



EARLY YEARS FOUNDATION STAGE POLICY

October 2019

Vision

At Jubilee, we want children to make an exceptionally good start in the Early Years through excellent provision. Jubilee Primary School is committed to creating a high quality, encouraging but challenging learning environment and caring ethos that values everyone. In the Early Years, children deepen their knowledge and understanding by playing, talking, observing, planning, questioning, testing, repeating, reflecting and responding to adults and to each other. We encourage children to explore, discover, experiment, problem -solve, and above all, communicate freely. As its name suggests, the Early Years provide the vital and important base for all future learning. We believe that young children learn best through high quality play experiences supported by skilled adults.

At Jubilee, we have a strong emphasis on outdoor learning and children are able to play and learn outside in all weathers. We encourage children to make their own choices about what they would like to do at nursery in order to develop their independence skills. We endeavour to inspire imaginations through our termly topics, and provide a rich, stimulating place for children to blossom.

1. AIMS AND OBJECTIVES for JUBILEE EARLY YEARS (NURSERY & RECEPTION)

We aim to:

- Create a safe, caring environment that provides broad, high quality, personalised provision in line with the Statutory Framework for the Early Years Foundation Stage 2017 under termly topics
- Motivate children to be adventurous and challenge themselves
- Enable children to develop as confident and happy learners
- Support children to be independent in as many ways as possible
- Help children to develop friendships and resolve problems themselves
- Ensure that our environment reflects and values the rich diversity of cultures, faiths and abilities in our community
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Be committed to professional development and continually reflect and strive to improve through up to date EY- specific training and development

- Be committed to Safeguarding all children in our care and take all necessary, thorough steps to ensure that our environment is safe
- Involve parents/carers in a consistent dialogue about their child's development, in order to plan ways to best support the child

2. THE EYFS CURRICULUM

The Statutory Framework for the Early Years Foundation Stage 2017 is based upon four themes:

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. There are seven areas of learning as detailed in the curriculum:

Three Prime Areas	Four Specific Areas
Communication and Language	Literacy
Physical Development	Mathematics
Personal, Social and Emotional Development	Expressive Arts and Design
	Understanding of the World

A Unique Child

At Jubilee, 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. We value the rich diversity of individuals within our school. All children at Jubilee are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school.

In the Foundation Stage, we set challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all children regardless of gender, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Positive Relationships

At Jubilee Primary 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. 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:

- Talking to parents about their child before their child starts in our school during a Home Visit
- Offering both parents and children the opportunity to spend time in the Early Years before starting school during a Welcome Session
- Operating an open door policy for parents with any queries
- Sharing children's profiles with parents and valuing the ongoing contributions to this from parents
- Offering parent/teacher consultation appointments
- Sending a report on their child's attainment and progress at the end of their time in the Early Years
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents

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.

Enabling Environments

At Jubilee Primary 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 and appealing activities and experiences. Nursery and Reception 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, and express themselves. Each classroom has a shared 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 as physically active as they wish.

The Planning objectives used in both Nursery and Reception are taken from the Development Matters Statements from the Early Years Foundation Stage document. 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. At the end of Reception, 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. During the year, all children in either Nursery or Reception are tracked according to their developmental band.

We have one broad topic per half-term in Reception. The topic acts as an inspiration or a starting point, but we always value the children's interests and build these into the planning.

All children will have their own online profile. This profile is a collection of observations written about the child, detailing any significant learning that they demonstrate in the Nursery or Reception class. We strongly encourage parents and carers to read the observations on our programme Tapestry and make contributions about their child's learning at home. The observations are used to plan further educational experiences specifically for the child.

Teachers plan in accordance with the Foundation Years curriculum and our own topics, following the child's interests, motivations, and needs. The plans reflect both adult led and child led activities. Planning is created over a two week period for story/ group times and adult led activities which are personalised for individuals and groups. A daily plan of free flow activities is supported by our long term scheme of learning.

We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and learning style of the children.

