



POLICY SUMMARY

Every child deserves the best possible start in life in order to be successful learners. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its' own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.

<p>Aims synopsis</p>	<ul style="list-style-type: none"> • To provide a broad and balanced curriculum which embraces the themes, principles and commitments of the Early Years Foundation Stage and the seven areas of learning in the Early Years Foundation Stage • To provide a happy, secure, stimulating and challenging environment. • To provide opportunities for children to develop key skills for life • To provide opportunities for children to make choices which will facilitate independent learning
<p>We believe synopsis</p>	<ul style="list-style-type: none"> • That what each child can do is the starting point of his/her learning. • That how we provide for and interact with children has a profound effect on their well-being and learning. • That information provided by parents/carers is valued and seen as a vital link in forming a partnership with families and in building a picture of each child. • That the Early Years Foundation Stage is the springboard to a good start in their education at school.
<p>Staffing</p>	<ul style="list-style-type: none"> • Staff knowledge and expertise is seen as a prerequisite for an effective EYFS • All staff working closely together so that knowledge and expertise is shared by all parties. • Members of the team keeping abreast of relevant and up to date research and information. • Staff attending school CPD, conferences and support group meetings. • All staff receive Pediatric First Aid training that is updated
<p>EYFS curriculum</p>	<ul style="list-style-type: none"> • 3 prime areas - Communication and Language (CL), Personal, Social and Emotional Development (PSED) and Physical Development (PD) • 4 specific areas – Literacy, Mathematics, Understanding the World and Expressive Arts and Design • Characteristics of Effective Learning- Playing and Exploring – children investigate and experience things,



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	<p>and 'have a go. Active Learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements. Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p> <ul style="list-style-type: none"> • The characteristics of Effective Learning link to the school's learning characters (see Teaching and Learning Policy) • RE planning from Guildford Diocese
Indoor Provision	<p>Areas for: Creative area, investigation area, malleable materials area, mark making/writing area, construction area, small world area, mathematics area, role play, ICT provision/computer area, quiet reading corner, sand and water play.</p>
Outdoor Provision	<p>Provision for: Creative opportunities, exploring and investigating, small world play, writing/mark making opportunities, mathematical opportunities, role play, physical play areas, including wheeled toys, sand and water play. The infant and junior playgrounds as well as the school field are actively used to further develop opportunities for the above.</p>
Planning & Teaching	<ul style="list-style-type: none"> • Balance of child initiated and adult led learning • Where learning is child led and we respond to next steps when it is relevant to the child in a real situation. Adults spot a 'teachable moment', Next steps are identified and are carried out immediately.
Transitions	<p>In the Summer Term, children in both Nursery and Reception begin activities to support their transition to their next classes</p> <ul style="list-style-type: none"> • Learning Walks • Story times • Teacher swaps
Assessment and Record Keeping	<p>Assessment is an essential part of the learning and development of children in the EYFS. Assessment judgements are submitted in Autumn 1 (baseline), End of the Autumn term, Spring 1 (half way through the year) , End of the Spring Term, End of the Summer Term. (see Assessment Policy)</p>
Learning Journeys	<p>Learning Journeys are used to record the learning that occurs over the children's time in Nursery and Reception classes. They should include observations, annotated photographs, work samples and</p>



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	evidence of play and learning at home. Reference made to characteristics of learning.
Partnerships with parents	Visits to school are encouraged by all new parents. Termly parents meetings and WOW moments including in the learning journeys. Open mornings are timetabled to see the EYFS in action. Information sharing agreements are signed. End of year reports are prepared for Nursery children transitioning to Reception and Reception children

Essentially we want children to make decisions, become independent learners, interact with people, enjoy learning and become confident with themselves, others and our world.



FULL POLICY

Every child deserves the best possible start in life in order to be successful learners. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its' own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. .

At Riverview C of E Primary and Nursery School our Nursery and Reception work closely together to provide quality provision for the children in our care.

