



*Early Years and
Foundation Stage Policy
Policy Creation and Review*

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This policy was written after discussion within the Early Years Foundation Stage department and outlines the purposes, nature and management of Early Years Education at New City Primary School.

Within this document, the term Early Years Foundation Stage is used to describe children who are in Nursery and Reception classes

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Overall statement

‘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.’

Curriculum Guidance for the Foundation Stage, QCA/DFE-00169-2017

‘A good early education is the foundation for later success. For too many children, however, their Reception Year is a missed opportunity that can leave them exposed to all the painful and unnecessary consequences of falling behind their peers.’

Bold Beginnings–November 2017, No.170045–Ofsted.

Policy Section I: Our aims and principles

1.1 Our whole school aims are

- 1. To provide an exceptional educational experience for all pupils*
- 2. To give our pupils a foundation for future development which continues into adulthood*
- 3. To enable pupils to develop as confident, independent learners*
- 4. To promote a safe and happy environment through co-operation and with respect for one another*
- 5. To celebrate and value similarities and differences within the school and the wider community*
- 6. To develop within our pupils a sense of self-respect and self-discipline*

- 7. To ensure school readiness so that children are ready for the transition into year 1*

1.2 Aims for the children in the Early Years Foundation Stage.

We have agreed to adopt the principles from the Foundation Stage Guidance from QCA:

- 1) Effective education requires both a relevant curriculum and practitioners who understand and can implement the curriculum requirements*
- 2) Effective education requires practitioners who understand that children develop rapidly*

during the early years –physically, intellectually, emotionally and socially

- 3) Practitioners should ensure that all children feel included, secure and valued
- 4) Early years' experience should build on what children already know and can do
- 5) No child should be excluded or disadvantaged
- 6) Parents and practitioners should work together in an atmosphere of mutual respect
- 7) To be effective, an Early year's curriculum should be carefully structured (recognising different starting points; relevant to levels of need; indoors and outdoors)
- 8) There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate themselves Practitioners must be able to observe and respond appropriately to children informed by a knowledge of how children develop and learn
- 9) Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process
- 10) For children to have rich and stimulating experiences, the learning environment should be well planned and well organised
- 11) Above all, effective learning and development for young children requires high quality care and education by practitioner

Policy Section 2: How our work is organised and planned

2.1 Admission, induction and entry arrangements, including the age of admission and transfer

Arrangements for admission to New City Primary School are:

Parents are encouraged to apply for a place for their child by their second birthday.

Initially places are offered to children as soon as they are three years old. Application forms for admission are available from the school office.

The school has adopted the Admissions Policy of the London Borough of Newham.

2.2 Session times

All children must be accompanied to and from school by an adult.

Children are only released at the end of the day to a relative/carer or known adult.

For Nursery the morning session begins at 8.25 am and ends at 11.25 am and the afternoon session begins at 12.00 pm and ends at 3.00pm.

Nursery children entitled under the 30 hour scheme stay the full day. The session begins from 8:25 and ends at 3:00pm. Children will need to bring their own pack lunch. Advice on contents is available from our Nursery staff.

For Reception the day begins at 8.30am. Lunch time is 11.45am to 12.30pm. The day ends at 2.50pm

We provide a lunchtime meal for children in Reception. All school lunches are currently free for every child. Children may bring a packed lunch. Advice on contents is available from staff or the school.

We provide a healthy snack for nursery children during the session. Reception children are offered fruit during the day

2.3 Location

All groups work in purpose-built classes within the ground floor of the school.

2.4 Organisation of classes:

Children aged from three to four can attend the Nursery. After a child's fourth birthday they will transfer to the Reception class at the beginning of the next academic year. There is only one intake in September.

All groups are supervised by a trained member of staff.

Small groups working with trainee students or parent helpers are always supervised by members of staff.

a. Outdoor play:

The outdoor play space is securely fenced and provides an ideal, safe, play space where children can develop their physical skills and learn to share with others in structured and informal play.

Outdoor activities are planned with and are given as much thought and importance as the indoor activities- in accordance with the EYFS. All children are encouraged to participate in outdoor and physical activity.

Outdoor play is a very important part of children's learning and children are encouraged to go outside and participate in all weathers and parents will need to ensure that children are suitably dressed. If a child is not well enough to go outside they should not be in school.

