

This policy document should be seen as a product of regular review and revision undertaken by all staff working together, and subject to amendment when necessary. This review and revision will take place as part of the school curriculum development planning cycle.

1. Introduction –

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Hollinswood Primary School & Nursery, nursery children join us at the beginning of the term **after** their **third birthday**. Children are admitted to reception in the September **following** their **fourth birthday**.

2. Aims –

At Hollinswood Primary School & Nursery our curriculum develops 4 key values in our children.

Being Respectful.

- Children are encouraged to respect the ideas, attitudes, values and feelings of others regardless of race and culture.
- Children are encouraged to treat others fairly and with kindness, respect and encouragement.
- Children are taught to respect, value and support each other as learners and their learning environment.
- Children are taught about the environment and how they impact on the environment and the world around them.

Being Resourceful.

- Children will become confident, resourceful, enquiring and independent learners.
- Children will have the mental agility to transfer the skills and knowledge they have learned to solve problems and embrace new opportunities.
- Children will be able to build on prior knowledge and skills.

Being Resilient

- Children will be encouraged to take pride in their work and the work of others.
- Children will be confident to take risks.
- Children will develop a 'have a go attitude.'

Being Responsible.

- Children will recognise their own mistakes and errors as a learning opportunity.
- Children will have high expectations for themselves – learning behaviour, progress in learning, presentation and personal conduct.

- Adults and children establish positive working relationships in the classroom and around school.

The Early Years Foundation Stage is based on four overarching principles:

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

A Unique Child -

At Hollinswood Primary School and Nursery we recognise that every child is a competent learner who can be **respectful, resourceful, resilient and responsible**. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, to encourage children to develop a positive attitude to learning.

- **Inclusion**

We value the diversity of individuals within the school. All children at Hollinswood Primary School are treated fairly and **respectfully**, regardless of race, gender, religion or abilities. All children and their families are valued within our school. In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all the children within our classes.

We work closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

- **Welfare**

It is important to us 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 and take **responsibility** for their actions. We encourage children to take risks and highlight the importance of keeping themselves safe and how they can do this.

- **Food and drink**

All children are provided with fruit each day as well as being given the choice of milk or water. They always have access to water. Members of staff preparing snack within nursery all hold a food hygiene certificate.

Positive Relationships –

At Hollinswood Primary School we recognise that children learn to be **resilient** from being in secure relationships. We aim to develop caring, **respectful** and professional relationships with the children and their families.

- **Parents as Partners**

We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers about their child before they start in our school.
- Giving parents/carers and children the opportunity to spend time in the Nursery and Reception for Stay and Play sessions before starting school.
- Providing an induction meeting for Nursery and Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Regularly sharing the children's 'Learning Journey' with parents/carers and valuing the on-going contributions to this from parents/carers.
- Sharing work on Class Dojo and encouraging parents to share experiences from home so we can talk about these in school.
- Offering two parent/teacher consultation meetings per year.
- Sending a report on their child's attainment and progress at the end of their time in both nursery and reception.

All staff in the Foundation Stage aim to develop **respectful** relationships with all children, interacting positively with them and taking time to listen to them.

- **Staff**

Nursery – 1 class teacher and 2 teaching assistants (depending on numbers). At least one of the teaching assistants holds a level 3 qualification. (Ratios 1:13). Nursery is registered for 26 children.

Reception – 1 class teacher and 1 teaching assistant. Each class can have 30 children.

We also have additional staff to meet any additional needs.

Enabling Environments –

At Hollinswood Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Children are observed in the environment, staff will assess their interests, development, and learning, before planning challenging but achievable activities and experiences.

- **Observation, Assessment and Planning**

The Foundation stage curriculum provides the foundations for future learning. We have whole school progression grids for each subject setting out the knowledge and skills the children will be learning from Foundation stage to year 6. We have a curriculum map for the Foundation stage setting out the key concepts the children will be learning each half term. The way these concepts are taught depends on the children's interests and needs.

