

Early Years Foundation Stage Curriculum Policy

Early Years Foundation Stage Vision Statement

I like to look and listen.
I need to touch and try.
I want to smell and sample.
And ask the question why?
Give me time to wonder.
To imagine and pretend
Space to run and bend and stretch.
Share secrets with a friend
I want to hold and handle.
I must play to understand.
For I need to know so many things
To find out whom I am.

From Early Years Curriculum Document

Metropolitan Borough of Wirral

“The ladder of education can never be secure unless that first rung is firmly in place”.

Rosemary Peacocke



The Early Years Foundation Stage of a pupil's education from birth to 5 years provides the basis on which the pupil's future progress will be built. This policy sets out the aims of the foundation and pre-nursery unit at Mayfield School. Some of the elements have been restricted during Covid but this policy reflects the EYFS during 'normal' working.

AIMS

- To provide quality and consistency, for all pupils by providing a relevant curriculum led by practitioners who understand the specialist nature of early years practice.
- To provide learning activities and opportunities which values the inquisitive nature of the pupil and allows them to develop as autonomous learners, showing initiative and independence.
- To create a learning environment where emotional well-being is seen as paramount to successful learning.
- To value past learning and use this as a basis for future progress.
- To acknowledge individual differences and treat all pupils equally, regardless of age, attainment, ethnicity, gender, language and special education needs.
- To value the contribution parents, make and establish an atmosphere of trust and respect between home/nursery/school.
- To provide a flexible approach to learning which allows activities that encourage pupils to develop a disposition to learning and acknowledges that pupils need long periods of time to become engrossed in learning activities.
- To use observation and continuous assessment as planning tools for future learning.
- To develop language skills i.e., fluency, coherence and understanding by providing opportunities to 'talk', as well as access to language through stories, songs and rhymes. This in turn will develop listening skills.
- To acknowledge the importance of play in all aspects of pupils' learning.
- To provide a curriculum which provides for all areas of a pupil's development.
- To work in partnership with parents.
- Keep children safe and promote their welfare.

EYFS & The Curriculum

Our curriculum for the Early Years Foundation Stage is based on the 7 areas of learning within the EYFS document 2021. (For further information relating to the EYFS please go to the DFE website.)

The 7 areas of learning are:

- Communication and Language
- Personal Social and Emotional Development



- Physical Development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Also influencing the delivery of the curriculum are the 4 themes of the EYFS:

- The Unique Pupil
- Positive Relationships
- Enabling Environment
- Learning & Development

Planning

Within the foundation stage, planning takes place on three levels: -

Long term – This provides a brief and flexible overview of a year’s work within the Foundation Stage.

Medium term - This provides a more detailed breakdown of each term’s work and is the job of the head of each unit in consultation with other staff. The learning objectives are taken from Areas of Learning and Development in the EYFS document. There is flexibility in the medium-term plans to allow for pupil led activities.

Short term – Short term plans consist of weekly (kindergarten) and daily plans. Weekly plans give details of adult led activities, group times and possible observation opportunities. Daily plans outline staff responsibilities. Although staff are aware of the importance of sound and detailed planning, as with the medium-term plans, we recognise the need for flexibility, to incorporate pupil-initiated activities, interests and in the moment ideas..

Recording and Assessment

The foundation stage uses the EYFS Development Matters to guide each pupil’s progress and development, culminating in the Early Learning Goals. Also considered are the characteristics of learning, Playing and Exploring, Active Learning and Creating and Thinking Critically. This will provide each pupil with a 3-year continuous record of development and learning, the results of which are reported to the local authority on request. This record of development or Learning Journey is online and is called ‘Profile Builder/i-Track’. It allows Early Years staff to add observations of pupils and send it to parents within



minutes. Parents also play an important role in our observation and assessments and can upload photographs and comments onto Profile Builder. They are also given opportunities to discuss the needs, interests and development of their child prior to starting each new class.

