teacher. Transition meetings also take place between the staff team, where cohort information is shared with the new teacher. Nursery class also spend time in Reception’s classroom during the summer term preparing them for their new environment.

The third transition happens between Reception and Year 1. During this transition, and as previously stated, the whole school has ‘moving up’ days, giving children the opportunity to spend time with their new teacher, in their new classroom. During the summer term we also take Reception children into the Year 1 classroom for story time, so that they can adjust to their new surroundings with a familiar member of staff. Meetings between the Year 1 team and Reception team also take place to ensure that all of the cohort data is passed on and shared. As part of the transition to Year 1, examples of the children’s work are shared and moderated so that a shared judgement can be made between Reception and Year 1.

SAFEGUARDING

Children learn best when they are happy, safe and feel secure. We aim to ensure that all children’s learning and wellbeing needs are met through the continuous development of positive relationships between children, parents or carers, and staff, whilst supporting relationships with their peers. We fully adhere to the safeguarding and welfare requirements detailed within the Statutory Framework for the Early Years Foundation Stage (2023).

It is important to note that all classes are given a school registered iPad which they use to take photos and videos and are prohibited from using their own personal devices for this purpose.

Our school has a rigorous safeguarding policy and procedure which is also used to identify anyone at risk of harm or radicalisation. This details a clear procedure for reporting any concerns. All staff are trained in foundation level safeguarding, which is updated annually, and PREVENT Duty training. Some staff are trained in Team Teach, which equips staff with knowledge of the different ways in which to handle children that are at risk of harming themselves or others. This training is also refreshed when required. Nevill Road Infant School uses a process called ‘Safer Recruitment’ and makes rigorous checks when employing members of staff, ensuring that they have the relevant qualifications and have had an Enhanced DBS check along with the Barring List. All DBS checks are updated on a rolling basis as required.

We have an e-safety policy which stipulates and advises how to keep children safe when online. This is available on our school website. Nevill Road Infant School has a filtering system that blocks any unknown or suspect websites. However, professional judgement is always advised and promoted throughout the school.

We have a very clear and comprehensive safeguarding policy which is available on our website. Our Designated Safeguarding Leader is Emma Stoddart (Deputy Headteacher) and the Deputy Designated Safeguarding Leader is Jonathan Whitfield (Headteacher).

HEALTH AND SAFETY

Within the school we follow a set of guidelines regarding different aspects of Health and Safety.

Healthy school meals – When children enter Reception they are entitled to and provided with a free school meal. The meals at Nevill Road Infant School are carefully catered for and follow a healthy food model, considering all dietary requirements.

Healthy snack – Fruit and milk are provided and are given to the children during snack time. Fruit and water are available for the children in the early years throughout the day should they want it. We also encourage children to try new types of food and fruit through our topic work.

Accidents and first aid – We have designated Paediatric First Aiders, and they attend regular refresher courses as and when required. All first aid kits are regularly updated and checked for expiry dates. All accidents are recorded, and parents and carers are informed of any accidents. If a more serious accident occurs (e.g. significant bump, head injury etc.) parents are contacted over the telephone.

Nappies – We strongly encourage all parents to begin potty training their children well before they are due to start in Nursery. On occasion, for varying reasons, this is not possible, so in such instances we work in partnership with parents or carers to agree an intimate care plan, and where necessary, a part time timetable, which will ensure that the child is well looked after and regularly changed.

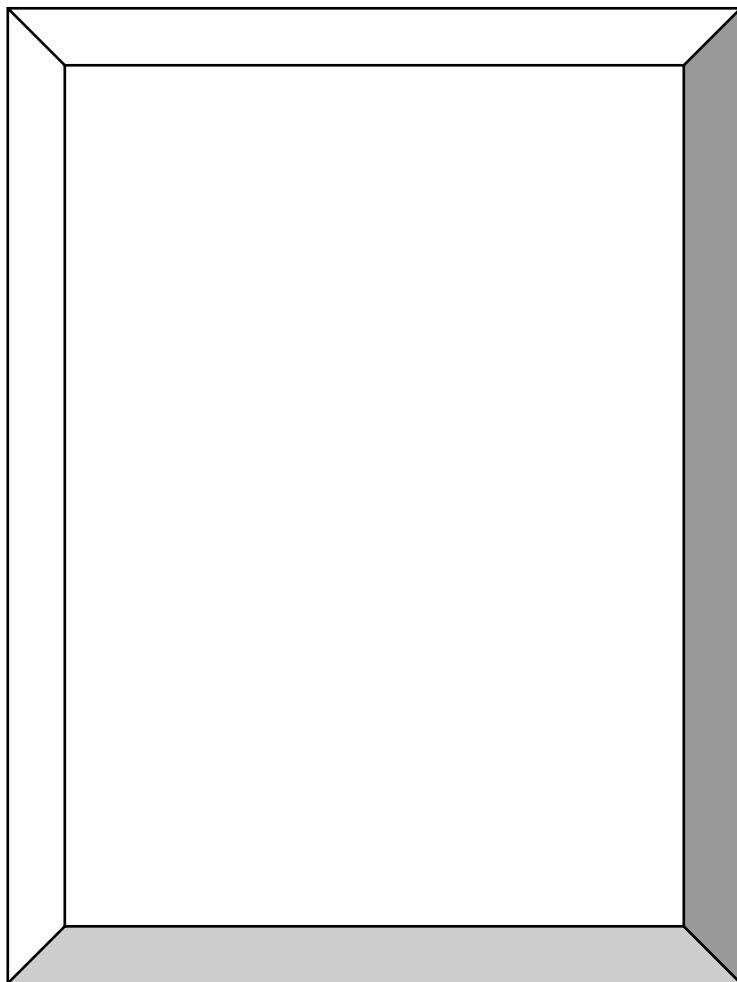
Fire alarms – Whole school fire alarm practice is organised at least once a term and all of these are timed and recorded. We have fire doors throughout the classrooms and the caretaker carries out regular safety checks. We also have extra ‘in-class’ fire drills for Little Brown Bears and Nursery, particularly at the beginning of the year, to ensure children are aware of what we are doing and why we are doing them. Where necessary, the SENCo will complete a PEEP (Personal Emergency Evacuation Plan) for individual children.

