



Shoreditch Park Primary School



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Contents

1. Introduction
2. The Setting
3. Aims
4. Curriculum/ Teaching and Learning
5. Observations and Assessment
6. Admissions
7. Transitions
8. Partnership with parents and carers
9. staff training and development
10. Safeguarding and welfare procedures
11. Monitoring
12. Appendix 1- list of statutory policies and procedures for EYFS

Introduction

Shoreditch Park Primary School follows the Statutory Framework for the Early Years Foundation Stage. This policy makes reference to this framework.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf

This Early Years Policy is for staff, parents, carers, students and visitors. It is intended to provide a clear framework for a shared understanding of early years philosophy and practice and to ensure continuity across the Early Years Foundation Stage. The Foundation Stage begins when children enter Nursery and continues until the end of Reception Year. The curriculum for the Foundation Stage is important in its own right as well as underpinning all future learning by supporting children's personal, social and emotional wellbeing and positive attitudes and dispositions towards learning.

The Setting

At Shoreditch Park we have one Nursery class made up of 15 full time places, 10 morning and 10 afternoon pupils. We have two Reception classes with up to 30 pupils in each class. Each class is led by a class teacher and a Nursery Education Officer (NEO) or a Teaching Assistant (TA). Some classes may have additional adults working with them- Learning Support Assistants, student teachers and parent volunteers. Both Nursery and Reception share access to the large Foundation Stage Playground.

Aims:

Our aims at Shoreditch Park Primary are to:

- Support children in becoming competent and confident learners who achieve their full potential academically, socially and emotionally.
- Provide a safe, stimulating and inclusive environment in which learning is nurtured and creativity encouraged and valued.
- Provide a broad and balanced curriculum that provides opportunities for accelerated progress for every child.
- Work alongside parents, carers and other professionals to ensure every child reaches their full potential.

Curriculum/ Teaching and Learning

We follow the 2023 Statutory framework of the EYFS, the Revised 2023 Development Matters document and the four guiding principles that shape practice within the Early Years setting:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers (the characteristics of effective learning).
- Children develop and learn 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 (SEND).

In the Foundation Stage children learn best when they experience learning first hand, through meaningful interactions with others, through physical activity and through play. Children in the Foundation Stage require:

- Adults who support, encourage and interact with them in meaningful ways individually, in small groups and in large group situations.
- An interesting and safe place in which children encounter acceptable risks as part of a stimulating and challenging controlled environment.
- Opportunities to learn both indoors and outdoors in which time is given for investigation, exploration and enquiry.
- Extended opportunities for well supported play.
- A high level of challenge which fosters children's growing independence.

Outdoor Provision

The nursery and reception classes share the outdoor learning space. The outdoors is an extension of the classroom and staff provide planned activities for children as well as high quality ongoing provision which gives opportunities for children to make their own choices about their play.

What children learn

In the EYFS (Nursery and Reception) the curriculum approach is underpinned by a strong understanding of how children learn, with continuous opportunities for outdoor play and exploratory learning.

There are 7 areas of the EYFS curriculum. Three prime areas, and four specific areas. The prime areas underpin all other development. These areas are fundamental in a child's life and if they are not achieved then the further four specific areas cannot be developed efficiently. So with this in mind, the EYFS curriculum is planned to reflect these areas with a sensitive understanding of the primary need to develop PSED, CLL AND PD.

The prime areas:

- Personal, social and emotional
- Communication and Language
- Physical

The specific areas:

- Literacy (word reading, word writing and comprehension)
- Mathematics (number and numerical pattern)
- Understanding the world
- Expressive arts and design

Adults working in the EYFS plan the curriculum towards these areas of learning and monitor children's progress against these. Most new learning in the EYFS will present itself in a cross-curricular way. The early learning goals specify the attitudes, skills, knowledge and understanding most children should acquire by the time they leave Reception class. The 'Revised 2023 Development Matters' in the EYFS show progress towards the early learning goals for every area of learning.

How we teach

Teaching strategies for adult lead activities:

- Planned focused activities for specific children. Teachers will adapt the activity to meet the needs of every child participating.
- Small group teaching of early reading and writing through *Read Write Inc*- a phonics based programme
- Whole class teaching for short periods of time such as shared story time, direct teaching (for example of maths), songs and rhymes, discussions and celebration time.