Nursery and Reception children all take part in weekly P.E, Art and music sessions that are led by specialists.

b. Whole school activities:

The Nursery participates in all whole school musical performances and celebrations. Reception classes join for celebration assembly in the Autumn term and partake in termly music performances.

Children have access to the newly refurbished school library, school halls, PE equipment and computers and cooking facilities.

2.5 Information for Parents and Carers, and Opportunities for them to join our activities.

The following information is provided for parents:

Before admission:

“Information for Parents” is a booklet for applying for a place at our school.

The prospectus contains information about Early Years provision. Each parent has a meeting with the Early Years co-ordinator before their child is admitted.

Opportunities for parents to visit the school on specific open days which are advertised on the school website before the date to apply for their child’s school place.

Children starting Reception in September will be invited to attend the ‘Introduction to Reception’ meeting. This gives parents an opportunity to familiarise themselves with the school routines, curriculum and meet their child’s Reception teacher.

Once a nursery child has their start date, there is a taster session for the new children depending on which session the child will be attending. This enables parents to settle their child and to leave them happily engrossed in their learning. Parents are expected to stay with their child during this session.

Information on emergency contacts and medical conditions is collected for each child and regularly updated.

After admission:

Parents are encouraged to join trips and visits within the community. Parents are encouraged to share their skills and interests with the children. Parents are encouraged to join the Parents Group. Curriculum information sessions are planned each term, where parents can learn about activities. Curriculum documents are on the Notice Board for parents to read.

In Nursery there are termly parent/carer’ sessions that focus on the importance of structured play, reading and counting. The stay and play session support parents with how to develop communication and language through purposeful play. The stay and count session support parents with counting activities to support children’s development of subitising, cardinality and number recognition. The stay and read session help support parents/ carers with their phonetic development.

In Reception there are termly stay and read, and stay and count sessions which support parents with skills to help their children achieve greater level of development in reading and comprehension.

Policy Section 3: The Early Years Foundation Stage Curriculum

*What will the children be learning and when? How is the curriculum organised?
What is the progression of teaching and learning?*

3.1 The term curriculum is used to describe everything children do, see, hear or feel in their setting, both planned and unplanned.

3.2 From the DFE Foundation Guidance

The curriculum for the early years forms the first stage of our whole school curriculum.

It covers:

- *Children in Nursery and the Reception classes*

3.3 The Early Years Foundation Stage Curriculum

The EYFS curriculum can hardly be distinguished from that of the home, both parents and teachers provide the same kind of learning experiences for a child, but the teacher formulates their objectives and has theories about their methods. The EYFS framework.

3.4 The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- *Communication and language*
- *Physical development*
- *Personal, social and emotional development*

The prime areas are strengthened and applied through 4 specific areas:

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

The seven areas of learning and experience of the Early Learning Goals now provide a national framework for individual schools and other pre-five settings in planning, teaching and assessing the early years curriculum. They also provide an essential link between the pre-statutory curriculum and the Key Stage I programme of study. We have adopted these areas of learning and experience and the national stepping stones

as the basis for our planning, as they provide a framework which enables us to achieve our aims for under five provisions.

We have amplified the curriculum outlined in the DfEE documentation to extend the range of experiences provided and emphasise the first-hand nature of the curriculum.

3.5 Our curriculum framework covers seven areas of learning and experience -

Literacy- talking, listening and encouraging children to become readers and writers.

Communication and Language - talking, listening and encouraging children to become readers and writers.

Mathematics- mathematical understanding and the foundations of numeracy, with a focus on practical mathematics.

Understanding the world- finding out about the world around them, other people and features of the natural and man-made world. These become a foundation for history, geography, R.E and science.

Physical development - physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments.

Personal, social and emotional development - learning how to work and play, co-operate and function in a group, develop personal and moral values, understand themselves and others. Establishing positive attitudes towards a health, hygiene and active way of life.

Expressive Arts and Design - The development of imagination and the ability to communicate and to express ideas and feelings in creative ways.

