



# The Leys Primary & Nursery School

Learning Today ...Leading Tomorrow

## EYFS Policy

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# The Leys Primary & Nursery School

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At The Leys Primary and Nursery School, we are committed to providing a high quality early years' education, which gives children a secure and confident start to their school life. We are passionate about children being happy, well rounded individuals with a lifelong love of learning. We strive to ensure that all of our children are independent, resilient and confident in themselves and with others

We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

## **Staffing and Organisation**

At present we have two Reception classes organised as an open-plan unit and a separate Nursery building. In Reception, there are two full-time teachers, supported by three full-time teaching assistants. In the Nursery, there is one teacher, one full-time Early Years Practitioner, one full-time and two part time teaching assistants. Other teaching assistants may be deployed in Reception or Nursery based on the needs of the children.



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When children join our Nursery they can attend either 5 morning sessions, 5 afternoon sessions per week (which are funded) or, if entitled, 5 morning and afternoon sessions (for pupils who are entitled to 30 hours funding). Parents can purchase 'top-up' sessions throughout the week if required. This provides continuity of learning for the children and ensures that all children have access to high-quality teaching and provision throughout the week.

Staff are organised to support the children in a balance of adult-led and child-initiated experiences throughout the day. Most sessions include free-flow access to the outdoor area. Practitioners are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.

### **Early Years Curriculum**

At The Leys, we believe that the Early Years Foundation Stage is crucial in securing solid foundations. We believe that all children deserve to be valued as an individual and we are passionate about allowing all children to achieve their full potential. We begin each new year by looking at the individual needs of our children, we then carefully develop our Curriculum to follow the interests and needs of the children. Our curriculum is broad and ambitious and is designed to encourage independent, inquisitive and happy learners.

We have developed the following curriculum goals that are unique to our school and reflect the needs of our children:

### **Early Years Building Blocks**

**Explore** familiar and unfamiliar roles and experiences



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**Communicate** in a two way conversation

**Understand** my feelings and respond to the feelings of others.

**Solve** problems independently with resilience

**Care** for myself, others and the world

Our curriculum follows the Early Years Foundation Stage (EYFS) which is the statutory framework for children from birth to five in England.

The four guiding principles help to shape our approach:

- 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 and/or carers
- The **learning and development** of each child will be different as they develop and learn at different rates.

We support the children in developing the '**Characteristics of Effective learning**' and acknowledge these are an important part of how children play and learn.

- **playing and exploring** - children investigate and experience things, and 'have ago'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements



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- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The EYFS covers seven different areas of learning that shape our practice. There are three **prime areas** of learning:

- \*Communication and Language
- \*Physical Development
- \*Personal, Social and Emotional Development

In addition, there are four **specific areas** of learning:

- \*Literacy
- \*Mathematics
- \*Understanding of the World
- \*Expressive Arts and Design

We believe children learn best through play, first- hand experiences and talk. Staff plan engaging activities based on the children's developmental needs and interests.

## Planning

Our planning has a sharp focus on the children's needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in hands-on meaningful contexts that enable the children to build on what they already know.



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## **Long Term Planning**

Our long term planning shows our aims and values, demonstrates how our adult-led teaching meets the EYFS requirements and promotes learning within the areas of learning and development, tracks the learning objectives that have been covered, links to the school's global goals and highlights any key events to be included.

## **Medium-Term Planning**

At The Leys Primary and Nursery School, we deliver a creative curriculum, which is based on the children's interests. Our medium term planning is based on a broad range of topics that follow children's interests and fascination. It shows the key learning objectives for each area of the curriculum. Practitioners use this flexibly, choosing learning experiences to meet the needs of the children.

## **Short-Term Planning**

Short-term planning shows the learning opportunities that will be available over the week. It includes adult-led experiences for all curriculum areas, as well as showing how the learning environment will be enhanced in response to the previous week's observations and assessment of the children through our continuous provision.



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## Effective Teaching and Learning

We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning.

We aim to provide an attractive, engaging and challenging learning environment that offers high-quality opportunities for the children to learn through play, both indoors and outdoors. Adults support the children in their child-initiated learning on a daily basis in the different areas of the classroom focusing on supporting the children to access resources and use them correctly while developing the children's language and vocabulary. There is a range of "continuous provision" available in the classroom, that is designed to offer open-ended, practical learning

opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each day, the provision is enhanced with additional resources, based on the previous day's observations.

