

# Avenue Pre-Preparatory School and Nursery

## Curriculum Policy - EYFS

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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 both 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 twice yearly Parent Consultation meetings 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 rather 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. The settling in procedure is also explained.

## 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 and this is aided by the use of 'Tapestry' the online assessment tool used throughout the EYFS

- 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 the celebration of particular Religious festivals during weekly Assembly.
- All parents are invited to join the PTA.
- Throughout the year there are a range of activities to which families are invited, both in the Foundation Stage and Key Stage 1; New Parents' evening, 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. Our outside play space is divided into two areas to enable the children to make full use of the play facilities regardless of the weather. Climbing apparatus, a climbing frame, bicycles and tricycles are provided in addition to a mud kitchen, sand pit and water play. The grassed area is used for football club and Sports Week plus providing a valuable play space for every day play times.

## 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 aim 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 interactive whiteboards provide additional learning opportunities for the benefit of all the children in the EYFS.

All planning is in line with the EYFS guidance. A planning meeting takes place each week in the Nursery 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 the online Learning Assessment "Tapestry" for the children in the Nursery, Reception and in the 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 have not yet reached 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, and three experienced Nursery practitioners. The required staffing ratio of 1:13 for the teacher present and 1:8 with other suitably qualified staff is met.

Reception is staffed by a QTS graduate and an experienced, qualified TA.

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 the 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 pride ourselves on giving children the opportunities to experience a rich language environment in order to develop their confidence and skills in expressing themselves plus the ability and confidence to speak and to listen in a variety of situations.

### *Physical Development*

The physical development of a young child is promoted in our Foundation Stage through the provision of opportunities for children to be active and to improve their skills of coordination, balance, control, manipulation and movement. We support them in using all their senses to learn about the world around them and to make connections between new skills and what they already know. Dance, Drama, PE, swimming (Reception), climbing on the fixed frames in the garden and riding bikes and tricycles all contribute towards the physical development of the children in the EYFS. The development of fine motor skills are also vital in every child and activities designed to promote these skills are provided on a regular basis in the EYFS. These skills are a necessary requirement for the development of letter formation, colouring etc.

### *Personal, Social and Emotional Development*

Children thrive when they feel safe and secure in a warm and friendly environment. Self-esteem and self-confidence are two vital components which are encouraged and built upon during a child's stay at the school. Circle times provide opportunities for children to listen to each other, to describe events that have taken place and to talk about their families and friends. Show and Tell also provides a platform for each child to present a special object that is important to them and to explain why. PSHE classes in Reception also engage children in exercises designed to make them aware of others' needs and feelings and to respect others' thoughts and ideas. Stories and poems also add to the materials used to promote friendship and respect.

### *Literacy*

In the Nursery, children are introduced to Letters and sounds via 'Letterland' which is a fun, animated alphabet comprising particular characters for each letter. Children are also introduced to preparatory activities which

encourage a correct and comfortable pencil grip. Shape tracing, learning left to right orientation, understanding that print tells a story and early mark making all contribute towards the eventual goal of correct letter formation.

### *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.

### *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