The Early Learning Goals and Development Matters form the basis of our planning. Accordingly, our children have a daily Mathematics, English, phonics and topic, adult-led session. The children then explore what they have learnt through their play. During a child's time in the FS they will work towards achieving an 'expected' level (Nursery) / the Early Learning Goals (ELG). This will help to give children secure foundations on which future learning can be built. By the end of the EYFS this will be more formal to ensure a smooth transition to Key Stage 1.

Due to recent additional requirements to teach children about relationships (RSHE), the EYFS curriculum at New City Primary School continues to allow opportunities for children and adults to discuss PSED (Building relationships, managing self and self-regulation)

3.6 The Early Learning Goals provide the basis for long term planning throughout the Foundation Stage. Our curriculum is then planned through a series of themes and topics, each of which offer experiences in all seven areas. This complements our whole school creative curriculum approach.

3.7 Our planning covers themes (over about half a term) and core aspects (such as book experience, outside play activities, free exploration of natural materials and opportunities for writing). Planning the play-based learning and adult led activities derive from a simple cycle of observation, assessment and planning.

3.8 Children are assessed to see how the children learn best and what kind of learner the children are. Through a variety of activities and challenges, the children will be assessed against the Characteristics of Learning.

- Active Learning
- Playing and Exploring
- Critical Thinking

3.10 Teachers, nursery nurses and classroom assistants plan together to provide a linked series of activities over each term, week and day. We plan a mixture of adult led and child free choice activities which are carefully recorded to ensure a rich and balanced programme.

3.12 We use our observations to plan activities that are child initiated and child led. We understand the importance of planning for our observations to enable us to do so.

3.13 The youngest children have free choice of activities during most of the session. This free programme is gradually directed by staff as children get older and more mature, so that as they approach transfer to Key Stage 1, they are prepared for the transition.

Policy Section 4: Resources

Who is involved and what is available for them to work with? The resources - staffing, outside agencies, materials and equipment.

a) Staffing

The EYFS classes are staffed by qualified staff. Teachers always consult with other staff before completing individual assessments, records and reports to parents.

Policy Section 5: Staff development, performance management, appraisal and support

How do we improve our teaching skills and knowledge of how children learn?

5.1 Appraisal and performance management:

The arrangements for performance management, appraisal or professional development include a structured discussion for each member of staff, where achievements are recognised and needs for training are identified

Policy Section 6: Parental Involvement

How do we involve parents? How are parents involved in the EYFS curriculum, how do they have access to the activities and to reports on their children's progress?

6.1 Parents are partners in children's learning and any information they can give us, and we involve them whenever we can.

Information for Parents is included in section 2.

- *The following opportunities for contacts with parents are:*
- *Parenting classes and other training*
- *Support for bi-lingual families and those who do not speak English Support and advice for parents of children with special needs*
- *Parent help in school activities*
- *Termly stay and read/play session*
- *Parental involvement in homework activities such as shared reading*
- *Parent classes that are offered by the Parent and toddler groups in the Family Centre.*
- *Child profiles are available to parents always and parents are invited to contribute to section.*
- *Parents are encouraged to attend coffee mornings for the following-literacy, numeracy and the Jolly Phonics Scheme.*
- *Parents are encouraged to comment about their children's interests through termly questionnaires and parent evening meetings.*

Policy Section 7: Links with the community and other agencies

How do we involve other agencies and the local community? Support services, inter-agency links, community features.

7.1 The Local Community

We use the opportunities offered by the local community in the following ways:

- *Visiting local parks, shops and other attractions.*
- *People in the local community who come to talk to the children (theatre groups, police, Fire, nurses, local charities etc.)*

7.2 Professional and Local Services

We have strong links with the following services:

- Pre-school home visiting team service*
- The school psychological service*
- School health and health*
- Visiting speech therapy*

- Education welfare
- Social services
- Paediatric and other hospital outreach
- Community centres and local support workers, including faith groups local groups for family support
- Bilingual, and other EAL teams

Policy Section 8: Assessment and record keeping

How do we know how well the children are doing? Baselines, assessment, recording, reports, records of achievement, moderation, portfolios, target setting etc. Liaison with previous and future educational settings within the school and the community.

8.1 Assessment procedures

We use the EYFS framework and national baseline procedures. We use the London Borough of Newham Child Profiles which is also based on the EYFS.

Our assessment procedures are:

All evidence is collected through regular observations. Evidence is collected daily using the Evidence me app powered by 2 simple. Also, samples of work are placed into the Journeys and are recorded.

