

## **BIRKBY INFANT & NURSERY SCHOOL**

### **EARLY YEARS POLICY**

**"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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."** Early Years Framework 2021

The Early Years Foundation Stage applies to children from birth to the end of the reception year. Our Early Years Stage accommodates children from the age of 3 to 5 years.

In our nursery we can offer 60 places in a morning and 60 places in the afternoon in nursery. We also offer 30 hour places for qualifying parents. In reception we have 4 classes of up to 30 children.

#### **Aims**

- To give each child a positive and meaningful start to their school life, establishing solid foundations on which they can develop into independent and fearless lifelong learners.
- Our high expectations will enable each child to develop socially, physically, intellectually and emotionally to achieve their full potential.
- To provide a happy, caring, safe and secure environment for learning which meets the individual needs and interests of the children.
- To provide a broad, balanced and high quality curriculum in line with the Early Years Foundation Stage Curriculum
- To provide opportunities for children to learn through planned purposeful play.
- To foster positive home school links, working with parents/carers as partners.

#### **The Curriculum**

The Nursery and Reception follow the curriculum as outlined in the Early Years Foundation Stage document.

#### **The EYFS is based on four principles:**

- A unique child
- Positive Relationships
- Enabling Environments
- Learning and Development

#### **A Unique Child**

At Birkby 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 Birkby Infant and Nursery School are treated fairly and in accordance with the whole school single equalities policy.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating them all the same but means tackling barriers which could lead to unequal outcomes. We aim to create a culture of social inclusion and community cohesion in which all those connected to the school are treated with respect and fairness and feel proud of their identity and able to participate fully in school life. We celebrate the diversity of our school community and we will not tolerate any direct, associated or perceived associated discrimination (less favourable treatment), harassment (bullying), victimisation and inequality, including bullying of any groups or individuals. All members of the school community have a responsibility for promoting equality.

### 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. 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. Mobile phones: personal mobile phones will not be used to take images of children. Only authorised school cameras are to be used for educational purposes.

**"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 Birkby Infant and Nursery School we understand that we are legally required to comply with safeguarding and welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

### Positive Relationships

At Birkby 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 as Partners

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

- Inviting parents to a 'starting school' meeting before their child starts in our setting.
- Offering children transition visits to spend time in the Foundation Stage before starting school.
- Transition booklets are given to children after their visit, containing pictures of the school and staff.
- Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents.
- Offering three parent/teacher consultation evenings per year.

- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents.
- Parents are always welcome to discuss any concerns at the end of every day.

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

### Transition from Nursery to Reception

Reception staff go down to our nursery to visit the children in the summer 2 term. Staff also visit other private day nurseries and attend any transition evenings they may hold. Staff discuss each child with the key worker and assessment data is passed up to ensure continuity and progression for each child. Staff also use information given by the parents. There is a transition day when the children spend time in their new class.

### Transition to Year 1

Each Year 1 teacher is given a copy of the profile scores along with the end of year report which will include a commentary on the characteristics of effective learning.

Year 1 teachers meet with the reception teachers to discuss the children.

Year 1 teachers visit children in their reception class.

We have a transition day where children will spend the day with their new Year 1 teacher. Parents get to meet the new teacher at the end of the day. Extra transition visits to Year 1 will be in place for identified children.

CM visits Year 1 classrooms in Autumn to see how the children have settled in and discuss any issues.

EYFS Leader of Learning and Teaching meets with Year 1 leader of learning to discuss EYFS Profile results including strengths and areas for development.

### Governors as Critical friends

The EYFS leader presents an annual presentation to governors about attainment, progress and changes to EYFS.

The EYFS leader discusses termly progress towards the EYFS school development plan.

### Enabling Environments

At Birkby Infant and Nursery School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

### Observation, Assessment and Planning

Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then feed into the planning to provide activities and resources which motivate the children.

The Planning objectives within the Foundation Stage take into account the learning and development requirements from the Statutory Framework for the Early Years Foundation Stage.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. On entry to the setting staff use observations, assessments, parent information and information from previous settings (if any) to form a baseline.

Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021).

Progress is tracked using Integris at 3 points throughout the academic year. This is then analysed and discussed in pupil progress meetings. The end of nursery data is used as a starting point for those children who continue into reception. At the end of their reception year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

### The Learning Environment

The Foundation Stage classroom is 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. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

### 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.

<b>Prime Areas:</b>	<b>Specific Areas:</b>
<ul style="list-style-type: none"><li>• Personal, Social and Emotional Development</li><li>• Communication and Language</li><li>• Physical Development</li></ul> <p>Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.</p>	<ul style="list-style-type: none"><li>• Literacy</li><li>• Mathematics</li><li>• Knowledge of the world</li><li>• Expressive arts and design</li></ul>

### Characteristics of Effective Learning

Teaching and learning of the curriculum is underpinned by the characteristics of effective teaching and learning as outlined in Development Matters. The characteristics 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. They 'have a go'.

**Active Learning** - children concentrate and keep on trying if they encounter difficulties. They enjoy achievements.

**Creating and Thinking Critically** - children have and develop their own ideas. They make links between ideas and develop strategies for doing things.

### Play

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that children learn best from activities and experiences that interest and inspire them to learn. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling, facilitating, teaching and extending play, skills and language. We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

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Co-ordinator: Claire Moscardini

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