Information for Parents

Prior to entry in the pre-nursery department, parents and pupils have an opportunity to meet with the pre-nursery head through our 'Home Visits' programme and are then invited to attend two sessions in the pre-nursery setting. During these visits' parents/carers will have the opportunity to meet with their child's key worker. All new parents receive a copy of the Parent Information Pack. Before pupils' transfer into the full-time unit parents are invited to meet full time nursery staff and their child's key worker and are given any relevant information. Twice yearly parents' meetings operate in the pre-nursery and the Foundation Stage setting and a written report covering the seven areas of learning is given to the Foundation Stage parents in the summer term. Parents are then given the opportunity to discuss this report with the teacher. In the summer term a meeting is arranged for parents of Nursery pupils to meet Kindergarten (reception) staff and discuss their pupil's transfer.

An information area is situated in the cloakroom and waiting area of the pre-nursery and full-time unit, detailing aspects of the programme for each term. There is also a parents' notice board giving day-to-day information. All staff are happy to deal with parents' enquiries daily. Parents with any skills or artefacts relating to the theme for the term are encouraged to come into school and share them with the pupils. Parents' participation and cooperation is encouraged and valued throughout the Foundation Stage.

At the beginning of each term in kindergarten, parents are given the programme of study sheet explaining the work to be covered.

Prime Areas of Learning

Communication and Language

Talking and other aspects of literacy will be emphasised throughout the curriculum. The approach is holistic so that pupils will discover the connections between the spoken work, reading and writing. Great importance is attached to the use of language for clarifying thought, expressing ideas and feelings, and interacting with peers. Details of the opportunities to develop these skills are incorporated in the planning documents.

Personal, Social and Emotional Development

Throughout the Foundation Stage the development of personal and social skills is given extremely high profile. Discussion with the pupils concerning issues such as sharing, being angry and helping each other is considered essential, and often approached through circle



time, story, and the use of puppets. All staff are aware of the emotional wellbeing of the children and know in order to promote sound personal and social development a consistent approach is required. Pupils are helped and encouraged to become independent regarding their own personal needs.

Physical Development

Pre-Nursery children have access to outdoor equipment and participate in a variety of movement activities within their setting. In Full Time Nursery pupils participate in daily, fine and gross motor sessions sometimes in the HOTO. There is also the opportunity to use a variety of outdoor play equipment. In Kindergarten children enjoy two Physical Education sessions each week. Consideration is also given to the development of fine motor skills with ample opportunity for use of scissors, threading, etc and to developing a correct pencil grip.

Specific Areas of Learning

Literacy

Reading

Pre-Nursery has plenty of opportunity to engage in rhymes and song. They have a daily story and a pre reading activity and then take their chosen book to share at home. Nursery and Kindergarten participate in the Read Write Inc programme. This entails a daily session following the Read Write Inc plans suitable for their ages and stages of development. Pupils are taught to read phonemes and blends using the Read Write Inc. Phonics scheme and use Kinetic Letters to help them with handwriting. Nursery children also enjoy sharing Oxford Reading Tree stories and other books in class and at home. All three classes have a regular story and have free access to the book area. Each term Kindergarten enjoys a selection of stories from various authors.

Writing

There will always be opportunities for pupils to write within the nursery units, be it in role play, 'writing trolley' or outdoor situations whichever is appropriate. To support the development of writing skills the pupils participate in multi-sensory activities including Finger Gym and dough disco. Attention will be given to correct letter formation at a developmentally appropriate stage. Foundation Stage pupils will be taught to form each letter correctly and develop sentence construction from their emergent writing. Kinetic Letters scheme will support their upper body strength and handwriting.

Mathematics

It is recognised that the pupils need to be involved in a variety of practical mathematical experiences in order to develop their understanding, and to expand their problem-solving skills. Attention is focused on basic number skills, calculation, measure, shape and space. In Kindergarten the children participate in Numicon maths activities, a practical way of developing their understanding of numbers and number bonds.



