

# The Avenue Pre Preparatory School and Nursery

## **EYFS Curriculum Policy**

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### Rationale

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life”.

## EYFS – Statutory Framework 2014

### Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In the Avenue Nursery and Pre-Preparatory School (the School) children begin in the Afternoon Nursery class when they are rising three.

The School was exempted by the Department for Education on 5 March 2013 from the Learning and Development requirements of the EYFS, thereby removing the need for the School to report to the Local Authority in respect of the Foundation Stage Profile Scores attained by our Reception children. However the school follows the Safeguarding and Welfare requirements of the EYFS. We also adhere to all the principles and values underpinning the statutory framework. These are summarised as follows:-

- Quality and consistency in all early years settings, so that every child progresses and thrives and achieves to the best of his or her ability.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- Partnership working between practitioners and with parents and/or carers;
- Equality of opportunity and anti-discriminatory practise, ensuring that every child is included and supported.

### Overarching principles

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### A Unique Child

Every child should be happy, secure, valued and confident. At The Avenue Nursery and Pre-Preparatory School our philosophy is to value every child as a unique individual. We provide a supportive and secure environment in which every child can flourish and learn at their own pace and in their own individual way. Our role is to stimulate and encourage their development and enjoyment of learning through a variety of different activities in secure indoor and outdoor situations, through play and through structured and creative activities.

### Equal Opportunities

Every child is unique and every child is valued equally at The School. We endeavour to ensure that all children have an equal opportunity to be successful in the Foundation Stage and are able to achieve their full potential regardless of their gender, ability, faith, race, cultural background, SEN or any physical or sensory ability. We aim to use resources, which reflect diversity and are free from discrimination and stereotyping. Children are taught to care for school resources and treat them with respect. (Also see Equal Opportunities Policy)

## Meeting the Diverse Needs of Children

We are committed to providing a learning environment for all, where the gifted, those who have English as an additional language, the less able and those with learning difficulties work alongside each other and are catered for with differentiated approaches.

- All children's progress is tracked and observed and those who need extra support are identified and supported by the teacher in the classroom, the SENCO and the Cantabile Care programme. This programme provides for timely intervention with regard to children who have been identified as needing support with speech and Language, Social skills, behavioural issues, Listening and processing of information or Occupational therapy. These sessions are provided free as part of our EYFS Provision.
- There are thrice yearly Parent Consultation meeting during which parents have the opportunity to discuss their child's progress with the class teacher.

(Also see Special Educational Needs and Learning Difficulties and Disabilities Policy)

## Safeguarding and Welfare

In the Foundation Stage we understand that we are legally required to comply with certain welfare requirements as stated in the revised Statutory Framework for Early Years Foundation Stage 2014.

We take all necessary steps to keep children safe and well. We ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures. Please also see the separate Child Protection policy.

## Transitions

In the Foundation Stage we understand the importance of the Transition period to either Reception or year one and view this as a process than an event. In view of this, parents of the Nursery children are also invited to attend an EYFS meeting at the beginning of the academic year when the Nursery Lead for the Morning Nursery will explain the curriculum and answer questions.

Parents of the Reception children are invited to a meeting at the beginning of the academic year in September when the curriculum is explained in full and details of all the extracurricular activities are given. Please also see the school's settling-in policy.

## Positive Relationships

In the Foundation Stage we recognise that children learn best when they are happy, safe, their individual needs are met and they are able to develop secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### *Parents as Partners*

We recognise that parents are children's first and most enduring educators and we value the contribution that they make. We always make time for parents at the School and they are free to discuss their child's development and related issues, or concerns as necessary. Staff are approachable and enjoy sharing with parents children's' achievements and successes.

- All children receive a written report at the end of the School Year.
- Parents receive regular newsletters and curriculum outlines.
- We welcome parents into the School on occasions to contribute their knowledge and experience regarding celebration of particular Religious festivals from around the world during weekly Assembly.
- All parents are invited to join the school's PTA.
- Throughout the year there are a range of activities to which families are invited to share with both in the Foundation Stage and the whole school; Sports Week, School Plays and events organised by the PTA.

## Enabling Environments

We recognise the environment plays a key role in supporting and extending children's development.

### *Classroom Organisation*

All EYFS Staff understand the importance of an environment that is inspiring and stimulating and which encourages the children to be independent. Therefore, we strive to provide an environment that is safe and secure, where the children can play, explore, experiment, develop confidence, be curious and learn. We foster autonomy and encourage the children to be able to help themselves and each other as they move around the setting. Resources are clearly labelled for the children's ease of accessibility.

We ensure there is a balance of child-initiated and adult-led based activities. We use small group or whole class times as an opportunity to encourage a particular aspect of learning or to discuss a particular topic.

