

# Fairisle Infant and Nursery School



## Early Years Foundation Stage Policy

Date policy reviewed: March 2023

To be reviewed again: March 2025

### **SIGNATURE STAMP**

These are confirmed as a true and accurate record of the meeting that took place on:  
[22.3.23](#)

**Signed:**

A handwritten signature in black ink, appearing to be "Rick Allan", written over a circular scribble.

**Rick Allan**  
**Chair of Governors**

**Approved Date:** [22.3.23](#)

## **Fairisle Infant and Nursery School**

### **Policy for the Early Years Foundation Stage**

“All children have a right to an education” Article 28

“Education should develop each child’s personality and talents to the full” Article 29

United Nation Convention on the Rights of the Child

#### **Mission Statement**

Fairisle Infant and Nursery School “EXPECTS SUCCESS”

At Fairisle Infant and Nursery School we want:

- Each child to expect success.
- To teach the skills necessary for progress and high standards.
- To teach the children respect for themselves, each other and the environment in order to become responsible members of the wider community.
- To provide a quality learning environment.
- Parents/Carers, Staff and Governors to work together.

#### **Aims of the Early Years Foundation Stage (EYFS)**

(please refer to the Teaching and Learning Policy for additional aims)

In the EYFS at Fairisle Infant and Nursery School we aim to:

- Provide a high quality broad and balanced curriculum.
- Give the children opportunities to deepen their understanding through playing, talking, observing, planning, questioning, experimenting, being creative and imaginative, testing, repeating, reflecting and responding to adults and each other.
- Develop, support and challenge the children’s learning through well-planned play opportunities.
- Stimulate the children’s interest and enjoyment in learning through high quality activities and resources and rich and stimulating experiences.
- Monitor the children’s learning through observational assessments to ensure they are challenged or supported where necessary.
- Work effectively with parents/carers and all other agencies involved with the children in order to maximise the children’s learning potential.
- Provide opportunities for the children to participate in both adult directed and child initiated activities.
- Encourage and foster a positive attitude and disposition to learn.
- Provide children with time to become engrossed in their activities.

The Early Years Foundation Stage is based upon four themes:

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

This policy explains how our practice is underpinned by these four themes.

### **A Unique Child:**

At Fairisle Infant and Nursery School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

### **Inclusion:**

We value the diversity of individuals within the school. All children at Fairisle Infant and Nursery School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. We set realistic and challenging expectations that meet the needs of all children.

### **Welfare:**

It is important that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. "Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Fairisle Infant and Nursery School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

We:

- Promote the welfare of children.
- Promote good health.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

### **Positive Relationships:**

At Fairisle Infant and Nursery School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents / Carers as Partners**

We believe it is vital to a child's learning for there to be a Partnership between Parents / Carers and School. To achieve this we:

- Provide a welcoming and positive atmosphere for both parents / carers and children.
- Are available to talk to parents / carers informally at their request.
- Provide show arounds, open afternoons and home-visits in Nursery where possible.
- Hold a meeting for the parents with the Headteacher and Year R Leader before the children start in Reception outlining our philosophies and expectations for the children's learning.
- Discuss IEPs with the parents / carers at least termly.
- Provide opportunities for weekly home learning
- Run workshops for parents and carers.
- Meet with the parents/ carers termly to discuss children's progress and attainment and to suggest ways they can help at home.
- Operate an open door policy for parents with any queries.
- Add observations to each child's individual online Learning Journey through Tapestry
- Value the contributions made by parents / carers to their child's online Learning Journey
- Send a report on their child's attainment and progress at the end of their time in Nursery and at the end of the Foundation stage.
- Develop a range of activities throughout the year that encourage collaboration between child, school and parents.
- In Year R provide information to support phonics and maths progression, as well as share the Baseline report at the beginning of the year.