Understanding the World

The Foundation Stage classes use A David Weatherly scheme of work for History and Geography. The topic runs across all 3 classes but differentiation and progress is based upon skills, knowledge, resources used and depth of study. All pupils have easy access to a variety of tools and materials and provide an environment, which enables exploration and investigation. During the Spring term, children learn about different occupations now and in the past. We have a lot of visitors talking about their jobs including parents. In the Summer term the pupils get to know their school locality and study the history of the Mayfield building through the centuries.

Expressive Art and Design

The importance of allowing time and space for the pupils to express curiosity and expand their own ideas is recognised. Creative activities are often pursued through the termly topics and at the pupils' own instigation. Pupils have frequent access to musical instruments and are encouraged to listen to a wide range of music. Singing together for enjoyment is greatly encouraged. All pupils in full time nursery enjoy daily wake and shake sessions.

ICT

In the full-time nursery unit pupils have child- initiated activities and free use of the computer and ICT is used to support all areas of the curriculum. Kindergarten has a formal ICT lesson and use of a computer in the classroom. Interactive whiteboards are situated in Pre-Nursery, Nursery and Kindergarten.

Political Issues

The school precludes the promotion of partisan political views in the teaching of any subject in the school and takes such steps as reasonably practicable to ensure that where political issues are brought to the attention of pupils that they are offered a balanced presentation of opposing views.

Free Flow Play

Free flow play operates in Nursery and Kindergarten. This enables children to access the seven areas of learning using both indoor and outdoor activities.

Managing Behaviour

The Foundation Stage promotes a positive and consistent approach towards behaviour management. Pre-Nursery operates a Reward Sticker Scheme. Full Time Nursery and Kindergarten promote good behaviour using A visual Reward Rocket.

Food and Drink

In Pre-Nursery and Nursery water bottles are provided for each child and are freely available throughout the day. In Kindergarten pupils bring their own water bottles into school. The Nursery units provide a daily snack of fruit or a plain biscuit. In Kindergarten pupils are encouraged to bring a healthy snack to have at break time. Milk is provided for all three classes. All children bring their own lunchbox and once again school promotes healthy eating. If a child brings a cake to celebrate their birthday this is usually shared at a snack time. If parents provide party bags these are given to the children to take home.



Admissions Procedure for Nursery

September Intake

1. Home visits for September entrance to be completed before Spring Bank Holiday.
2. Plan for two children per day, over a period of two weeks, to make two afternoon visits with their parents/carers prior to the moving up day.
3. All intake to attend on changeover day making this their third visit.
4. Stagger the starting times at the beginning of term.eg 3 children start at 8.30am, 3 at 9.00am & 3 at 9.30am. This would give chance to settle the children who are upset and leave staff available to welcome the next group of children. It would seem sensible to invite children with siblings to come at either 8.30am or 9.00am.
5. To have an extra member of staff from 8.30. - 9.30 to cover the above dates.
6. Should the occasion arise, when it is in the best interest of the child, parents or carers may be asked to spend a little time in the Nursery unit helping their child to settle.
7. If a child when left becomes very distressed and unable to cope with the day, staff may request that the child is collected earlier than the normal finishing time, and the child's day adjusted accordingly until this support is no longer necessary.

January and April Intake

As the January and April intake of children is much smaller and they are joining a settled environment it is felt that the arrangements in place are suitable and acceptable. However, points 6 & 7 above would still apply.

