

Early Years Foundation Stage Policy		Associated Policies
Last reviewed	January 2021	Safeguarding and Child Protection
Next review	January 2024	Anti-bullying Policy
Gov. sub-committee	Education	Behaviour Policy
Owner	Headmaster	Staff Code of Conduct
		Data Protection
		Health and Safety

Our values:

We have a Code of Conduct whose three elements cover all aspects of school life:

- take pride
- have respect
- be responsible.

We encourage the children to aim for the highest standards within our school community. These values are not restricted to our vision for the pupils alone, but shared by staff, governors and the whole school community. We wish for each child in the Early Years Foundation Stage to reach their full potential in all aspects of life and to develop their own individuality, whilst having respect for others.

Aims

To ensure that all pupils:

- Reach their full potential: academically, physically, morally and socially.
- Are happy, self motivated, well-adjusted and confident.
- Are courteous and caring, both in and out of school, having self-confidence for themselves and all others.

In order to achieve these aims, we intend to help the children to:

- Develop lively, enquiring and creative minds, encouraging individual ideas and thoughts.
- Develop a sound basis of education in reading and understanding, language and number.
- Develop an interest in their own environment and the world around them.
- Engage in worthwhile and physical activities, in order to learn the benefits of participation, while developing artistic and aesthetic understanding through movement.
- Gain an understanding of religious and moral values; a respect for themselves and other groups, races and religions.
- Achieve the highest standards of which they are capable.
- Develop individuality and independence, enabling them to discover and recognise their own strengths and interests.

Learning and Development

Curriculum

The children's learning is characterised by a broad and exciting curriculum that develops their knowledge, skills and talents, supporting them to become reflective, problem-solving, independent learners. This enables the pupils to make maximum progress and prepares them for the next stage of

their learning. We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide, both in and out of the classroom. We aim to foster creativity in our children, and to help them become independent in their activities. Above all, we believe in making learning a fun and enjoyable experience.

The curriculum that we teach in Nursery and Reception fulfils the requirements of the EYFS Statutory Framework. Our curriculum planning focuses on the learning and development requirements of the framework, comprising the seven areas of learning and development and their educational programs:

The three Prime areas of learning and development are:

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

The four Specific areas are:

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

The characteristics of effective learning; playing and exploring, active learning, and creating and thinking critically, underpin learning and development across all areas and support each child in becoming a lifelong, effective and motivated learner.

At Richmond House we are striving to achieve and exceed the Early Learning Goals, as set out in these documents, through well planned and purposeful play, with a balance of child initiated and adult-led activities. Teaching in the Reception classes builds upon the experiences of the children in Nursery.

The aims of our curriculum are:

- To promote a positive attitude towards learning, so that children can enjoy coming to school and acquire a solid basis for lifelong learning.
- To teach children the basic skills of literacy, numeracy and ICT.
- To enable children to be creative and to develop their own thinking.
- To teach children to have an awareness of their own development and to distinguish right from wrong.
- To enable children to have respect for themselves and high self-esteem, and to work cooperatively with others.
- To have a solid understanding of our school community and the world around them.

Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children can do and know. Our planning shows how the principles of the EYFS are put into practice and it is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning.

Long term planning:

Our long term planning gives coherence and structure to the curriculum. Topics are planned for each of

the six half terms.

Medium term planning:

We address particular aspects of the curriculum in more detail for each half term. We include links between areas of learning and development, and opportunities for ICT in both Nursery and Reception. Learning objectives, assessments opportunities and activities for each of the seven areas of learning and development are identified.

Short term planning:

We identify specific learning objectives, activities, differentiation and deployment of adults and resources, to meet the needs of the children on weekly and day to day basis. It allows for flexibility in response to the children's needs and interests, and for revision and modification, informed by ongoing observational assessment.

Curriculum and Inclusion:

Our curriculum is designed to be accessed by all children in EYFS. Children with special educational needs will be given support as appropriate, to enable them to benefit from the curriculum. Additional adult support may be provided for children with specific needs, in alliance with our SENCO.

Children requiring more challenging and extensive activities will also be catered for within the unit, following support from the SENCO.

Children with EAL are supported within the classrooms and some extra support may be provided if required, in liaison with parents and the school SENCO.

The learning environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through firsthand experience. We also aim to make it a place where children feel secure, confident and are challenged to develop their independence. Activities in Nursery and Reception are planned for both inside and outside the classroom throughout the day. The learning environment in both Nursery and Reception classrooms are divided into a variety of different areas of provision, carefully arranged to encourage quiet areas and more active areas of learning.