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



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share their thinking with others. The number of adult-led activities that the children take part in increases throughout the year, as their concentration develops.

### **Observation and Assessment**

We use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. During child-initiated activities, practitioners make 'snapshot' observations. All EYFS practitioners have an iPad and use the tapestry app to take photos and videos to write observations.

### **Tapestry online journeys**

- one personalised observation is made of each child and posted onto their online journals each half term (WOW moment)
- parents are able to add to their child's online journal as a way of celebrating home achievements and exciting news
- weekly home learning challenges for children to complete at home
- weekly short summaries to inform parents about their children's learning in school

Regular assessments of children's learning are made and this information is used to ensure that future planning reflects identified needs.

Assessments involving the teacher and other adults as appropriate are carried out in the following ways:



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- baseline assessment on entry in Nursery and Reception
- Government Reception Baseline Assessment (RBA) for all reception children carried out in the first six weeks in which a child starts reception.
- careful observations are carried out while children are engaged in child initiated activities, in order to gain an insight into the children's interests and what they can do and how their learning can be extended
- careful observations are carried out during focused group time/whole class teaching in order to assess the children's level of understanding related to specific skills and concepts
- In the Summer term, Reception practitioners consider the 17 ELGS in the EYFS Profile to decide whether each child is working at the expected levels, or has not yet met the levels. The Early Learning Goals are the knowledge, skills and understanding that young children should have acquired by the end of Reception. Judgements against the ELGs are based on ongoing observation and all relevant records. The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.
- termly tracking meetings between class teachers and members of the senior leadership team monitor individual progress and inform learning and teaching



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- Unique child summary with Characteristics of Effective learning highlighted shared with parents / carers in October
- a bespoke written summary, reporting the progress of each child shared with parents / carers in February
- End of year written summary ,reporting the progress and identifying the next steps for each child in July

### Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. Resources are clearly labelled including photographs and organised into learning areas, enabling the children to access them with a high level of independence. Practitioners regularly evaluate the effectiveness of the learning zones and make adaptations as necessary.

### Transition

We are committed to:

- ensure a smooth transition between settings, year groups and key stages for parents, children and practitioners



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- ensure information is shared between different settings in terms of children's development, learning records and any other information
- ensure parents, children and practitioners have adequate information relating to transition
- ensure the children begin their new setting or year group enthusiastic and ready for learning

### Transition into Nursery

- **Autumn term /Spring term** - Tours around Early Years/school offered to all incoming parents and children.
- **June** - Pre-school children have access to a Nursery bag containing the following: a book bag, photographs of practitioners and the learning environments, a school jumper and Fred the bear. Preschool children can start to familiarise themselves with them.
- **June-July** - Nursery teacher to lead story sessions in Pilgrims Way Pre-School (4 sessions)
- **July** - The Nursery teacher visits the local pre-schools to meet the children who are due to start The Leys Nursery and liaise with the manager of the Pre-schools. Conversations with the Nursery teacher to take place regarding children who have additional needs



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to be met and SENCo to be contacted. Additional visits organised for these children if needed.

- **July** - meetings with the school SENCo to be offered for parents with children with special needs /parents who might have concerns about their children's development and behaviour
- **July** - Home/school visits are organised to meet children and their parents who do not attend a preschool setting. (2 days to be timetabled)
- **June** - The Nursery teacher reads admission forms for children entering Nursery and if necessary speaks to the child's previous setting to obtain further information about any special needs children. Discuss cohort data .
- **June**- we receive the Transition Level of Need Tool information from all Preschool settings and evaluate the level of the children entering our Nursery.
- **June/July** - Previous settings are contacted to ask if any learning records can be shared. Moving on forms to be shared with other settings .
- **Summer term** - a hand over meeting with Pilgrims Way Pre-School staff. This helps to create a smooth transition and assists with the planning of activities in Nursery .
- **July** - A meeting for parents to share information about the Foundation Stage; meet the head teacher, team leader, Nursery



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teacher and to answer any questions or concerns. Complete contracts for required sessions. Parents receive an 'information pack' about the Nursery and practitioners. 'All About Me' booklets were handed out to parents to complete during the summer holiday and used to support children when settling into Nursery in September.

