



The Leys Primary & Nursery School

Learning TodayLeading Tomorrow

EYFS Policy - November 2021

At The Leys Primary and Nursery School, we are committed to providing a high quality early years' education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

Staffing and Organisation

At present we have two Reception classes organised as an open plan unit and a separate Nursery building. In Reception there are two full time teachers, supported by one full time teaching assistants and 3 part time teaching assistants.. In Nursery there is one teacher, one full time Nursery Practitioner and one full time teaching assistant. Other teaching assistants may be deployed in Reception or Nursery based on the needs of the children.

When children join our Nursery they can attend for either 5 morning sessions, 5 afternoon sessions per week (which are funded) or, if entitled, 5 morning and afternoon sessions (for pupils who are entitled to 30 hours funding). Parents can purchase 'top up' sessions throughout the week if required. This provides continuity of learning for the children and ensures



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that all children have access to high quality teaching and provision throughout the week.

Staff are organised to support the children in a balance of adult led and child initiated experiences throughout the day. Most sessions include free flow access to the outdoor area. Practitioners are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.

Planning

The Early Learning Goals are the knowledge, skills and understanding which young children should have acquired by the end of Reception.

There are three **prime areas** of learning:

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

In addition, there are four **specific areas** of learning:

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



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Our planning has a sharp focus on the children's needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in hands-on meaningful contexts that enable the children to build on what they already know.

Long Term Planning

Our long term planning shows our aims and values, demonstrates how our adult led teaching meets the EYFS requirements and promotes learning within the areas of learning and development, tracks the learning objectives that have been covered, links to the school global goals and highlights any key events to be included.

Medium Term Planning

At The Leys Primary and Nursery School, we deliver a creative curriculum, which is based around the children's interests. Medium term planning shows the key learning experiences for each area of the curriculum. Practitioners use this flexibly, choosing learning experiences to meet the needs of the children. At the beginning of each topic, practitioners lead the children in discussion to identify areas that they



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are particularly interested in. These ideas are incorporated into the medium term plan.

Short Term Planning

Short term planning shows the learning opportunities that will be available over the week. It includes differentiated adult led experiences for all curriculum areas, as well as showing how the learning environment will be enhanced in response to the previous week's observations and assessment of the children through our continuous provision. In Reception weekly challenge provisions are planned linked to the learning.

Effective Teaching and Learning

We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning.

We aim to provide an attractive, engaging and challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. Adults support the children in their child initiated learning on a daily basis in the different areas of the classroom focusing on supporting the children to access



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resources and use them correctly while developing the children's language and vocabulary. There is a range of "continuous provision" available in the classroom, that is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each day, the provision is enhanced with additional resources, based on the previous day's observations.

Adult led activities are practical in nature and based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The number of adult led activities that the children take part in increases throughout the year, as their concentration develops.

Observation and Assessment

We use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. During child initiated activities, practitioners make 'snapshot' observations. All EYFS practitioners have an iPad and use the tapestry app to take photos, videos and to write observations. In addition, each child is the focus of a 'unique child



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summary' every term. Each child has an online Learning Journal which is printed half termly and placed in that child's file.

From the first half of the Autumn term onwards, the teachers use their knowledge and professional development to assess the children. These assessments are mainly based on child led observations. This allows learning opportunities to be pitched appropriately and also provides a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress.

In the Summer term, Reception practitioners consider the 17 ELGS in the EYFS Profile to decide whether each child is working at the expected levels or have not yet met the levels. Judgements against the ELGs are based on ongoing observation and all relevant records.

At the end of the year, Year 1 teachers are given a copy of the Profile report as well as having a discussion about each child during a hand over meeting. This helps to create a smooth transition and assists with the planning of activities in Year 1.

The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.



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Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience. Resources are clearly labelled including photographs and organised into learning areas, enabling the children to access them with a high level of independence. Practitioners regularly evaluate the effectiveness of the learning zones and make adaptations as necessary.

Transition

We are committed to:

- ensure a smooth transition between settings, year groups and key stages for parents, children and practitioners
- ensure information is shared between different settings in terms of children's development, learning records and any other information
- ensure parents, children and practitioners have adequate information relating to transition
- ensure the children begin their new setting or year group enthusiastic and ready for learning



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Transition into Nursery

- **Spring term** - Tours around Early Years/school offered to all incoming parents and children.
- **Spring term** - Moderation of Pilgrims Way Learning Journals
- **May half term** - Pilgrims Way Open Day. Nursery teacher/EYFS team leader to meet parents and children who are starting in September in the Nursery. Look at Learning Journals and use the opportunity to talk to Pre-school staff about children starting in September.
- **June** - Pre-school children to have access to a Nursery bag containing the following: a book bag, photographs of practitioners and the learning environments, school jumper and Fred the bear. Pre-school children can start to familiarise themselves with them.
- **June-July** - Nursery teacher to lead story sessions in Pilgrims Way Pre-School (4 sessions)
- **July** - The Nursery teacher visits the local pre-schools to meet the children who are due to start The Leys Nursery and liaise with the manager of the Pre-schools. Conversations with the Nursery teacher to take place regarding children who have additional needs to be met and SENco to be contacted. Additional visits organised for these children if needed.



