



EYFS Policy 2021-22

Vision and Aims

At Land of Learning we are supported by highly skilled staff with a wealth of teaching experience and a passion for education along with dedicated and supportive parents. Together we have established a cohesive team and a determination to prepare our children for this life as citizens of our society. Our high standards and academic success are a testament to the dedicated management and school team we have.

Our aim is to create a nurturing warm atmosphere within which pupils can develop their full potential. Our vision is to nurture holistic life-long learning and service rooted in classical knowledge within a safe stimulating high quality environment

We provide stimulating and differentiated work, set tasks and goals that are achievable to all and we aim to acknowledge and actively encourage all abilities within the school. We have high expectations of our pupils not only in academic excellence but also in standards of behaviour, appearance and character, both inside and outside the school.

Children are born ready, able and eager to learn. They actively reach out to interact with other people and to the world around them. Development is not an automatic process however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

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.

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's "school readiness" and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Four guiding principles shape Land of Learning Early Years

These are:

A UNIQUE CHILD

Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

POSITIVE RELATIONSHIPS

Children learn to be strong and independent through positive relationships.

ENABLING ENVIRONMENTS

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.

LEARNING AND DEVELOPMENT

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

A Unique child

In the Early Years, we believe each child is constantly learning and has the capability to be resilient, confident and self-assured.

Inclusion- We aim to treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic. We aim to achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic

We want the children in the Early Years to feel accepted and gain the most out of their experiences. We do this by:

- Having high expectations of all pupils
- Carefully monitoring all groups of pupils to ensure that they make progress and achieve their targets
- Providing a stimulating, relevant and exciting curriculum that will motivate and enthuse all students
- Using a variety of teaching methods to ensure effective learning takes place for all pupils
- Being open to the views of pupils;
- Encouraging pupils to share their experiences of different cultures and different religions
- Providing positive classroom displays of pupil's work
- Attending appropriate training sessions

Positive Relationships

We work hard to maintain a positive ethos where all members of the Early Years community work well alongside each other developing positive working relationships.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

In the Early Years, we aim to create positive relationships amongst staff and pupils by:

- Acting as positive role models in order to promote equality throughout the school community
- Maintaining an overall school ethos of respect and tolerance for one another
- Promoting equality, inclusion and good community relations

We encourage parents to take an active part in the Early Years by:

- Attending parents and open evenings, parent-teacher consultations and class assemblies
- Attending PAP sessions (Parents as Partners) which encourages parents to observe and spend time with their child in the Nursery setting and talk to their child's practitioners.
- Attending fundraising and social events
- Encouraging parents to work in school as volunteers
- Encouraging parents to organise after school clubs or groups
- Exchanging knowledge about their children's needs, activities, interests and progress with the staff, sharing their own special interests with the children.
- Taking part in events and informal discussions about the activities and curriculum provided by the Early Years.
- Joining in with community activities which the Nursery and school is involved in.

Enabling Environments

We have high expectations of all pupils from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We monitor the progress of all pupils in order for them to achieve their expected targets.

We create a positive and enabling environment, which support the children and their needs and interests. We strongly encourage communication between parents and practitioners into order to prioritise the development of the children. This is why we encourage our Parents as Partners scheme in our Nursery setting.

The Early Years team recognise parents are the first and most important educators of their children. There are many ways in which parents can take part in in making our nursery a welcoming and stimulating place for their child, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff, sharing their own special interests with the children.
- Provide opportunities for parents and children to play imaginatively at home.
- Helping to provide, make and look after equipment and materials used in the children's play activities.
- Taking part in events and informal discussions about the activities and curriculum provided by the nursery.
- Joining in with community activities which the Nursery and school is involved in.

Learning and Development

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

We all have a responsibility to ensure equality permeates in to all aspects of Early Years life and that everyone is treated equally irrespective of age, disability, gender reassignment, race, religion or belief, sex and sexual orientation. We want everyone connected with Nursery and school to feel safe, secure, valued and of equal worth.