Children can work in their own classrooms with their class teacher, as well as move freely between both Reception classrooms to work and participate in independent activities. Reception and Nursery children are taught Music, French and PE by specialist teachers and regularly use the main school's facilities including the ICT suite, Dining Room, Gym and the Library as well as using other classrooms to enrich learning opportunities. Children make full use of all the school's facilities to enrich the learning and development including the Adventure Playground, school garden and extensive sports field. The children in Early Years are always accompanied by an adult when moving around the main school building and grounds.

Assessment

Assessment recording and monitoring

We undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All staff who interact with the child contribute to the assessment process. Each child has their own 'Learning Journey' in which observations, assessments and evidence of achievements is stored throughout Nursery and Reception.

Formative assessment

This type of assessment informs everyday planning and is based on on-going observations of each child's

interests, achievements and learning styles. Formative assessments take the form of anecdotal observations, focused observations, baseline assessments and information from parents.

Summative assessment

The EYFS profile summarises all of the formative assessment undertaken and it makes statements about the child's achievements against the Early Learning Objectives. It summarises each child's progress towards the Early Learning Goals and is completed by the class teacher at the end of the Reception Year and results are reported to parents as well as the local authority.

The Reception Class teachers undertake in-house moderation when completing profiles. The school also attends moderation activities with other independent schools in the local area as well as attending the Leeds LA compulsory moderation session. Richmond House was last moderated by Leeds LA in May 2016. In addition to this, both Reception and Nursery undertake formal testing at the beginning, and at the end of each academic year. Progress and attainment are assessed using 'Early Essence'. The use of on-entry assessments and 'Early Essence' at the beginning of the year are used by the teachers to plan for each child's individual needs.

Safeguarding and Welfare

Staffing and Organisation

Foundation Stage coordinator: Mrs. K. Bhogal

We have one Nursery class and two Reception classes located in our EYFS building. The classrooms are linked, allowing opportunities for structured and free-flow play in all three classrooms for both Reception and Nursery, when appropriate.

There is a dedicated safeguarding lead for the Early Years of the School (Assistant Safeguarding Lead – Miss A Boyes).

Foundation Stage Anti-Bullying Policy

We operate as the rest of the school does an active and dynamic anti-bullying policy.

We emphasise positive behaviour, but if we need to reprimand a child we are careful to criticise the behaviour and not the child.

It is recognised that younger children may require a different response as their understanding of personal relationships develops.

The following guidelines are specifically given to staff in the Foundation Stage:

If there is evidence of a child bullying another child or children, then staff action is as follows:

- intervene to stop the child harming the other child or children;
- explain to the child doing the bullying why his/her behaviour is inappropriate;
- give reassurance to the child or children who have been bullied;
- help the child who has been bullying to say sorry for his/her actions;
- ensure that the child who has been bullying receives praise when he/she displays acceptable behaviour;
- do not label children who bully;
- when a child has been bullying, this is discussed with his/her parents and a plan is worked out for handling the child's behaviour;
- when a child has been bullied, this is shared with his/her parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving and that his/her parents have been informed – an incident report is sent to parents of all children involved.

In our Nursery, there is a fully qualified class teacher who is the children's dedicated key person, with at least one two teaching assistant throughout the day who deliver the curriculum and act as facilitators to the children's learning, ensuring that we are working well within the recommended Early Years Foundation Stage ratios. All Nursery staff are responsible for the well being of the children and will liaise with parents, teachers and the children themselves regarding their happiness and learning.

Our Nursery staff are:

Alexa Campbell (BA Hons)

Lauren Hines (Foundation degree)

Christine Mallinson (City & Guilds Level 3 NVQ Children's Care, Learning and Development)

In our Reception classes, each class has their own key person, who is a fully qualified teacher and there are 2 teaching assistants who are shared between the two classes. This ensures all ratio requirements are met and exceeded, ensuring that children have sufficient individual attention and to guarantee care and education of a high quality.

Our Reception staff are:

Butterflies:

Rachel Lacy (BA Ed Hons)

Gemma McGeehan (CACHE Level 3 NVQ Early Years & Education)

Ladybirds

Laprecia Sutton-Alexander (BSc Hons)

Emily Little (NCFE CACHE Level 3 Supporting Teaching & Learning)

All staff within the setting undertake appropriate training and professional development to ensure we can continually improve the quality learning and development experiences we offer our children. EYFS staff supervision meetings are held in addition to the school's performance management requirements.

Child Protection

The EYFS setting adheres to the main school policies, including Child Protection, EYFS staff are not permitted to use mobile phones and personal cameras in the setting. These are kept in staff locked lockers are only available to use during planned break times and out of school hours.