Lockdown procedure – We have a clear lockdown procedure that details what we need to do in the event of a lockdown situation occurring. There are two main types of lockdown situations; lockdown with warning, and lockdown with intruder. Both scenarios are practiced ensuring that staff knowledge is secure, and that children understand what they need to do in the event that a lockdown occurs.

COMMENTS, CONCERNS AND COMPLAINTS

We welcome suggestions for improving our work in the school. Be assured that no matter what parents and carers want to tell us, our support and respect for them and their child in the school will not be affected in any way. Parents and carers need to tell us their concerns as soon as possible. It is difficult for us to properly investigate an incident that happened some time ago. Most concerns and complaints can be sorted out quickly by speaking to the Class Teacher. All staff will make every effort to resolve problems informally. They will make sure that they understand what parents and carers feel went wrong, and they will explain their own actions to them. They will ask what parents and carers would like to do to put things right. Of course, this does not mean that in every case they will come around to the same point of view, but it will help both parties to understand both sides to the question. It may also help to prevent a similar problem arising again. Please refer to the school complaint policy which is available for download on the website.

Appendix 1 – Two-Year-Old Check



Progress Check at Age Two



Name	Date of Birth	Age in Months
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Communication and Language

How am I speaking and listening?

How are the adults helping my communication and language to develop?

Personal, Social and Emotional Development

How am I playing with other children, sharing, taking turns, expressing my emotions and becoming more independent?

How are the adults helping me develop my personal, social and emotional skills?

Physical Development

How am I moving my body and using tools and equipment?

How are the adults helping me to be physically active and to develop my coordination?

(If applicable) My early years practitioner would like to talk with you about providing extra support for the following aspects of my development:

(Tick if applicable) I have a SEND Profile Booklet to help me take part in the early years curriculum

At the moment, it is important for me to ...	
At school, my early years practitioner is going to help me by ...	
At home, my parent or carer is going to help me by ...	

Comments from Health Visitor:

Examples of early learning

Name of Practitioner		Date of review	
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Parents and Carers

Overall comments from parent/carer:

As parent / carer I give consent for this information to be directly shared with other professionals ...

Contextual Information (please answer Y for Yes / N for No)

Was your child born prematurely?

Has your child experienced any transition such as foster care or adoption?

Has your child had any adverse childhood experiences e.g. neglect, abuse, separation, witness to domestic violence?

Is your child registered with a GP?

Is your child registered with a dentist?

Is your child under the care of any other health professional?

Do you have any concerns about your child's development e.g. walking, talking, hearing, sight, happiness?

Early Help ... preventing small issues from becoming big problems

Would you like any ...

- meeting time with a senior member of staff
- meeting time with the Special Educational Needs Coordinator (SENCo)
- advice for your early years practitioner
- advice from a health visitor
- referral to local Startwell centre
- referral to local family hub

All about _____

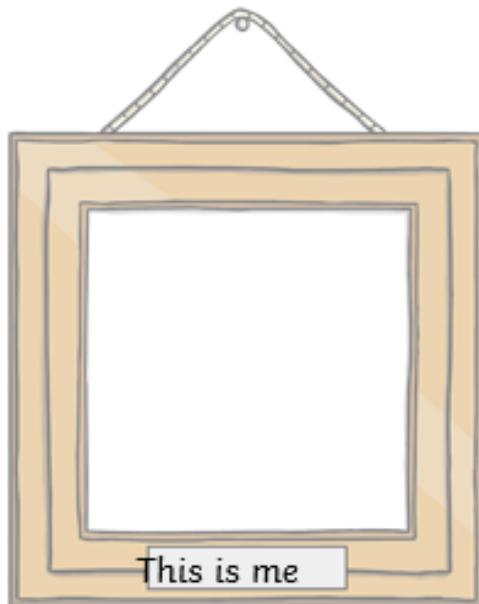
I am _____ years old.

One thing I like is...

One thing I don't like is...

My family

When I grow up I want to be...



My favourite colour

:-

A word that describes

