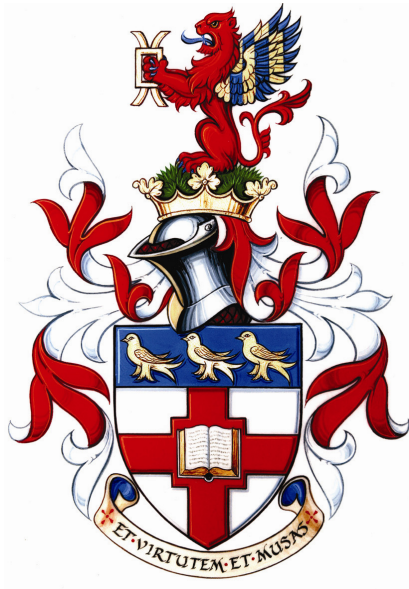


GRIMSDELL

MILL HILL PRE-PREPARATORY SCHOOL



EARLY YEARS FOUNDATION STAGE POLICY

Revised and amended Spring Term 2010
To be reviewed Spring Term 2012

IF I HAD MY CHILD TO RAISE OVER AGAIN

*If I had my child to raise over again, I'd
Finger paint more, and point the finger less.
I'd do less correcting and more connecting.
I'd take my eyes off and watch, and watch
With my eyes.*

*I would care to know less, and know to care more.
I'd take more hikes and fly more kites.
I'd stop playing serious, and seriously play.
I would run through more fields and gaze at
More stars.*

*I'd do more hugging and less tugging.
I would be firm less often, and affirm much more,
I'd build self-esteem first and the house later.
I'd teach less about the love of power,
And more about the power of love.*

*Diane Loomans
Full Esteem Ahead
H.J. Kramer*

Grimsdell Early Years Policy

'Early Years' comprises all children in our Nursery and Reception classes. At Grimsdell we believe that children are active learners who learn through their senses, through investigation, experimentation, listening, watching, social interaction, questioning and exploring. During their time in the Early Years classes all children are given the opportunity to gain independence and a positive self-image. They develop skills and understanding of the world around them through a range of planned activities both in and out of the classroom, broadening what they know and deepening their knowledge.

In Nursery and Reception we are required to use the EYFS framework from September 2008 and to complete an EYFS profile for each child at the end of the Reception year in which they reach the age of five. The profile is shared with parents in the Spring and Summer terms during parent consultation evenings and is available for parents to see upon request with the class teacher.

In Nursery and Reception the **Key Worker** will be the class teacher. The Nursery teacher will be assisted by two assistants and the Reception teachers by one. The class teacher will be responsible for liaising with parents. Every member of the Early Years team is aware of the need for confidentiality and privacy of information.

Every child matters so our Principles and aims are:

- To provide a solid foundation in the six areas of learning through well planned activities. To provide a balanced range of experiences and activities to enable each child to develop emotionally, socially, physically, creatively, intellectually, spiritually and morally.
- To enable children to make an effective and happy transition from home, playgroup or nursery to school through effective liaison.
- To value children's own experiences, their imagination, their curiosity and the range of skills that they bring into school and to use these as starting points in their learning.
- To provide a caring, stimulating, challenging and well-structured environment in which children are motivated towards independent learning.
- To ensure equal access and opportunity.
- To prepare children for their continuing education through effective liaison with their next teacher.
- To value parents as partners in the education of their child. To keep parents well informed about the curriculum and their child's progress.
- To value early childhood itself.
- To ensure that children with special needs are identified and receive appropriate support wherever possible.
- To promote an atmosphere that encourages confidence and independence.
- To plan and structure activities with clear learning intentions and objectives.