Transition Management

Transition to a new class or stage of learning is given careful consideration within the Foundation Stage, as the Admissions Procedure for Pre-Nursery shows. In the summer term children transferring to Full Time Nursery will have the opportunity to enjoy stories within the setting and spend an afternoon enjoying the new surroundings. A home visit is arranged for any new children entering the Full-Time unit and the children are also invited to spend an afternoon with their peer group. The Nursery pupils are welcomed into whole school assemblies when the lower school are participating. The children transferring to Kindergarten spend two days in the summer term in their classroom with their new teachers as well as participating in the whole school change over afternoon. In all classes, staff discuss and pass on any relevant information to the next teacher. Should there be any concerns relating to a child's transfer, staff in conjunction with parents/carers draw up a transition plan to support the child in their new class. The Kindergarten teacher meets with the Year 1 teacher to transfer relevant records and to discuss the children's EYFS profile. The records comprise a copy of the profile together with a short commentary on each child's skills and abilities in relation to the three characteristics of learning.



Health and Safety

Within the Early Years Foundation Stage each department assesses the risk factor involved for the indoor and outdoor provision and also for outings and special events. All staff are involved in the risk assessment and are aware of the procedures to be followed. In order to provide an environment that promotes good health the following issues are taken into account:

- Hygienic disposal of nappies in the pre-nursery department.
- Adequate cleaning of all departments.
- Easily accessible First Aid equipment.
- Courses to update staff knowledge regarding First Aid.
- Parental consent forms for the administration of prescription drugs.
- Staff awareness in following the correct procedures in the medical file and in the health and safety policy.
- Promoting personal hygiene.

Equal Opportunities

All pupils are entitled to be given equal consideration regardless of age, attainment, ethnicity, gender, language and special needs and account will be taken of individual learning requirements. Any pupil who enters the foundation unit with English as an additional language will have their home language valued whilst having opportunities to develop their second language.

Staff Duties

All staff participate in all activities, planning and information concerning the health and welfare of the pupils. Regular meetings are held with Early Years and KS1 staff to discuss progress and developments within the Foundation Stage. All staff attend Early Years meetings and participate in staff training and development. Observations, assessments and group work involve all members of staff and duties are outlined in the daily plans. Individual meetings are held with managers and Early Years staff.

Special Needs Policy (Early Years Foundation Stage)

Additional to whole school policy

To provide for pupils who require additional support as defined in the *SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015)*. In the Early Years Foundation Stage, the day-to-day provision will be the responsibility of the class teacher and the SENDCO, Mrs Claire Flanagan.



Each pupil will follow an Individual programme at his/her pace with extra resources available from the toy library which can be selected to suit the pupil's area of need. The nursery unit and reception are built at ground floor level for easy access to all amenities.

The pupils with a special educational need are fully integrated within the Early Years Foundation Stage. All staff should adopt an appropriate range of teaching strategies to support pupils with S.E.N. One to one or small group support can be given during activities to help the pupil take part and also furniture can be arranged for easy access to a variety of areas.

Within the Early Years Foundation Stage, we work at early identification of a child's needs and offer monitoring and support. We aim to remove barriers that prevent inclusion.

Early Years Foundation Stage (Nursery) Procedures

Administration of medicines

Parents or guardians must sign the consent form before medicines (prescription) can be administered.

All medicines must be clearly marked with the pupil's name and should be stored in a locked cabinet.

Accidents

In the case of a minor accident, first deal with the pupil.

Record the event in the accident book, giving details of injury, action taken, time and date and signature of the member of staff dealing with the occurrence. A parent's signature should be obtained in the accident book. We also send an online notification to parents of any accident needing First Aid treatment and call the parents if there is a bump to the head.

Record details on the information for parents list by the nursery/ Kindergarten door.

Serious accidents or illness

If an ambulance is deemed necessary, press 9 for an outside line and ring 999.

Inform parents and head teacher. If parents are not present, a named first aider must travel with the pupil.

If an ambulance is not required, inform parents and head teacher.

Ensure the safety and well-being of the remainder of the pupils.

Write a full report of the incident.

Absence Procedures



E registers are used in all departments using the advised codes to denote the reason for a child's absence. If the reason for a child's absence is unknown the school office will contact parents/

Supervision of Pupils in the EYFS

Staff: Pupil Ratios

The maximum number of pupils in any class is 26. Staff pupil ratio within the Early Years is good. Within the Pre-Nursery setting during Autumn term the ratio is 1:4. This increases to 1:6 by the Summer term. In Nursery we aim for 1:6 ratio and Kindergarten 1:12.