In Reception, we achieve this in a variety of ways by:

- setting common, open ended play based tasks to elicit a variety and depth of response; where appropriate, grouping children by ability in the room and setting tasks of increasing difficulty
- providing practical opportunities for kinaesthetic learners;
- utilising the outdoors as a powerful learning environment for all using visual stimuli and artefacts to promote interest;
- using Nursery Officers to support children
- using trips and visitors to further develop understanding;
- group work to allow collaboration and develop thinking skills.

We try to discourage 'hands up' by using Lolly Stick questions – where all children are expected to answer at some point in the lesson.

Children's achievements are celebrated regularly through displays in classrooms and shared areas around the school and during school assemblies.

Where appropriate, the Early Years participates in Whole School Days – based around the topics or other important educational events (e.g. World Book Day) which are planned throughout the year.

ADMISSIONS TO NURSERY

Every 3 year old child is entitled to 15 hours free nursery education, funded by the government, from the term after their 3rd birthday. We offer part time 15 hour Early Week or Late Week nursery places:

Early Week sessions run on Monday 9-3:25, Tuesday 9-3:25 and Wednesday 9-12

Late Week sessions run on Wednesday 12:30-3:25, Thursday 9-3:25, Friday 9-3:25

At Jubilee we offer full time nursery places for children of working parents who are entitled to 30 free hours childcare. Parents and carers can apply for 30 free hours childcare online at <https://childcare-support.tax.service.gov.uk/par/app/applynow>. Successful applicants will be issued with a code which will be verified by the school office each term.

If families would like to apply for a nursery place for their child, and they are aged 2 years old and above, application forms can be collected from the main school office or downloaded from the website. There is no automatic right of admission from the Nursery to the main school.

ADMISSIONS TO RECEPTION

The school operates Hackney's Admissions Policy. If parents or carers would like to register their child for Reception, they can visit www.eadmissions.org.uk or visit The Hackney Learning Trust, at Hackney Teaching and Learning Centre, 1 Reading Lane, E8 1GQ. Parents/Carers will need their child's birth certificate and proof of address.

Home Visits

Home Visits are a very effective way of welcoming you to the school and supporting your child to settle into the Nursery or Reception class. Before the child starts at Jubilee, the child's teacher and either a Nursery Officer or the Early Years Foundation Stage co-ordinator visits them at home. This provides an opportunity to introduce ourselves, fill in our admissions forms, and share some supportive information to help guide the family through the process of settling in the child. We also find that children who have a home visit are able to settle in more confidently to the Nursery or Reception class.

If your child is starting Nursery or Reception in September, you will be invited to attend a Welcome Meeting with your child, where we will be able to show you the environment and your child will have an opportunity to play and become familiar with their new classroom and playground, and meet some new friends. As soon as you have been offered a place for your child at Jubilee, start by talking to them about all the positive aspects of starting school. Emphasise that starting school is an exciting time, with lots of friends to make and new games to play. Encourage your child to think about school as a new adventure, and even if you are feeling anxious about leaving them for the first time, do not let your child pick up on it. Every child is unique, and where some children find saying goodbye to their parents when they start school is easy, others need some more support. If your child is starting in the nursery, we will ask you to stay with your child until the child is ready to say goodbye. We will help you and advise you as to how long you will need to stay.

Attendance and Punctuality – Nursery

Each child's place at Jubilee Nursery is valuable. Please ensure that your child is delivered and collected on time. Please arrange all appointments, family holidays and events during the school holidays. It is vital that you make every effort to deliver and pick up your children on time. Small adjustments to your child's routine can be deeply unsettling and can cause emotional distress.

Extended Days for Children under the age of 5

Children in Reception are able to enrol in both morning (before school) and afternoon (after school) clubs. We will send you a letter with details of the current clubs available for Reception age children once your child has been offered a place. Children in nursery may attend breakfast and after school club by special arrangement only, after an agreement by the Early Years Leader and club manager. A trial session may be required in order to ascertain the appropriate placement for the child.