- **July** - All Preschool children are invited into the Nursery for 6 play sessions. Parents will need to stay with their child during visits and preschool staff are encouraged to stay and help the children settle.
- **September** - The children are invited to attend Nursery with parents for a 'come and play' session for two hours (either a.m. or p.m). Parents are given information about the Nursery during this session. For the next couple of days the children attended for an hour each day but without their parents to aid the settling-in process.

### Transition into Reception

- **Autumn term** - Group tours offered to all incoming parents and children.
- **June-July** - Reception teachers to lead story sessions in the Nursery. (2 sessions per teacher)
- **June** - Moderation of Nursery end of year data.



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- **June-** we complete and receive the Transition Level of Need Tool information from all Preschool settings and evaluate the level of the children entering our Nursery.
- **July** - The Reception teachers have a phone conversation with the local Nurseries to gather more information about the children who are due to start in Reception .Conversations with the Reception teacher to take place regarding children who have additional needs to be met and SENco to be contacted. The Reception teachers and SENco to organise the school visits for these children if needed.
- **July** - Home visits are offered to meet children and their parents who do not attend a Nursery setting.
- **July** - All children are offered 6 opportunities/visits to spend time with their new class teacher, teaching assistant and in their new classroom prior to entering Reception. During these visits, Nursery children will be given a play 'buddy' for the duration of the visit.
- **July** -a hand over meeting with Nursery teacher/ EYP . This helps to create a smooth transition and assists with the planning of activities in Reception .
- **July** - A meeting for parents to share information about the Foundation Stage; meet the head teacher, team leader, and Reception teachers and to answer any questions or concerns.



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- **July** - All children receive an information booklet about their new Reception class and the adults who will be working with them.
- **July** - 'All About Me' booklets handed out to parents to complete during the summer holiday and used to support children when settling into Reception in September.
- **September** - Parents in Partnership workshop for parents to support them with the teaching of phonics in Reception
- **September** - Gradual introduction to assemblies so children do not attend assemblies at the very beginning of term. They then attend EYFS assemblies after a few weeks followed by key stage assemblies when ready.

### Transition into Key Stage One

- **June** - Moderation of Reception end of year data
- **June-July** - Year 1 teachers to lead story sessions in Reception
- **June/July** - Year 1 teachers observe Reception teacher's literacy and mathematics lessons to gain a better understanding of the level to pitch lessons at when they start Year 1 in September and the needs of the individuals in the classes.
- **July** - All children have a session with their new class teacher, teaching assistant and in their new classroom prior to entering Year One.



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- **July** - A meeting for parents to share information about Year 1, meet the head teacher, team leader, and Year 1 teachers and to answer any questions or concerns. All children receive an information booklet about Year 1 and the adults who will be working with them.
- **July** - EYFS Profiles, phonics assessments, examples of writing, parent consultation records, end of Key stage reports are passed to the new teacher. Reception and Year 1 teachers meet to discuss the children in the class. Conversations with Reception teachers about topics taught during Reception.
- **September** - Children continue to be assessed on the EYFS profile if appropriate.
- **September** - Key stage one staff incorporate some of the principles of the EYFS curriculum into the routine for the first term.

### Parents in Partnership

We value the contribution that our parents and carers make to their children's learning and take every opportunity to work in collaboration with them. In the autumn and spring terms, we hold parents' consultations and in the summer term, we send home detailed reports. We invite parents to Nursery and Reception on a half term basis for 'Come & Play' sessions which allow parents to play with their children and



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speakers to their key person. We welcome 'Wow' contributions from home which are displayed in the classroom. Every parent has the opportunity to have their own tapestry login so they can view their child's journal online and add observations from home. Every half term we also offer parents an opportunity to participate in a Parents in Partnership workshop focusing on one area of the foundation stage curriculum. The children take reading and library books home to share with their parents and home learning challenges are shared via Tapestry on a weekly basis.

### **Behaviour Management**

Please refer to the school's 'Behaviour Management' policy.

### **Safeguarding**

Please refer to the school's 'Safeguarding Children' policy.