Principles into Practice – The teaching approach

Teachers will:

- Plan stimulating activities using the Early Learning Goals to ensure progression from the Foundation Stage to Key Stage One.
- Provide a curriculum that has a balance of approach between child initiated and teacher directed activities.
- Make use of the extended classroom (outdoor provision) throughout to provide challenge across the six areas of learning.
- Use observations and assessments to enable all staff to be aware of the differing needs and abilities of the children.
- Use information from PIPS on entry Reception baseline assessment.
- Plan for differentiation, including necessary support for children with SEN and ensuring that more able children are given tasks that will challenge and stimulate their thinking.
- Ensure through planning and providing equipment appropriately that all children have equal access and opportunities.
- Record children's progress in Autumn and Summer Term written reports to Parents. Discuss children's progress in termly Parent Consultation Evenings.
- Pass on up to date records and assessments (Yellow Folders) to the next class teacher.

Foundation Stage Curriculum

The EYFS profile sums up and describes each child's development and learning achievements at the end of their Reception Year. It is based on ongoing observation and assessment in six areas of learning and development. Each Reception teacher will be the children's main key worker. There is a classroom Assistant in each class who will help the teacher observe and assess the children on a regular basis.

The responsibility of planning and sharing information with parents will be with the Class Teacher. As the child progresses through the Foundation Stage the teachers will make judgements based on their observations of the child in all six areas of learning. The Foundation Stage Profile will be completed for Reception children to assess progress against the Early Learning Goals. A written report will be sent to parents at the end of the child's time in Nursery and at the end of the Reception Year. Parents may request a copy of the completed EYFS profile.

The Foundation Stage Curriculum is organised into six areas of learning.

- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development
- Personal, Social and Emotional Development

Communication, Language and Literacy

Communication, Language and Literacy depends on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes Speaking and Listening and Reading and Writing.

Please see the English Policy for further information.

See Appendix 1 – Communication, Language and Literacy Early Learning Goals.

Problem Solving, Reasoning and Numeracy

Problem Solving, Reasoning and Numeracy depend on becoming confident and competent in learning and using key skills. This area of learning comes through practical activities which include counting, sorting, matching, seeing patterns and working with numbers, shapes spaces and measures. Understanding should also be developed through stories, songs, games and imaginative play, so that children enjoy using and experimenting with numbers, including numbers larger than 10.

Please see the Mathematics Policy for further information.

See Appendix 2 – Mathematical Development Early Learning Goals.

Knowledge and Understanding of the World

In this area of learning children are developing the skills, knowledge and understanding that help them to make sense of the world. This forms the foundation for later work in science, history, geography, design technology, and information and communication technology.

Please see the Science Policy, Geography Policy, History Policy, Information Technology Policy and Design Technology Policy for further information.

See Appendix 3 – Knowledge and Understanding of the World Early Learning Goals.

Physical Development

At this stage, young children grow rapidly. They develop confidence and control of the way they move and the way they handle tools and equipment. They need to be active and to move about in order to develop many of these fundamental skills.

Please see the Physical Education Policy for further information.

See Appendix 4 Physical Development Early Learning Goals.

Creative Development

Creativity is fundamental to successful learning. The aspects covered in this area of learning include art, music, dance, role-play and imaginative play. Being creative enables children to make connections between one area of learning and another and so extend their understanding.

Please see the Music Policy and Art and Design Policy for further information.

See Appendix 5 – Creative Development Early Learning Goals.

Personal, Social and Emotional Development

Successful personal, social and emotional development is critical for very young children in all aspects of their lives. It is also a pre-requisite for their success in all other areas of learning. It is crucial that we at Grimsdell provide the experiences and support which enable children to develop a positive sense of themselves. In Circle Time young children have the opportunity to listen to others, be listened to and talk in a whole group.

Please see the PSHE Policy for further information.

See Appendix 6 for Personal, Social and Emotional Early Learning Goals.

Planning

The Foundation Stage Curriculum is planned mainly through topic work. (See Appendix 7 for the Early Years Topic Cycle.) Termly Topic Webs, Termly plans, detailed weekly and daily plans and end of term class reviews are produced by all Early Years Class Teachers. Reception class teachers have to produce English and Maths Forecasts in the Spring and Summer Terms.