Teachers also take account of children's self-initiated learning, providing a balance of child initiated and adult led activities. In order to encourage self-initiated learning teachers:

- Provide a stimulating learning environment inside and outside and plan for each of the areas of learning and for different types of play.
- Become involved in children's interests and discuss ways to extend their play. This then feeds into planning.

Planning

With the support of the EYFS Lead, the Nursery and Reception teachers plan short term (weekly/ bi-weekly) plans for their year groups. Across the Foundation Stage each year group has a new topic each half term. Throughout each half term the EYFS teaching staff plan maths, literacy and afternoon topic planning linked to the current topic. This ensures all areas of the curriculum are covered . Central to this is the use of the core texts. Core texts are books that link to the topic, employ language in lively, inventive ways and promote discussion and reflection.

- Short term plans show the specific learning objectives to be taught daily over a weekly or two-weekly period. This involves a balance of adult led and child led learning experience. Plans include details of the activities through which the learning objectives are taught and how they will be adapted to the needs of individuals. Weekly plans draw on observations and evaluations of self-initiated activities and adult-led tasks. Although primarily led by class teachers, all staff working within the EYFS are expected to give feedback and contribute to these.
- There is a weekly meeting for all staff within each year group during which previous weekly planning is reviewed and the forthcoming planning is shared.
- Nursery and Reception teachers plan together for the shared EYFS outdoor environment to ensure continuity through topics and for children's learning across the Foundation Stage.

Observations and Assessments

As part of daily provision, all members of staff contribute to formative and ongoing assessment of children's learning and progress. Staff review and discuss significant developments in skills, their growing understanding of ideas and concepts and attitudes towards others and to their learning through regular pupil progress meetings and reflective planning sessions. These professional discussions are used to inform future planning. Staff track pupil's progress towards the Early Learning Goals and identify areas achieved, areas working towards or gaps in their learning. Some evidence of achievements are collated in each child's personal Learning Journeys.

Parents and carers are:

- Encouraged to contribute to their child's Learning Journey when they start nursery and reception. They are invited to share their child's interests in play, talk and general learning at home. They are also encouraged to share any significant observations in personal, social and emotional development.
- Invited into school on a half termly basis to look at their child's Learning Journey together with their child.
- Given termly targets to work on with their child at home. These targets are selected by the class teacher based on observations and identify a key area which parents/ carers can support their child as they work towards reaching their Early Learning Goals. These are shared in Autumn 2, Spring 2 and Summer 1. Their class teacher will suggest strategies to help support the parent in achieving their target.
- Invited to attend parents evening two times per year. Detailed feedback on their child's progress and targets for their next steps in learning are shared.
- Share children's achievements from home with the school so they can contribute to the Learning Journey for their child.

Admissions to Nursery and Reception

There is one admissions point for and reception and this is in September. Parent/carers are required to attend an admissions meeting where they are asked to provide information about their child's needs and experiences and family background. Nursery admissions continue throughout the school year if spaces are available.

Children and parents of Nursery starters also:

- Attend a settling in session and meet their new classmates and teachers. Classrooms are set up for the children to explore and parents/carers will have another opportunity share further details with staff which may help their child to settle into nursery. These sessions have a maximum of 5 children attending at any one time.
- Explore their classroom and outdoor environment and ask questions about the organisation of the nursery day.
- Take home a photo of their class teacher/s and of the nursery environment to help prepare them for their start at school.

Children and parents of Reception starters also:

- Attend a settling in session and meet their new classmates and teachers. Classrooms are set up for the children to explore and parents/carers will have another opportunity share further details with staff which may help their child to settle into reception. These sessions have a maximum of 15 children attending at any one time.
- Explore their classroom and outdoor environment and ask questions about the organisation of the reception day.
- Take home a 'transition booklet' containing photos of their class teacher/s and significant areas of the school (e.g. dining hall, playground) to help prepare them for their start at school.
- Take home an 'All about Me' homework booklet to complete over the summer holidays before beginning school in September.