Medium term planning is based upon a different topic, this is identified as vehicle of interest to deliver the skills and knowledge the children need to cover each half term. The weekly planning is based upon the topic but also takes into consideration children's interests and their next steps in learning. This fostering of the children's interests develop a high level of motivation for the children's learning.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and planned activities. At the end of their foundation year in school each child's level of development is recorded against the 17 Early Learning Goals.

- **The Learning Environment**

The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor classroom area. Children have access to both inside and outside area across the day. Children are encouraged to be **resourceful** learners and solve problems independently. Staff will intervene to support sustained shared thinking to model problem solving skills.

Children have daily opportunities to work outside in the nursery garden, play park and playground. Being outdoors offers an environment to explore different kinds of play and develop gross motor skills and knowledge of the world around them.

Children in Foundation stage have a weekly Forest School session where they can explore the wooded area (Pit Mound) in school. At Hollinswood we have staff who are trained in Forest Schools and will lead some of the sessions throughout the year. These sessions are a great opportunity to develop staffs professional development. Forest Schools provided children with the opportunity to explore nature and be **resourceful** and creative in their learning. Children are encouraged to create their own games and roleplay using the natural world around them. Children learn to work cooperatively together and be **respectful** of others' ideas.

Learning and Development –

There are seven areas of learning and development that must shape educational provision in early years settings.

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. These are the Prime areas.

The three Prime areas are:

- 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

Each area of learning has an Education Programme setting out what the children need to learn by the end of the Foundation Stage.

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring** - children will have opportunities to investigate and experience things, and 'have a go'.
- **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- **Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

3. Transition –

Starting school and moving from one class to another can be a difficult time for young children, we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child so they settle into their new class quickly and happily.

➤ **Starting Nursery**

Children start nursery the term after their third birthday. Children will be offered either a morning or an afternoon session.

During the half term prior to their start date parents/carers and their child are invited to attend Stay and Play sessions. This provides opportunity for the child to spend time in their new environment with their parent. Staff get to meet the parents and parents can share information about their child with the class teacher and ask any questions they may have.

Children will then be given a gradual induction into nursery –

- 1st day attend for 1 hour with parent/carer – during this session there will be an induction meeting for parents which will give them further information about the routines, learning, and experiences that take place during the nursery session.
- 2nd day attend for 1 ½ hour visit – parents can leave their child during this session.
- 3rd day attend for 1 ½ hour visit– parents can leave their child during this session.
- 4th day attend for a full session - parents can leave their child during this session.

This induction process is flexible and will be adapted depending on the needs of the child.

➤ **Starting Reception**

All nursery children have regular opportunity throughout the year to work and investigate in both Reception classrooms. This means that before they join their new class the Reception environment is already a familiar place to them.

If a child does not attend our school nursery, then arrangements will be made for their new class teacher to visit them in their current setting. Children who do not attend our nursery will be offered a number of Stay and Play sessions; to attend with their parent/carers, in the last half term before they start in September.

➤ Parent Induction meeting

Parents of all children starting in the next academic year will be invited to an Induction meeting in the Summer term to meet their child's new teachers and support staff and learn more about the Reception curriculum. This is an opportunity for staff to:

- To go through the school handbook.
- Explain about uniform, PE kit and school dinners/ free school meals.
- Explain about holidays and absences.
- Purchase uniform and book bag if requested.
- Inform parents about breakfast club.

➤ New class sessions

The children are given two opportunities to meet their new class teacher and other children in their class. They will spend a morning and an afternoon in their new class. During the morning session, children and parents are also invited to stay for lunch so children can experience school dinners with parents to support them.

When the children start in September they will attend school for 2 half day sessions and then start full time on day 3. A modified transition will be discussed with parents if the children are finding it difficult to settle.

➤ **Starting in Key Stage 1**

Throughout the Reception year the children's involvement in whole school life will have been built upon, many of the teaching and support staff will already be familiar people to them. They will have taken part in Key stage and whole school assemblies as well as sharing some playtimes with the Key Stage 1 children.

Date Created	September 2014
Date Approved	September 2014
Approved By	Achievement & Progress Committee
Date for Review	Reviewed by Clare Tipton June 2024