The Organisation of the Nursery and Nursery Planning

At Grimsdell we feel a gradual introduction into school life is the most reassuring and comfortable start for each child joining our part-time Nursery classes. For children starting each September in our morning or afternoon sessions, parents are invited to bring children to meet Mrs Bennett-Mills and familiarise themselves with the school environment. In the Summer Term prior to their child starting Nursery they have the opportunity to bring them to meet the Nursery Teacher and Assistants and play alongside our existing Nursery children in the classroom and in our Early Years outside play area. A New Nursery Parents Evening is held each Summer Term.

At the start of the new school year the New Nursery children are split into groups of eight. The first groups of eight come on the first day of term for the morning and afternoon sessions. The next day the second groups of eight attend in the morning or afternoon. On the third day all sixteen morning and afternoon children attend. This allows a gentle introduction to the Nursery environment; the children and the staff get to know each other in small groups making the children feel more secure.

During the Nursery year the children are gently introduced to a wider school environment. They soon become accustomed to having different teachers for PE and Music and attending school assemblies on a Monday morning and Friday afternoon.

They gradually begin to feel that they belong to the larger community, thus making the transition from Nursery to Reception with little difficulty. Indeed the children are ready and eager to make the move to the next stage. At the beginning of the next school year the Nursery children are split up to enter full-time school in one of our three Reception classes.

Planning – Learning through play

At Grimsdell we value the importance of play in our Nursery environment. The overwhelming body of research and evidence identifies purposeful structured play both indoors and outdoors as the most appropriate learning style for young children. Well planned play is a key way in which young children learn with enjoyment and challenge. In playing they behave in different ways. Through different forms of well-organised play, different challenges are presented to increase the children's learning about themselves, other people and the world in which they live. Sometimes their play will be boisterous, sometimes they will describe and discuss what they are doing and sometimes they will be quiet and reflective. An important context is provided for the development of knowledge, skills, concepts and attitudes.

Through play, in a secure environment with effective adult support, children can

- Explore, develop and represent learning experiences that help them make sense of the world.
- Practise and build up ideas, concepts and skills.
- Learn to control impulses and understand the need for rules.
- Be alone, alongside others or co-operate as they talk or rehearse their feelings.
- Take risks and make mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate or solve problems.
- Express fears or relive anxious experiences in controlled safe environments.
- Establish warm, caring relationships, raise self-esteem and confidence.

At Grimsdell the learning environment in the Early Years is well planned and well organised providing a structure for teaching within which children explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress. The Foundation Stage prepares children for learning in Key Stage One.

Outdoor Provision

In the Nursery class children have free access to outdoor space. Reception children use the outside area at play and lunchtime and have free access to other outside areas throughout the day. This learning environment is set up to support and extend children's learning in all areas of the curriculum.

'At Homes' / Surgeries

At the beginning of each term the Nursery class and Reception classes invite the parents into school for the 'At Homes'. During this meeting the class teachers explain the daily routines, organisation and management for the class and the topics for that term. Parents have the opportunity to ask any questions, making sure the parents are as well informed as possible about the term to come.

Once every half term parents are invited into their child's class just before the end of the school day. This provides the opportunity for the parents to share some of the children's work on display or observe whichever activity that is taking place at that time.

Missing Child / Late collection

See Missing Child Policy / Late collection procedure

Moderation

Every year the EYFS is moderated by the Local Education Authority, with its findings made available to OFSTED. Recommendations are made so that the provision for the children can be improved further. Parents are able to contact OFSTED should they wish to do so details are found in Appendix 8.

Appendix 1 - Early Years Planning **Communication, Language and Literacy**

Language for Communication and thinking

1. Listens and responds
2. Initiates communication with others, displaying greater confidence in more informal contexts
3. Talks activities through, reflecting on and modifying actions
4. Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds' with relevant comments, questions or actions.
5. Uses language to imagine and recreate roles and experiences.
6. Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.
7. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words.
8. Speaks clearly with confidence and control, showing awareness of the listener.
9. Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. Uses language to work out and clarify ideas, showing control of a range of appropriate vocabulary.