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- **July** - Home/school visits are organised to meet children and their parents who do not attend a preschool setting. (2 days to be timetabled)
- **June** - The Nursery teacher reads admission forms for children entering Nursery and if necessary speaks to the child's previous setting to obtain further information about any special needs children. Discuss cohort data
- **June**- we receive the Transition Level of Need Tool information from all Pre school settings and evaluate the level of the children entering our Nursery.
- **June/July** - Previous settings are contacted to ask if any learning records can be shared.
- **Summer term** - moderation of Pilgrims Way Learning Journals
- **July** - A meeting for parents to share information about the Foundation Stage; meet the head teacher, team leader, Nursery teacher and to answer any questions or concerns. Complete contracts for required sessions. Parents receive an 'information pack' about the Nursery and practitioners. 'All About Me' booklets handed out to parents to complete during the summer holiday and used to support children when settling into Nursery in September. Crèche places to be offered to parents (maximum 12 places)



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- **July** - All Pre-school children are invited into Nursery for up to 3 play sessions. Parents will need to stay with their child during visits and Pre-school staff are encouraged to stay and help the children settle.
- **September** - The children are invited to attend Nursery with parents for a 'come and play' session for an hour (either a.m or p.m). Parents are given information about the Nursery during this session. The next couple of days the children attend for an hour each day but without their parents to aid in the process.

Transition into Reception

- **Autumn term** - Group tours offered to all incoming parents and children.
- **June-July** - Reception teachers to lead story sessions in Nursery. (2 sessions per teacher)
- **June** - Moderation of Nursery Learning Journals
- **June**- we complete and receive the Transition Level of Need Tool information from all Pre school settings and evaluate the level of the children entering our Reception.
- **July** - The Reception teachers visit the local Nurseries to meet the children who are due to start in Reception and liaise with the Nursery teacher. Conversations with the Reception teacher to take



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place regarding children who have additional needs to be met and SENco to be contacted. Additional visits organised for these children if needed.

- **July** - Home/school visits are organised to meet children and their parents who do not attend a Nursery setting.
- **July** - All children are offered 3 opportunities to spend time with their new class teacher, teaching assistant and in their new classroom prior to entering Reception. During these visits Nursery children will be given a play 'buddy' for the duration of the visit.
- **July** - An informal coffee morning for parents to share information about the Foundation Stage; meet the head teacher, team leader, Reception teachers and to answer any questions or concerns.
Crèche places to be offered to parents (maximum 12 places)
- **July** - All children receive an information booklet about their new Reception class and the adults who will be working with them.
Parents are also provided with booklet 'Expectations at the end of Reception'
- **July** - 'All About Me' booklets handed out to parents to complete during the summer holiday and used to support children when settling into Reception in September.
- **September** - Coffee morning for parents to support them with the teaching of phonics



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- **September** - Children attend a Reception assembly.

Transition into Key Stage One

- **June** - Moderation of Reception Learning Journals
- **June-July** - Reception teachers to lead story sessions in Year 1.
- **June/July** - Year 1 teachers observe Reception teachers' literacy and mathematics lessons to gain a better understanding of the level to pitch lessons at when they start Year 1 in September and the needs of the individuals in the classes.
- **July** - All children have a session with their new class teacher, teaching assistant and in their new classroom prior to entering Year One.
- **July** - An informal coffee morning for parents to share information about Year 1, meet the head teacher, team leader, Year 1 teachers and to answer any questions or concerns. All children receive an information booklet about Year 1 and the adults who will be working with them.
- **July** - EYFS Profiles, learning journals, phonics assessments, examples of writing, parent consultation records, end of Key stage reports and suggested groupings for the children are passed to the new teacher. Reception and Year 1 teachers meet to discuss the



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children in the class. Conversations with Reception teachers about topics taught during Reception.

- **September** - Children continue to be assessed on the EYFS profile if appropriate
- **September** - Key stage one staff incorporate some of the principles of the EYFS curriculum into the routine for the first term.

Parents in Partnership

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. In the autumn and spring terms we hold parents' consultations and in the summer term we send home detailed reports. We invite parents into Nursery and Reception on a weekly basis for 'Working Together Wednesday/Tuesday' sessions which allow parents to look at their child's Learning Journal and speak to their key person. We welcome 'Wow' contributions from home which are displayed in the classroom and then included within individuals Learning Journals. Every parent has the opportunity to have their own tapestry login so they can view their child's journal online and add observations from home. Every half term we also offer parents an opportunity to engage with an activity with their child in class followed by a parent workshop focusing on one area of the



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foundation stage curriculum. The children take reading and library books home to share with their parents and half term homework project is set. This involves a range of activities including phonics, maths, creative tasks and fine motor skills. Parents are encouraged to post all home learning on Tapestry.