Start dates in nursery and reception are staggered throughout the first few weeks of September. Children will be given a start date and will then attend for the full day (or half day if they have a part time place in nursery). Some children in nursery and reception may need a gradual increase of time spent in school e.g successfully attending for an hour independently without a parent, increasing to a full morning and building up to a full day. This should be agreed between the parent, teacher and Early Years Lead and, where appropriate, the Special Educational Needs Coordinator (SENCo).

Transitions

Transition meetings are held at the end of the academic year between nursery and reception teachers and between reception and Year 1 teachers. The purpose of these meetings is to discuss each child's progress and attainment towards the Early Learning Goals and to support a smooth transition to their new year group. Information is also shared regarding children on the SEND register and in some cases a further meeting between the SENCO, outside agencies and parents/ carers is arranged. These discussions help teachers to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

During the final summer half term arrangements are made for children to visit their new classroom and meet their new class teacher. Children moving from reception to Year 1 are also shown the KS1 toilets and playground.

Partnerships with Parents and Carers

We aim to provide a welcoming environment for parents and carers and establish effective partnerships in order to enhance the learning and development of the children. We believe parents are experts on their own child and practitioners are experts in children's learning and development. Therefore, we aim to build these links to ensure parents and practitioners work together in an atmosphere of mutual respect.

Opportunities for parents and carers to become involved with their children's learning are embedded into the curriculum and through the daily routines of the school. From the spring term, parents are invited in on a weekly basis to:

- Share a Story morning- Parents/carers are welcome to come into the classroom and share a story.
- Pencil and Fine Motor Skills drop-in- The class teacher will set out a range of fine motor activities for children and their parent/carers to engage with. In reception the teacher will also use this time to teach parents/carers the Read Write Inc letter formation phrases so they can support their child with accurate letter formation at home.

Further to these weekly opportunities parents are also encouraged to:

- Attend parents evenings three times per year
- Attend (throughout the year) classroom based workshops focusing on different topic/ curriculum areas e.g. maths
- Attend Progress Parties
- Attend half termly 'Learning Journey' mornings
- Attend parent workshops to further support parents with their children's learning at home
- Join their child's class trips
- Contribute feedback through termly parent questionnaires (Autumn 2, Spring 2, Summer 1)
- Support their child with their termly home learning target. (Autumn 2, Spring 2, Summer 1)
- Contribute significant achievements from home which are added to their child's Learning Journey

- Work together on their half termly homework challenge. Homework challenges are set at the end of each half term and act as a stimulus to launch into their new topic

Staff Training and Development

All staff working in the Early Years have access to Early Years training provided by the borough, appropriate to their needs and the School Development Plan. The EYFS Lead and Senior Management team at the school provide school based CPD specific to the needs of the school.

Safeguarding and welfare procedures

The EYFS follows the Shoreditch Park Primary School Safeguarding policy = <https://www.shoreditchpark.hackney.sch.uk/policies/safeguarding-child-protection>

The EYFS follows the Shoreditch Park Primary School Behaviour policy = <https://www.shoreditchpark.hackney.sch.uk/policies/positive-behaviour-anti-bullying>

Monitoring arrangements

This policy will be reviewed and approved by the EYFS Lead each year. At every review, the policy will be shared with the governing board.

Appendix 1- Statutory policies and procedures for EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See safeguarding and child protection policy https://www.shoreditchpark.hackney.sch.uk/policies/safeguarding-child-protection
Procedure for responding to illness	See health and safety policy https://www.shoreditchpark.hackney.sch.uk/policies/health-safety See safeguarding and child protection policy https://www.shoreditchpark.hackney.sch.uk/policies/safeguarding-child-protection
Administering medicines policy	See First Aid policy https://www.shoreditchpark.hackney.sch.uk/policies/first-aid
Emergency evacuation procedure	See fire precautions and emergency evacuation section in the Health and safety policy https://www.shoreditchpark.hackney.sch.uk/policies/health-safety
Procedure for checking the identity of visitors	See safeguarding and child protection policy https://www.shoreditchpark.hackney.sch.uk/policies/safeguarding-child-protection
Procedures for a parent failing to collect a child and for missing children	See safeguarding and child protection policy https://www.shoreditchpark.hackney.sch.uk/policies/safeguarding-child-protection
Procedure for dealing with concerns and complaints	See complaints policy https://www.shoreditchpark.hackney.sch.uk/policies/complaints