We create this environment by:

- Providing challenge for all pupils
- Promoting equality through curriculum planning
- Ensuring planning is differentiated in order to provide full access for all pupils;
- Providing specialised resources for pupils with disabilities;
- Creating a positive classroom ethos that is welcoming to both sexes;
- Ensuring pupils feel valued and have individual targets

The day to day activities are planned around **seven areas of Learning and Development**, all areas are important and interlinked.

The seven areas of learning are separated into two parts.

The Prime Areas are: Personal, Social and Emotional development; Physical Development and Communication and Language

The Specific Areas are: Literacy; Mathematics; Understanding the world and Expressive Arts and design

Development Matters in the Early Years Foundation Stage (EYFS)

Children develop quickly in the Early Years and at Land of Learning Nursery, our early years practitioners aim to do all they can to help the children in our care have the best possible start in life.

Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and

abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.

The EYFS guidance helps adults to understand and support each individual child's development pathway. As the curriculum has recently changed in September 2021, the Nursery staff have many received many training sessions and learnt in detail how to adopt this new curriculum into the Nursery setting.

Phonics

At Land of Learning Nursery and school, we follow the well renowned Knowledge Transfer Centre (KTC) phonics scheme. This scheme is a programme that focuses on 'quality first teaching of phonics, early reading and early writing'. The approach is successful due to the quality of training and the consistency of the approach. This Phonics scheme is followed as the children progress through the school.

In the Nursery, the children follow Phase 1 of the Phonics scheme. Phase 1 supports the development of speaking and listening skills which paves the way for high quality phonic work. We plan fun multi-sensory sessions which involve lots of games to encourage children's active participation. They explore and learn through singing and saying rhymes, making and listening to different sounds, talking with others, sharing books with adults and other children, dressing up, experimenting with writing and using puppets and toys to retell and make up stories

In Foundation Stage 2, the children are taught Phase 2 of the KTC Phonics scheme. Phonics teaching continues when children move to Foundation Stage 2 and children learn how to use and apply their phonic knowledge in both reading and writing Phase 2 marks the beginning of systematic phonic work. Children continue to practise their speaking and listening skills as they start to look at letters and their corresponding sounds.

Oxford Reading Packs

Once the children have settled into their setting, practitioners send home reading packs which will include an Oxford Reading Tree book and a reading record as a form of communication between parents and practitioners.

Teaching and Learning

The Early Years has a Practitioner system. On entering the Early Years, each child is assigned a Practitioner. This means that each member of staff has a group of children for whom they are particularly responsible. Practitioners are the professionals who work with parents to make sure the provision the Early Years provides is right for each child's particular needs and interests.

When a child first starts in the Early Years, the Practitioner will help a child to settle in and benefit from the activities. The child's Practitioner will also:

- Help the child become familiar with the provision & to feel confident and safe, develop a genuine bond with the child and parents and offer a close, settled relationship.
- Meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour.
- Use methods of observation, trackers and photographic evidence to record your child's progress.
- Discuss the child's progress with the parents at parents meetings

Learning Journeys

A child's progress in the Early Years will be recorded in a learning journey online, referred to as EYlog.

EYlog includes a collection of different documents, which helps to provide a picture of a child's development under the areas of learning identified in the EYFS document 'Development Matters'. The learning journey consists of different forms of expression, such as photos, art-work, and mark making and are interspersed with observations made by staff, including notes of relevant conversations or comments made by the children.

The aim is to build a unique picture of a child, what s/he knows, feels and can do as well as his / her particular interests and learning style. This picture is then used to pinpoint learning priorities and plan relevant and motivating learning experiences. We encourage parents to contribute to their child's learning journey on EYlog, by sharing information regarding their child's progress at home, with their Key Practitioner.