Behaviour Management

Please refer to the school's 'Behaviour Management' policy.

Safeguarding

Please refer to the school's 'Safeguarding Children' policy.

Inclusion and Equal Opportunities

We have a responsibility to ensure positive attitudes to diversity and difference. We can support each child's needs by:

- removing or helping to overcome barriers where these already exist;
- being alert to the early signs of needs that could later lead to difficulties and responding quickly and appropriately, involving other agencies as required;
- Stretching and challenging all children.



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Please refer to the school's 'Equal Opportunities', 'SEN' and 'Gifted and Talented' policies.

Arrival and Collection of Children

Children can enter school from 8:45. Each child is marked in on the day's register by the class teacher. Parents/carers use the external classroom doors when collecting their child(ren) at the end of the school day. If a child needs to be collected during the school day, parents report to the school office.

Under no circumstances is a child allowed to leave with anyone other than those named on the child's registration form, unless the parent has given written or verbal permission and a password is issued.

Outings

Written parental permission to take the children into the local environment is sought upon admission to the school. Further permission is obtained for any other outings. Risk assessments are completed for each type of outing.



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Key Person

The class teacher is responsible for the well being of all of the children in the Reception class. In addition, each child is assigned a 'key person' who may be the teacher or a teaching assistant. The class teacher and nursery practitioner in Nursery are responsible for the well being and assessment of their key children. Parents are informed of who their child's key person is at the beginning of the year.

The key person's responsibilities include:

- Helping the child to become familiar with the setting.
- Building a relationship with each child's parents, working in partnership with them to ensure that the child is being cared for appropriately for each family.
- Responding sensitively to the child's needs, feelings, ideas and behaviour.
- Ensuring that the learning opportunities on offer meet the needs of each child.
- Observing the child in CIL time.
- Talking to parents during Working Together Wednesdays.



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Information for Parents and Carers

We provide a pack for new parents and carers that includes information about our daily routines, the types of activities provided, staffing and food and drink. There is a parent's notice board located in the Nursery cloakroom area.

Being Active

The children have access to an outdoor area, which provides a range of physical activities; including soft play blocks, large balls, bats and balls, bikes and scooters, a climbing frame and digging equipment. The children take part in PE sessions with Mr Byford or a member of the sports team.

Illnesses and Injuries

Parents and carers are asked not to send their child to school if they are unwell and to inform the school office of their absence. Parents/carers are asked to inform staff if their child is suffering from a minor ailment so that appropriate care can be given. Children must not return to school within 48 hours of a bout of sickness or diarrhoea.

If a child becomes unwell whilst at school, a member of staff will:



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- phone the parents/carers, explain that their child is unwell, explain the symptoms noted and ask them to collect their child.
- sit with the child in a quiet place away from other children, if possible, until the parents arrive.
- if the child has had sickness or diarrhoea, explain the policy of at least a 24 hour clearance of either symptom before the child may return.

Advice relating to notifiable diseases is displayed in the school office.

In the case of an injury, appropriate first aid will be administered by a qualified first aider. A first aid kit is kept in the Reception and Nursery classroom and its contents are in accordance with advice from the Health and Safety Executive and the Community Health Physician. First aid cover is provided at playtimes and lunchtimes. All head bumps and serious accidents are recorded on one of the school's accident forms and signed by the member of staff who dealt with the incident. The staff member dealing with the incident is responsible for completing an accident slip and this is sent home with the child at the end of the day. Parents/carers may be contacted by telephone to inform them of an injury if deemed necessary and always for a bumped head.



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We ask for written parental consent to seek any necessary emergency medical advice or treatment in the future when the children are admitted to school. In the case of a more serious accident to a child, the practitioner/school will contact the parent/guardian to agree a course of action if time permits. If the parent/guardian cannot be contacted the practitioner/school will seek appropriate medical attention or treatment for the child. The child should not be given anything to eat or drink. If a child or adult needs to be transported to hospital, every effort should be made to use a car with fully comprehensive insurance including business use. Two adults must accompany the child, and one adult must accompany a member of staff. Should an ambulance be required, one adult must accompany the child or adult. The child's registration form must be taken to the hospital with the child.

Medicines

Only drugs/medicines prescribed by a registered Medical Practitioner will be administered to children. Parents should complete and hand in a Medication Consent Form, along with medicine, to a member of staff.

Drugs/medicines must only be administered to the child for whom they are prescribed and all drugs/medicines must be kept in the original container stating whom they are prescribed for and dosage information.

Unwanted or unused medicines must be returned to the parent for



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disposal. A record of the drugs given should be made indicating the time, dosage and signed by the person administering the dose. The child's parent should sign this each day that medicine is given.

Training for prescribed medication that is invasive i.e. EPIPENS etc is available via the school nurse. If an individual child requires a care plan, this will be drawn up in partnership with parents and the school nurse.

Evaluation and Review

The impact of this policy will be reviewed in November 2022. The quality of the provision made will be monitored through appraisals, team meetings and informal chats between practitioners in the Foundation Stage.