Safety of pupil on arrival and Departure in Nursery and Pre-Nursery

Parents/guardian are to wait with the pupils in the Nursery cloakroom until the Nursery door is opened at 8.30am. At 9.10am the door should be locked and entry to the Nursery will then be by locating the correct code for staff or via the school office for visitors or parents. At 3.00pm the security catch should be released to enable parents/carer access to the cloakroom. At 3.15pm the pupils should sit on the steps or story area, supervised by a member of staff. In Full Time Nursery the member of staff on door duty will open the nursery door and will call the pupils to come to their parent/carer. In Pre-Nursery, parents/carers are invited to come into the classroom to collect their children.

If for any reason a stranger comes to collect a pupil and Nursery staff have not been informed parents/carers must be contacted before the child can leave. If a pupil has not been collected by 3.45pm and there has been no call of explanation, use any of the emergency numbers on the contact cards to ensure the safe collection of the pupil. Once a parent or carer has been contacted the child may then wait in After School Club.

Supervision Before and After School for Kindergarten

School opens at 8.40am and pupils enter school and make their way to Form Rooms for Registration with their Form Teachers.

School ends at 3.30pm. Kindergarten Form Teachers dismiss pupils in their care to parents/carers.

Daily Supervision and Activities for Pre-Nursery

Morning Session 8.30 – 11.30am

The Pre-Nursery children are cared for by two qualified Nursery Practitioners (equivalent to NVQ Level 3 or above) and a qualified teacher in the purpose-built Pre-Nursery Department situated in the Nursery Unit. During the morning session there will be a variety of activities relevant to the areas of learning available both in and outdoors. These activities may be child initiated or teacher led. The Pre-Nursery timetable shows when whole class activities such as dance are planned. Staff take every opportunity to be led by the children and develop their ideas and interests. Children have an afternoon snack time.



Lunch Time 11.30am – 12.30pm

At lunch time the children are supervised by a Lunchtime Supervisor and one of the members of Pre-Nursery staff.

Afternoon Session 12.30pm – 3.15pm

Two qualified Nursery Practitioners (equivalent to NVQ Level 3 or above) and a qualified teacher oversee this session and the children are handed over to parents/carers at the end of the day. The children have an opportunity for free outdoor play (sometimes with Full time Nursery) after lunch. The afternoon sessions will once again involve a variety of activities from the seven areas of learning. The day usually ends with story time.

Daily Supervision and Activities for Full Time Nursery

Morning Session 8.30 – 11.30am

the children are cared for by one qualified teacher, and three qualified Nursery practitioners (equivalent to NVQ Level 3) During the morning session the children are able to access activities relating to the seven areas of learning through a free flow play system. Some whole class activities will take place such as Daily Read Write Inc sessions and music. When appropriate the children attend Lower School Assemblies. The children have a mid-morning snack time followed by singing or number games. Key workers usually do their weekly focus activity with their own group during the morning session with the Teacher also on duty in the Nursery office. At 12.10pm two of the supervisors take the children who have finished eating, outdoors while the third tidies the room and supervisors the children who are still eating. The Nursery practitioners come out at 12.30 and take over.

Afternoon Session 1.00pm – 3.15pm

between 1.15pm and 1.30pm there is a usually a relaxation session with Keyworkers. From 1.30pm to 2.00pm the children have a Physical session. The rest of the afternoon, the four members of staff supervise the children. Once again, the children have opportunity for free flow play and may be called to participate in small group activities such as creative tasks. The day usually finishes with a story. The children are handed over to parents/carers at the end of the day.

Kindergarten (Reception)

Morning Session 8.40 – 11.10am

Kindergarten children are cared for by one qualified Teacher and one qualified Classroom Assistant (Level 3)

Mid-Morning break 11.10am – 11.30am

Kindergarten join Key Stage one and two children in the playground. They are supervised by 2 members of staff, including a qualified First Aider.