All staff working in the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

### **Enabling Environments:**

At Fairisle Infant and Nursery School we recognise that the environment plays a key role in supporting and extending the children's development. The environment is set up in response to observations of children. This involves observing the children and assessing their interests, development, achievements and learning, before planning challenging but achievable activities and experiences, which may or may not follow an extended theme.

The Early Years environments are organised to allow children to be independent, explore and learn, securely and safely. We aim to create communication friendly spaces within the environment, and stimulating, informative displays which value the

children's learning. There are areas where the children can be active, be quiet, and be creative, and all areas have their own outdoor classroom. The free flow between the inside and the outside areas has a positive effect on the children's development. Being outdoors offers opportunities for learning in different ways and on a different scale to the indoors. The children can explore, use their senses and be physically active and exuberant.

## **Planning**

The Planning objectives within the Foundation Stage are from the Birth To 5 Matters guidance. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. The children progress through the ranges within Birth To 5 Matters towards the Early Learning Goals at the end of their Reception year. When planning, we ensure we are providing a personalised, age appropriate and challenging curriculum.

## **Observation and Assessment**

Early Years Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. The staff use the children's interests to plan for themes/ activities. This fostering of the children's interests develops a high level of motivation for the children's learning.

Assessments take the form of both formal and informal observations. Assessments are almost exclusively carried out through observing the children in their play. Written observations, photographs and videos of children within their play and photographs of children's work are uploaded to Tapestry, creating an individualised Learning Journey for each child. In Year R, we file children's Adult-Directed learning in concertinas and from January, children record their Literacy and Maths Adult-Directed work in books.

Effective assessment occurs when teachers/staff have provided a range of opportunities for the children to demonstrate their understanding and learning in a range of contexts. Teachers/staff, when recording ongoing assessments, are to make reference to the effective characteristics of learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

At the end of Year N and the Early Years Foundation Stage, the children's report also refers to the Characteristics of Effective Learning.

At the end of a child's year in either Rainbow or Sunshine Nursery, we report whether a child is working at the 'Expected' level or 'Working Towards' the expected level in regards to the 16 areas of learning.

At the end of Year R, the children's progress is recorded to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals. Using the evidence collated, and the teacher judgements, children are assessed against the Early Learning Goals. They are described in terms of the following:

- 1- working towards- not yet the level of development expected at the end of EYFS.
- 2- Expected- the description of the level of development expected at the end of EYFS

Using a scale of 1-2 an average point score is created for the cohort and sent to the LA by the end of June. The progress that the children have made in the foundation stage is shared with parent/carers at the end of the foundation stage through a written report.

## **Learning and Development**

There are seven areas of learning and development and three effective characteristics of learning.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive (Prime areas).

### **Prime Areas:**

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

### **Specific Areas:**

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

“Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level.” Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

### **Transition:**

We firmly believe that these are important and potentially stressful times in a young child's life and it is imperative to make their transitions as smooth as possible. We

ensure an effective transition from Rainbow Room through to the Sunshine Room and Year R.

- If a child is attending Rainbow Room, they have the opportunity to spend some time in Sunshine room in the term prior to them moving up.
- For children starting in Sunshine Room in September, a home visit is offered.
- There is close liaison between year groups about children before they move to their new class.
- The children's new Reception teacher will visit the children in Sunshine Room, to begin to build relationships in a familiar environment. The children visit the classes in Reception and have the opportunity to play alongside the Reception children.
- The Parents attend a meeting in the Summer term and at this time the children are given the opportunity to play with Reception staff in a classroom.
- The Tapestry Learning Journals and Nursery Reports are completed to help the Reception Teachers have a clear understanding of the children in their class.
- Year R's Learning Journeys are shared with their new Year 1 teacher to help assist in their planning.

### **Staff Development**

The staff continually receive training that is directly relevant to the EYFS Curriculum. This training takes many forms:

- Regular job chats/ Professional Development meetings between staff and their mentors
- Year group meetings – working towards targets set as a whole Year team.
- Training courses
- Individual support as required
- Liaison meetings with other Schools where applicable