Parents Meetings and Reports

In the Early Years, we arrange a parents meeting each year, in the Autumn term. Parents are given the opportunity to discuss their child's progress with the child's Practitioner. Parents are allocated 10-15 minute appointments. If further discussion is necessary a separate appointment can be arranged. Reports will be sent home at the end of the year to give a summary of progress. Parent's meetings are dependent on the current pandemic and in the past year these meetings

Transition

To ease the transition into the Early Years, children are allocated a Key Practitioner. This practitioner will visit parents and children at home, before they start the Nursery or Foundation Stage 2. They take along an activity to complete with the children and spend some time getting to know how best to support the children when they start the Nursery or Foundation Stage 2.

Safeguarding

Land of Learning Nursery and Primary School fully recognises the contribution it can make to protect children and support pupils in school. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact

with children and their families has a role to play. To fulfil this responsibility effectively, all professionals should make sure their approach is child-centred.

We believe that all children have the right to be protected from harm. Children need to be safe and to feel safe in the school and the Nursery. This means our staff consider, at all times, what is in the best interest of the children. We believe that children need support which matches their individual needs. We understand the importance of children having the right to speak freely and voice their values and beliefs.

We encourage all of the children to respect each other's values and support each other. We understand the importance of all children having the right to be supported to meet their emotional, and social needs as well as their educational needs. The staff within our Nursery and school are prepared to identify children and young people who may benefit from Early Help intervention.

Land of Learning Nursery and Primary School will fulfil local and national responsibilities and accepted best practice as laid out in the following documents:

- Working Together to Safeguard Children (DfE March 2018) • Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2020)
- The School Staffing (England) Regulations 2009 & Amended Regulations 2015; Safer Recruitment in Education including
- Guidance for Safer Working Practice Rev 2019 - (Safer Recruitment consortium) Prevent Duty 2015 5
- Information sharing: Advice for Practitioners providing safeguarding services to children, young people parents and carers. (March 2015)
- What To Do If You Are Worried A Child Is Being Abused' March 2015
- Leicester Safeguarding Children's Partnership Board (LSCPb)
- The Children Act 1989 and 2004 • The Education Act 2002 s175/s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014) Framework for the Assessment of Children in Need and their Families 2000
- Sexual Offences Act 2003 (Position of Trust offence)
- Sexual Violence and Sexual Harassment between children in schools and colleges May 2018
- Voyeurism (Offences Act) 2019
- Childcare (Disqualification) Regulations 2009
- Counter Terrorism and Security Act 2015
- Female Genital mutilation Act 2003/Updated regulations July 2020
- Safeguarding & Child Protection education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools Children and Families Act 2014
- Safeguarding and Vulnerable Group Act 2006

All staff in the Nursery and school will have access to, a copy of, and be well versed in our Child Protection Policy; which will also form part of their induction and revisited annually through Whole School Safeguarding Training, be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors or volunteers. For those who are regular external visitors/providers such as cleaners and caterers; to have shown the school a copy of their H & S and Child Protection Guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools DSL is and what to do if they have any concerns about a child's welfare.

Healthy Eating

The children's snack consists of milk and fruit every day and a variety of healthy snacks. We request parents to send in a piece of fruit/vegetable sticks/yoghurt every day in a small tub or container. Due to health and safety, any snack sent in should not contain nuts or traces of nuts. Water is available to drink throughout the session if a child becomes thirsty.

Intimate Care - "Intimate" care is any care which involves washing, touching or carrying out a procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, washing themselves and changing underwear following an accident. During any incidents when intimate care takes place, two members of staff are present and these incidents are always recorded on a school system known as 'Scholar Pack'.

Monitoring and Review

It is the responsibility of those working in Early Years to follow the principles stated in this policy. The Head teacher and EYFS leader/s will carry out monitoring on EYFS. The Governing Body of the Nursery and school will also be part of this monitoring process. This policy will be reviewed in July 2022 or as necessary.