Linking sounds and letters

1. Joins in with rhyming and rhythmic activities
2. Shows an awareness of rhyme and alliteration.
3. Links some sounds to letters
4. Links sounds to letters, naming and sounding letters of the alphabet.
5. Hears and says sounds in words.
6. Blends sounds in words.
7. Uses phonic knowledge to read simple regular words.
8. Attempts to read more complex words, using phonic knowledge.
9. Uses knowledge of letters, sounds and words when reading and writing independently.

Reading

1. Is developing an interest in books.
2. Knows that print conveys meaning
3. Recognises a few familiar words.
4. Knows that, in English, print is read from left to right and top to bottom.
5. Shows an understanding of the elements of stories, such as main character, sequence of events and openings.
6. Reads a range of familiar words and simple sentences independently.
7. Re tells narratives in the correct sequence⁴, drawing on language patterns and stories.
8. Shows an understanding of how, information can be found in non-fiction texts to answer questions about where, who, why and how.
9. Reads books of own choice with some fluency and accuracy.

Writing

1. Experiments with mark making, sometimes ascribing meaning to the marks.
2. Uses some clearly identifiable letters to communicate meaning.
3. Represents some sounds correctly in writing.
4. Writes own name and other words from memory.
5. Holds a pencil correctly uses it effectively to form and recognisable letters,
6. Attempts writing for a variety of purposes using features of different forms.
7. Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
8. Begins to form captions and simple sentences, sometimes using punctuation.
9. Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences.

Appendix 2 – Early Years Planning **Problem solving, reasoning and numeracy**

Numbers as labels and for counting

1. Says some numbers names in familiar contexts, such as nursery rhymes.
2. Counts reliably up to three everyday objects.
3. Counts reliably up to six everyday objects.
4. Says number names in order.
5. Recognises numerals 1 to 9.
6. Counts reliably up to 10 everyday objects.
7. Orders numbers up to 10.
8. Uses developing mathematical ideas and methods to solve practical problems.
9. Recognises, counts, orders, writes and uses numbers up to 20.

Calculating

1. Responds to the vocabulary involved in addition and subtraction in rhymes and games.
2. Recognises differences in quantity when comparing sets of objects.
3. Finds one more or one less from a group of up to five objects.
4. Relates addition to combining two groups.
5. Relates subtraction to taking away.
6. In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting.
7. Finds one more or one less than a number from 1 to 10.
8. Uses developing mathematical ideas and methods to solve practical problems.
9. Uses a range of strategies for addition and subtraction, including some mental recall of number bonds.

Shape, space and measures

1. Experiments with a range of objects and materials showing some mathematical awareness.
2. Sorts or matches objects and talks about sorting.
3. Describes shapes in simple models, pictures and patterns.
4. Talks about, recognises and recreates simple patterns.
5. Uses everyday words to describe position.
6. Uses language such as 'circle, or bigger to describe the shape and size of solids and flat shapes.
7. Uses language such as greater, smaller, heavier or lighter to compare quantities.
8. Uses developing mathematical ideas and methods to solve practical problems.
9. Uses mathematical language to describe solid 3d objects and flat 2d shapes.

Appendix 3 – Early Years Planning **Knowledge and Understanding of the World**

1. Shows curiosity and interest by exploring surroundings.
2. Observes, selects and manipulates objects and materials. Identifies simple features and significant personal events.
3. Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques.
4. Investigates places, objects, materials and living things by using all the senses as appropriate. Identifies some features and talks about the features she/he likes and dislikes.
5. Asks questions about why things happen and how things work, looks closely at similarities, differences, patterns and change.
6. Finds out about past and present events in own life, and in those of family members and other people s/he knows. Begins to know about own culture and beliefs and those of other people.
7. Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support her/his learning.
8. Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques, adapting her/his work where necessary.
9. Communicates simple planning for investigations and constructions and makes simple records and evaluations of her/his work. Identifies and names key features and properties, sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities.