Morning Session 2 11.30am – 12.30pm

Kindergarten children are cared for by one qualified Teacher and one qualified Classroom Assistant (Level 3).



Lunchtime 12.30pm – 1.30pm

12.30pm – 1.00pm Kindergarten children join Key Stage one to eat lunch in the main school hall with one qualified Teacher and two Lunchtime Supervisors. A qualified First Aider is on duty in school. 1.00pm – 1.35pm is playtime for the children and is covered by three Lunchtime Supervisors with a First Aider on duty.

Afternoon Session 1.30pm – 3.30pm

Kindergarten children are cared for by one qualified Teacher and one qualified Classroom Assistant (Level 3). The children are handed over to parents/carers at 3.30pm

Kindergarten Activities

Kindergarten children participate in daily Read Write Inc lesson. They have Physical Education lessons, Music lessons and ICT lessons. During the day children have opportunity for child-initiated activities and free flow play. Topics help support their learning of Understanding the World and Expressive Art and Design. In the summer term more whole class teaching is introduced in preparation for the move to Transition. Kindergarten children participate in school assemblies and House Activities.

Before and After School Clubs

Before School Club 7.45 – 8.30am
after School Club 3.30pm – 5.45pm

The staff to pupil ration never exceeds 1:8. There are two staff caring for the Before and After School Club children depending on the number of children attending. They all hold at least a level 3 qualification.

Supervision During Educational Visits

The arrangements for the supervision of pupils during educational visits and trips out of school are described in the school's Educational Visits Policy. A qualified PFA will attend all trips.



Staff and Qualifications in the EYFS

Headmaster

Mr Matthew Draper BA Hons, PGCE (Cambridge)

Head of EYFS

Mrs B Higgins BA Hons & PGCE (Wolverhampton) NPQSL

EYFS Deputy

Miss A Roberts Bed (Leeds), EYPS

Specialist Teacher

Mrs K Pittaway (PE) BA Hons (Birmingham) PGCE (Roehampton)

Mrs N Gerighty (Music) BMus Hons (Cardiff), PGCE (London)

Kindergarten

Miss A Roberts Bed (Leeds), EYPS

Miss J Cummings BTEC National Diploma in Early Years for Schools

Full Time Nursery

Mr R Watts BA Hons (Bangor) PGCE (Aberystwyth) NPQSL

Mrs B Hayward BTec Certificate in Childhood Studies

Mrs J Evans BTec 1st National Diploma and NVQ Level 3 in Early Years

Miss S Khatun CACHE Level 3 Diploma in childcare and Education

Miss S Gamble NVQ Level 3 in Child Care & Education

Mrs B Whatmore NVQ Level 3 in supporting teaching and learning in schools diploma

Pre-Nursery

Mrs. B Higgins BA Hons & PGCE (Wolverhampton) NPQSL

Miss S Mallen BA Hons (Birmingham City)

Mrs M Cadman National Diploma in Childhood Studies (Nursery nursing)

Dinner Supervisors

Mrs S Rahman CACHE Level 3 Diploma in childcare and Education

Mrs Y Ahmed

Mrs J Lowings

Mrs N Bibi

Out of School Care



Mrs S Rahman (Manager)	CACHE Level 3 Diploma in childcare and Education
Mrs B Hayward	BTec Certificate in Childhood Studies
Miss S Mallen	BA Hons (Birmingham City)
Mrs K Smith	NVQ Level 3 Children's Care, Learning and Development,
Miss J Cummings	BTEC National Diploma in Early Years for Schools

Cover Staff

Mrs N Bibi
Mrs J Lowings
Mrs J Short
Mrs Y Ahmed

Reviewed on: May 2021
Review Date: May 2024
Head Teacher: Matthew Draper
Chair of Governors: June Aubrook