The aims of the Early Years Foundation Stage at Riverview CofE Primary School are:-

- To provide a broad and balanced curriculum which embraces the themes, principles and commitments of the Early Years Foundation Stage and the seven areas of learning in the Early Years Foundation Stage
- To provide a happy, secure, stimulating and challenging environment.
- To provide opportunities for children to make choices which will facilitate independent learning, creative thinking and enable them to feel confident as learners.
- To provide opportunities for children to develop their communication, linguistic, investigative and problem solving skills through interaction with adults and other children.
- To promote children's imagination in play through stimulating resources and activities within the inside and outside classrooms.
- To develop a partnership with parents/carers based on a shared understanding of the learning needs of the children.
- To provide to a child centered curriculum that follows every individual child's interest and fascinations and where learning through play forms the basis for our children to become independent and active learners.



- To provide a range and balance of child initiated, adult initiated and adult focused activities indoors and outdoors.
- To provide a smooth transition between the Early Years Foundation Stage and Key Stage 1 – Year 1.

In the Early Years Foundation Stage at Riverview CofE Primary School we believe:-

- That all children in our care have an entitlement to a broad and balanced curriculum (irrespective of learning needs, race, colour, gender, cultural/social background, or religious persuasion).
- That what each child can do is the starting point of his/her learning.
- That how we provide for and interact with children has a profound effect on their well-being and learning.
- That information provided by parents/carers is valued and seen as a vital link in forming a partnership with families and in building a picture of each child.
- That the Early Years Foundation Stage is the springboard to a good start in their education at school.
- That play is a major vehicle through which young children learn and gain access to all aspects of the curriculum. Play is a natural process. It puts children in charge of their own learning. It helps children to make sense of their world and enables them to develop their personal qualities, attitudes and higher order learning.
- That children learn more effectively in a lively, rich and stimulating environment with opportunities to access all areas of the curriculum indoors and out.

Essentially we want children to make decisions, become independent learners, interact with people, enjoy learning and become confident with themselves, others and our world.



Guidelines

In providing a basis for our Early Years Foundation Stage Policy we have discussed and evaluated the following areas:-

- Staffing
- Indoor/outdoor provision
- Learning environments
- The revised Early Years Foundation Stage curriculum and planning
- Observation, assessment, record keeping and target setting
- Partnerships with parents and families
- Ofsted
- Admissions
- Guildford Diocese guidance for RE in the Early Years
- Transition from our Nursery Class to Reception Class and from Reception to Year 1

Staffing

Staff knowledge and expertise is seen as a prerequisite for an effective EYFS department and this is accomplished by:-

- Nursery and Reception staff working closely together so that knowledge and expertise is shared by all parties.
- Members of the team keeping abreast of relevant and up to date research and information.
- Staff attending school CPD, conferences and support group meetings.
- All staff receive Paediatric First Aid training that is updated



- Ensuring that the class teachers and the EYFS Leader have appropriate training and experience with knowledge of child development and the Early Years. They will have the ability to structure and support young children's learning, lead and manage the team and work closely with other agencies.

Early Years Foundation Stage curriculum

Learning experiences are planned for 'in the moment' following the interests of each individual child. Teaching and Learning occurs indoor and out and encompass the seven areas of learning.

The '**Prime Areas**' of learning (building links to the 'Specific Areas' below) are

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

The '**Specific Areas**' of learning are

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. These underpin all teaching and learning and are promoted through, '*An enabling environment where children are free to self-select from a variety of open ended resources that can be interpreted in many ways.*'

These are linked to the whole school 'learning characters' that are taught in every year group.

They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;



- **Playing and Exploring** – children investigate and experience things, and 'have a go'. Our school learning characters for this characteristic are:
 - Terence Tortoise
 - Hector Hedgehog
 - Elsa Elephant
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties and enjoy achievements. Our school learning characters for this characteristic are:
 - Cathie Caterpillar
 - Milo and Milie Meerkats
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. Our school learning characters for this characteristic are:
 - Sita Squirrel
 - Immie Iguana
 - Colin Crab

As a church school, there is a requirement to teach RE to all children. Planning from Guildford Diocese is used to support planning and teaching of Early Years RE.