After 15 sessions in the nursery the child's baseline is used as an initial assessment.

The children's profiles are highlighted and used as an ongoing assessment document.

The final assessment is carried out in the final ½ term

Policy Section 9: Monitoring and evaluation, including inspection

How do we know how well the curriculum is working? How do we monitor and review the policy in action?

9.1 The general principles for monitoring and evaluation are contained in the whole school policy for monitoring and evaluation. These principles were agreed by all staff.

- Observation and other ways of monitoring*
- curriculum evaluation - we evaluate each topic at the end of a half term period.*
- Staff discussions - staff meeting agendas regularly contain evaluations of our effectiveness.*
- Inspection (including significant findings of previous inspections) use of LEA advice - we regularly consider the involvement of LEA*
- advisers/independent consultants, and use their perspectives to extend our internal monitoring)*

Policy Section 10: Introduction to comply with the General Data Protection Regulation (GDPR)

10.1

The General Data Protection Regulation (GDPR) is a new EU law that came into effect on 25 May 2018.

DPR condenses the Data Protection Principles into six areas, referred to as the Privacy Principles. They are:

- 1. You must have a lawful reason for collecting personal data and must do it in a fair and transparent way.*
- 2. You must only use the data for the reason it is initially obtained.*
- 3. You must not collect any more data than is necessary.*
- 4. It must be accurate and there must be mechanisms in place to keep it up to date.*
- 5. You cannot keep it any longer than needed.*
- 6. You must protect the personal data.*

Taking photos of children is something that early years providers routinely do but GDPR includes several important factors you must consider and act upon in relation to taking, storing and processing photos of children.

The factors to consider are as follows:

- Encrypt your computer, laptops and USB sticks
- Always use secure passwords, with upper/lower case letters, digits and special characters (e.g. £\$%&*)
- Always keep your anti-virus software up to date
- Make sure any laptop, computer or mobile phone/tablet has auto lock enabled after one minute of no use.
- Delete files once the use for those files has been fulfilled. You should also delete any information from your computer 'recycle bin' or 'trash'. If in paper form, use a cross-cut shredder to dispose of the paperwork safely. Consider having a "data cleanse" day on a quarterly basis.
- When not being used, all paper files should be kept securely in a lockable cupboard and always kept locked, with the keys securely stored.

Policy Section II: 30 hour Provision and offer

II.1 At New City Primary School, we currently offer up to 20, 30 hour places to assist working parents and carers.

Funding for 30 hours is provided by the Newham Borough Child Care Provider. Parents who believe they are eligible for this service are encouraged to visit <https://www.childcarechoices.gov.uk/>

Our 30 hour children have an enhanced and bespoke curriculum to ensure that their educational needs of all our children are met.

II.2-Eligibility for 30 hour care

The government has extended the free 15 hours childcare funding for three and four year olds to an additional 15 hours for eligible working families. This funding does not apply to children attending reception classes in schools.

Funding can be available the term after your child has turned three years of age but you must apply the term before you want your child to take up a place.

You may be eligible for this funding if you meet this criterion:

- *Both parents are working (or the sole parent is a lone parent family) and each parent earns on average, a weekly minimum equivalent to 16 hours at national minimum wage (NMW).*
- *A weekly minimum equivalent to 16 hours at national minimum wage, less than £100,000 per year per parent/carer.*

Applications for places are open. Go to www.childcarechoices.gov.uk to apply and learn more about the criteria. You must apply a term ahead to reserve a 30 hours place from next term. If you submit a successful application, you will be issued with a 30 hours code to give to your approved childcare provider. 30 hours funding will only be available from the term after the start date of your 30 hours code.

II.3 When is my child entitled to a free place?

- If your child's birthday is between 1 January - 31 March, apply in this period to access a 30 hours place from the start of the summer term (after Easter)
- If your child's birthday is between 1 April - 31 August, apply in this period to access a 30 hours place from the start of the autumn term (from September)
- If your child's birthday is between 1 September and 31 December, apply in this period to access a 30 hours place from the start of the spring term (from January).

If you are interested in taking up the offer with a provider not shown in the directory, email us at 30hourschildcare@newham.gov.uk or call 020 3373 0980.