### **Inclusion and Equal Opportunities**

We have a responsibility to ensure positive attitudes to diversity and difference. We can support each child's needs by:

- removing or helping to overcome barriers where these already exist;
- being alert to the early signs of needs that could later lead to difficulties and responding quickly and appropriately, involving other agencies as required;



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- Stretching and challenging all children.

Please refer to the school's 'Equal Opportunities', 'SEN' and 'Gifted and Talented' policies.

## **Arrival and Collection of Children**

Children can enter school from 8:45. Each child is marked in on the day's register by the class teacher. Parents/carers use the external classroom doors when collecting their child(ren) at the end of the school day. If a child needs to be collected during the school day, parents report to the school office.

Under no circumstances is a child allowed to leave with anyone other than those named on the child's registration form, unless the parent has given written or verbal permission and a password is issued.

## **Outings**

Written parental permission to take the children into the local environment is sought upon admission to the school. Further permission is obtained for any other outings. Risk assessments are completed for each type of outing.



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## Key Person

The class teacher is responsible for the well-being of all of the children in the Reception class. In addition, each child is assigned a 'key person' who may be the teacher or a teaching assistant. The class teacher and Early Years Practitioner in Nursery are responsible for the well-being and assessment of their key children. Parents are informed of who their child's key person is at the beginning of the year.

The key person's responsibilities include:

- Helping the child to become familiar with the setting.
- Building a relationship with each child's parents, working in partnership with them to ensure that the child is being cared for appropriately for each family.
- Responding sensitively to the child's needs, feelings, ideas and behaviour.
- Ensuring that the learning opportunities on offer meet the needs of each child.
- Observing the child in *CIL* time.



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## Information for Parents and Carers

We provide a pack for new parents and carers that includes information about our daily routines, the types of activities provided, staffing and food and drink. There is a parent's notice board located in the Nursery cloakroom area.

## Being Active

The children have access to an outdoor area, which provides a range of physical activities; including soft play blocks, large balls, bats and balls, bikes and scooters and digging equipment. The children take part in PE sessions with Mr Byford and Mr Newlands .

## Illnesses and Injuries

Parents and carers are asked not to send their child to school if they are unwell and to inform the school office of their absence. Parents/carers are asked to inform staff if their child is suffering from a minor ailment so that appropriate care can be given. Children must not return to school within 24 hours of a bout of sickness or diarrhoea.

If a child becomes unwell whilst at school, a member of staff will:

- phone the parents/carers, explain that their child is unwell, explain the symptoms noted and ask them to collect their child.



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- sit with the child in a quiet place away from other children, if possible, until the parents arrive.
- if the child has had sickness or diarrhoea, explain the policy of at least a 24 hour clearance of either symptom before the child may return.

Advice relating to notifiable diseases is displayed in the school office.

In the case of an injury, appropriate first aid will be administered by a qualified first aider. A first aid kit is kept in the Reception and Nursery classroom and its contents are in accordance with advice from the Health and Safety Executive and the Community Health Physician. First aid cover is provided at playtimes and lunchtimes. All head bumps and serious accidents are recorded on one of the school's accident forms and signed by the member of staff who dealt with the incident. The staff member dealing with the incident is responsible for completing an accident slip and this is sent home with the child at the end of the day. Parents/carers may be contacted by telephone to inform them of an injury if deemed necessary and always for a bumped head.

We ask for written parental consent to seek any necessary emergency medical advice or treatment in the future when the children are admitted to school. In the case of a more serious accident to a child, the



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practitioner/school will contact the parent/guardian to agree a course of action if time permits. If the parent/guardian cannot be contacted the practitioner/school will seek appropriate medical attention or treatment for the child. The child should not be given anything to eat or drink. If a child or adult needs to be transported to hospital, every effort should be made to use a car with fully comprehensive insurance including business use. Two adults must accompany the child, and one adult must accompany a member of staff. Should an ambulance be required, one adult must accompany the child or adult. The child's registration form must be taken to the hospital with the child.

### **Medicines**

Please refer to the school's 'First Aid and Administration of Medicines' policy.

### **Evaluation and Review**

The impact of this policy will be reviewed in November 2024. The quality of the provision made will be monitored through appraisals, team meetings and informal chats between practitioners in the Foundation Stage.