Indoor /outdoor environments

We have a workshop style environment indoors and outside. The children select from open ended resources what they want to do in each area to support their chosen activity. Writing, reading and maths resources are provided in all areas, for example in the creative area art books are provided.

The indoor environment will have:-

Creative area, investigation area, malleable materials area, mark making/writing area, construction area, small world area, mathematics area, role play, ICT provision, quiet reading corner.

The outdoor environment will have:-

Creative opportunities, exploring and investigating, small world play, writing/mark making opportunities, mathematical opportunities, role play/ den building, physical play areas, including wheeled toys, sand and water play.



The infant and junior playgrounds as well as the school field are actively used to further develop opportunities for the above.

Planning & Teaching

In the EYFS learning is child led and we respond to next steps when it is relevant to the child in a real situation. Adults spot a 'teachable moment', next steps are identified and are carried out immediately. We often take a photograph, add these to the Learning Journeys with an observation of the teaching that has taken place and record the progress that has been made. Such observations are recorded as having an 'adult focus' and the abbreviation AF will be highlighted in yellow to show this.

An example of such an observation is:

Child drew a picture of a mouse. Adult suggested writing a label. Child said mouse begins with 'm'. We looked for 'm' on the sound card. We sounded it out together and child said they could hear 's' at the end and labelled the picture 'ms'. AF

Child was writing numbers to show how much her ice cream cost in her shop. She reversed the number 3. Together they looked at number 3 and child decided it was the wrong way round.

She went away and practised until she could form it correctly. AF

We teach this way because high level involvement occurs most often when children are able to pursue their own interests in an enabling environment supported by skilled staff.

During child led learning resources and experiences are chosen by the child but there is a balance of adult and child led learning. Adult led learning has planned objectives and can be with the whole class or with a small focus group. In this way, we teach reading, number skills and phonics each day.

All planning considers the following:-

Through Play

- Using children's interests as a starting point, with stimulating, active play experiences
- Opportunities through their play to think creatively and critically alongside other children as well as on their own.
- Children are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Give opportunities to pursue their own interests and inspire those around them.
- Children learn to adapt, negotiate, communicate, discuss, investigate and ask questions.
- Adults take an active role in child initiated play through observing, modelling, facilitating and extending their play.



Transitions

In the Summer Term, children in both Nursery and Reception begin activities to support their transition to their next classes. A structured programme of activities and events begins to expose the children to experiences from their next school year to support a smooth transition. Activities undertaken will include:-

- Learning walk- children walk through their new year group classrooms with their current teaching staff.
- Story time- children visit classes in the new year group for stories and rhymes.
- Teacher swaps- teachers from other year groups visit classes to get to know the children.

The children's next class will involve more adult led and adult initiated activities, alongside some outdoor and child initiated ones. The balance of activities will be adapted to suit the needs of the particular cohort, but the aim is to extend children's concentration through more focused sessions.

Observation, Assessment and Record Keeping

Assessment is an essential part of the learning and development of children in the EYFS.

On entry to Nursery and Reception, a baseline assessment is carried out. Assessment judgements are submitted to the Leadership Team

- Autumn 1 (baseline)
- End of the Autumn term
- Spring 1 (half way through the year)
- End of the Spring Term
- End of the Summer Term

At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG). They comment on whether their development within each ELG is either 'emerging', 'expected' or 'exceeding'. This is a statutory requirement and is reported to the Local Authority. This information is also communicated to parents and carers in the Reception child's end of year report.

Learning Journeys are used to record the learning that occurs over the children's time in Nursery and Reception classes.