## The importance of outdoor play

The opportunities for learning are not limited to the Classroom consequently both classroom and the outdoor areas are linked together to reflect the total curriculum offered. Being outdoors offers the children the opportunity to explore, use their senses and be physically active and energetic. We plan activities and

resources for the children to access learning opportunities outdoors that help them to develop in all 6 areas of learning.

### *Planning – Morning Nursery*

All planning is in line with the EYFS guidance. A weekly planning meeting takes place each week and the plans for the week are displayed in the classroom and on the School website.

### *Assessment and Record Keeping*

This is ongoing and we adhere to the School Policy for Assessment and Record Keeping. Throughout the year we carry out both formative and summative assessments. Continual observations inform and guide everyday planning. We use an online Learning Journey “Tapestry” for the children in the Morning Nursery and the Afternoon Pre-Nursery.

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.

PIPS is used in the EYFS to assess and track each child’s progress in Nursery and Reception

## **Staffing Ratios**

The Pre-Nursery Class is staffed by an Early Years Graduate, and a Nursery Practitioner. During the Autumn term the staff: pupil ratio is 1:4 and in subsequent terms this is at least 1:8. NB This complies with the staffing ratios set out in the EYFS Statutory framework. There is therefore always adequate supervision to ensure that the needs of the individual children being cared for are met.

The Nursery class has one QTS lead teacher, a further QTS teacher and two Nursery practitioners. The staffing ratio of 1:13 for each teacher present and 1:8 with other suitably qualified staff.

Reception is primarily staffed by an Early Years Graduate and a QTS. Each teacher takes sole responsibility for the teaching of Literacy and maths respectively.

All members of staff have attended certified courses in Paediatric First Aid. All staff attend a Fire Training course at the beginning of the school year and are expected to complete online training in Child Protection on a regular basis.

All children in the EYFS have a designated key person who is responsible for the assessment of that child through observations, written reports and discussion with parents.

## Learning and Development

All our activities are planned so that the outcomes set out in the 'Development Matters' guidance during Nursery and Reception are met and children achieve the 'Early Learning Goals' by the end of their Reception Year.

In the Foundation Stage we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected.

### Foundation Stage Curriculum

#### *Communication and Language*

We give children the 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*

The physical development of a young child is promoted in our Foundation Stage through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. We support them in using all their senses to learn about the world around them and to make new connections between new information and what they already know.

#### *Personal, Social and Emotional Development*

We provide children with experiences and support that will help them to develop a positive sense of themselves and of others: respect for others, social skills and a positive disposition to learn.

#### *Literacy*

In the Foundation Stage we encourage children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other materials) to ignite their interest.

#### *Mathematics*

Children are supported in developing their understanding of problem solving, reasoning and numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. We plan continual opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use.

#### *Understanding of the World*

We support children in developing knowledge, skills and understanding that help them make sense of the world. Their learning is supported through providing opportunities for them to use a range of tools safely, encounter creatures, people, plants and objects in their natural environments and in real life situations, undertake practical 'experiments', and work with a range of materials.

## *Expressive Arts and Design*

We extend children's creativity by the provision of support for their curiosity, exploration and play. We provide continual opportunities to explore and share their thoughts, ideas and feelings, for example through a variety of art, music, movement, dance, imaginative and role play activities and design and technology.

## Play

Play underpins the delivery of the EYFS and as Foundation Stage practitioners we understand play is central to young children's development and educational growth. During play children develop intellectually, creatively, physically, socially and emotionally. Well planned play, both indoors and outdoors, is a key way in which children learn with enjoyment and we aim to provide play activities which allow our children to play spontaneously as well as with support from adults.

## Admission to the School

### Admissions to the Pre-Nursery and Nursery

Children are not assessed for Nursery places. We are proud of our non-selective policy and the fact that we accept a range of learning abilities at the School.

8 Children are admitted to the Afternoon (Pre) Nursery Class in September each year and there is a further intake to this class in the following January and in April (subject to the availability of places). Children in the Pre-Nursery Class are given automatic entry to the Morning Nursery the following September.

Up to 28 Nursery children are admitted as a Class in September each year, and occasionally later in the year, (subject to availability of places).

### Admissions to Reception

The children in our Morning Nursery Class are given automatic entry into Reception. Additional children are admitted to Reception each year, subject to availability of spaces. Children who are on the waiting list for Reception are invited into the school to meet with the teachers during the first half of the Spring Term. This is not an academic assessment of the children but a means by which we evaluate the child's readiness for our School environment and eagerness to participate in the activities that the school offers.

## Other related policies

This policy is to be read in conjunction with, inter alia, the following policy documents:

- Admissions



- Child Protection
- Educational Trips
- Equal Opportunities
- SEND

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By Martin Ayres or Mary Fysh

Reviewed every three years