Appendix 4 – Early Years Planning **Physical Development**

1. Moves spontaneously, showing some control and coordination.
 2. Moves with confidence in a variety of ways, showing some awareness of space.
 3. Usually shows appropriate control in large – and small – scale movements.
 4. Moves with confidence, imagination and in safety. Travels around, under, over and through balancing and climbing equipment. Shows awareness of space, of self and others.
 5. Demonstrates fine motor control and coordination.
 6. Uses small and large scale equipment, showing a range of basic skills.
 7. Handles tools, objects, construction and malleable materials safely and with basic control.
 8. Recognises the importance of keeping healthy and those things that contribute to this.
Recognises that changes that happen to her/his body when s/he is active.
 9. Repeats, links and adapts simple movements, sometimes commenting on her/his work.
- Demonstrates coordination and control in large and small movements, and in using a range of tools and equipment.

Appendix 5 – Early Years Planning **Creative Development**

1. Explores different media and responds to a variety of sensory experiences. Engages in representational play.
2. Creates simple representations of events, people and objects and engages in music making.
3. Tries to capture experiences, using a variety of different media.
4. Sings simple songs from memory.
5. Explores colour, texture, shape form and space in two or three dimensions.
6. Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movements to music.
7. Uses imagination in art and design, music, dance, imaginative and role play and stories. Responds in a variety of ways to what s/he sees, hears, smells, touches and feels.
8. Expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments.
9. Expresses feelings and preferences in response to artwork, drama and music and makes some comparisons and links between different pieces. Responds to mown work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role play, and imaginative play.

Appendix 6 – Early Years Planning **Personal, Social and Emotional Development**

Dispositions and attitudes

1. Shows an interest in classroom activities through observation or participation.
2. Dresses, undresses and manages own personal hygiene with adult support.
3. Displays high levels of involvement in self-chosen activities.
4. Dresses and undresses independently and manages own personal hygiene.
5. Selects and uses activities and resources independently.
6. Continues to be interested, motivated and excited to learn.
7. Is confident to try new activities, initiate ideas and speak in a familiar group.
8. Maintains attention and concentrates.
9. Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion.

Social Development

1. Plays alongside others.
2. Builds relationships through gesture and talk.
3. Takes turns and shares with adult support
4. Works as part of a group or class, taking turns and sharing fairly.
5. Forms good relationships with adults and peers.
6. Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
7. Understands that people have different needs, views, cultures and beliefs that need to be treated with respect.
8. Understands that s/he can expect others to treat their needs, views, cultures and beliefs with respect.
9. Takes into account the ideas of others.

Emotional Development

1. Separates from main carer with support.
2. Communicates freely about home and community.
3. Expresses needs and feelings in appropriate ways.
4. Responds to significant experiences, showing a range of feelings when appropriate.
5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.
6. Has a developing respect for own culture and beliefs and those of other people.
7. Considers the consequences of words and actions for self and others.
8. Understands what is right, what is wrong, and why.
9. Displays strong, positive sense of self-identity and is able to express a range of emotions fluently and appropriately.

Appendix 7
Early Years Topic Cycles

Nursery will be following a 2 year topic cycle

Term	Autumn Term	Spring Term	Summer Term
	Colour	Weather	Exploring Stories
	Shapes	Pets	Nursery Rhymes

Reception will be covering a different topic each half-term

Term	Autumn Term	Spring Term	Summer Term
	Ourselves	Dinosaurs	Space
	Light and Festivals	Animals	Seas and Oceans

Appendix 8 – Contacting OFSTED

The new Ofsted – the Office for Standards in Education, Children's Services and Skills – came into being on 1 April 2007. It brings together the wide experience of four formerly separate inspectorates. It will inspect and regulate care for children and young people, and inspect education and training for learners of all ages.

We want to raise aspirations and contribute to the long term achievement of ambitious standards and better life chances for service users. Their educational, economic and social well-being will in turn promote England's national success.

To call OFSTED

- **08456 404045** about education or adult skills
- **08456 014772** if you want to make a complaint or have a concern about any service Ofsted inspects or regulates(08.00 to 18.00)
- **08456 404040** about children's services or any other aspect of our work

To contact OFSTED by email

- enquiries@ofsted.gov.uk