Learning Journeys include:-

- Settling in observations during the first half term
- Observations including annotated photographs of child initiated learning
- Annotated photographs of group activities such as cooking, Christmas party
- Evidence of play and learning at home
- Samples of e.g. mark making
- End of term and year comments from parents
- Evidence from adult led Focus Groups
- Adult Focus observations evidencing teaching and next steps during child initiated learning

Partnerships with parents and families

In the Early Years Foundation Stage we believe that partnership with parents and families is paramount. To develop this partnership we provide the following opportunities:

Visits to school:-

- All Nursery and Reception children and parents/carers are invited to meet their teacher and their class prior to their admission.
- 'Meet the Teacher' for Nursery and Reception parents/carers is held in the Summer term, prior to the children starting in the class in September.
- Parents/carers are invited to come to a range of events through the year including the Christmas performances and Sports Day.
- Nursery have an 'open door' policy where parents are welcome to bring their child in at the beginning of each session to see how their child settles in and interacts in the environment.



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Meetings with parents:-

- Early Years staff are available to speak to parents/carers before and after school for Nursery and Reception and can always be contacted by the school office.
- Nursery and Reception have a parent/teacher consultation meeting in the Autumn Spring and Summer terms.

Information sharing:-

- Internet user agreements are issued when a child starts school
- Home/School Agreements are issued when a child starts school.
- Parents/carers are encouraged to become involved in their child's learning, (e.g. supporting their child at home with reading letter sounds) through their child's learning journeys.
- Nursery and for children moving to Reception and Reception reports go out in the summer term

NURSERY ADMISSIONS POLICY

At Riverview Nursery, we pride ourselves on our commitment to a child centred curriculum. This follows every individual child's interests and inspires them to learn. Learning through play forms the basis for our children to become independent and active learners.

Throughout a session, there is a balance of adult and child led learning. Adult led learning has planned objectives and can be with the whole class or with a small focus group. In this way, we teach reading, number skills and phonics every day.

Our 'workshop learning environment' allows children to access both the indoor and outdoor areas. Children select from a range of open ended resources which develop key learning skills necessary for their next stage of learning.



We offer the following option:

- 2 ½ days at the start of the week – Monday & Tuesday 0900-1500 and Wednesday morning 0900-1200

This option fulfils the universal entitlement for 15 hours free Early Years provision for 3 year olds.

From September 2017, the government increased the hours from 15 to 30 a week for children of working families who meet the eligibility criteria.

<https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds>

Top up sessions maybe available for children not eligible for 30 hours.

Admissions Criteria

1. Looked After Children and previously Looked After Children (see school admissions policy).
2. Children who have a specific and identified social or medical need which has been confirmed by a consultant doctor or other appropriate professional as identifying Riverview as the only school in the area suitable for the child. Full documentation for this will be required (see school admissions policy).
3. Children with siblings on roll at the school at the time of admission (see school admissions policy).
4. Children who will be 4 years old between 1st September 2020 and the 31st August 2021 (this is to give priority to older children who will be due to transfer to reception in the next academic year)
5. Children whose parent(s) worship regularly at Ruxley Church (St. Francis of Assisi and Ruxley Methodist Church), (see school admissions policy).
6. Children living in the ecclesiastical parish of St. Francis of Assisi, Ewell (see school admissions policy).
7. Children whose parent(s) worship regularly at local Anglican, Methodist or other Christian churches (see footnote d, e &g)
8. Children who wish to attend a Church of England School

Admission to the school nursery does not guarantee admission to the Reception class. Applications for Reception must be made on a separate application through Surrey County Council. This should be submitted by the statutory deadline in order to be considered.



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Lunches

- Children who stay all day from 8.50am until 3.10pm will need to bring a packed lunch. Lunches will be eaten in the Nursery.
- Children who attend a half day session on Wednesdays will be expected to have their lunch at home and pick up is at 11.30am.

Reviewed and Approved by the Learning and Progress Committee 5.3.20

Date of next review: Spring 2021