Introduction

The Early Years Foundation Stage (EYFS) at Common Road Infant and Nursery School applies to children from 3 years of age, joining Nursery to the end of Reception year. The EYFS provides vital foundations for future educational and social development. It is important in its own right, and in preparing children for future schooling.

At Common Road Infant and Nursery School, we aim to provide the highest quality care and education through a full and varied range of learning activities. Children take part in a range of adult-led activities as well as opportunities to play and explore. We give our children a strong foundation for the future. We provide a safe and happy environment where enjoyable learning experiences fire a love of learning. We enable our children to become confident and independent.

We value the individual child and respect their individuality. As positive relationships with children and their families are crucial, we work alongside parents, carers and the wider community to meet each child's needs and help them to reach their full potential. In line with the Early Years Statutory Framework, each child has a named key person who parents can converse with to understand their child's progress, this is often likely to be the class teacher.

As outlined in the EYFS Statutory Framework: "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 grown up."

Principles into Practice

As part of our practice we:

- Provide a balanced curriculum based on the EYFS across seven areas of learning, through adult-led and child initiated learning activities, high quality play-based learning supported by quality interactions.
- Provide a stimulating and safe environment for learning where children engage in a range of exciting experiences.
- Build strong foundations rooted in academic success as well as moral and spiritual development, so that children will ultimately go on to be lifelong learners and active members of society.
- Provide a communication-friendly setting where children develop good communication skills.
- Promote the social, emotional, physical and intellectual development of each child.
- Support and extend learning through purposeful interactions, observations and planning.
- Work in partnership with parents.

Joining the EYFS

- Children who are new to Common Road (both Nursery and Reception new starters) are invited to attend Families Enjoying Everything Together (FEET) sessions within the setting. They have the opportunity to meet members of staff and other families.
- Class teachers contact parents to introduce themselves, introduce routines, timings, etc. Parents have the opportunity to speak to the class teacher to discuss concerns and pass on any important information.
- When children are starting in Nursery and Reception, families are invited to attend a 'stay and play session' within their new classroom. They can speak to the class teacher and listen to a story.
- Children also attend a 'transition session' without a parent or carer. This is for one hour in Nursery and is a full morning session in Reception.
- Children join the setting with a slightly staggered transition to support them in settling successfully.
- Across EYFS, the individual needs of a child are always key for a successful transition. Working with parents/carers and other professional bodies, we may adjust transition events to meet the needs of an individual child.

Staff roles and responsibilities

EYFS Leader will:

- Manage the EYFS on a day to day basis ensuring it meets all the EYFS welfare requirements, reporting to the SLT where more complex issues arise.
- Working to ensure the EYFS vision is lived out by all staff across the two settings.
- Ensure policies and risk assessments specific to the EYFS are followed.
- Work alongside the SLT and SIP to continue to develop and shape practice in the EYFS.
- Lead regular team meetings.
- Work with teachers in N/R to ensure there is clear progression from N to R classes especially in provision and planning.
- Work with colleagues to ensure processes for KS1 transition are in place.
- Work with subject leaders to evaluate the Early Years curriculum and enhance provision and teaching.
- Provide guidance and support to all staff.
- Keep up to date with new developments, curriculum and initiatives.
- Work alongside the SLT and SIP to review and monitor provision, teaching and learning in EYFS.

The EYFS team will work with the EYFS Leader to:

Deliver the EYFS curriculum entitlement.
Teach well planned and resourced lessons.
Collect evidence where necessary e.g. floor books.
Participate in training and team meetings.
Create a learning environment that reflects learning across the prime and specific areas of the EYFS.
Follow policies and procedures to ensure the EYFS is safe for children and meets all welfare requirements.
Work with parents and carers.

Curriculum and Subject Content

We reference 'Maslow's Hierarchy' of needs in EYFS. The hierarchy demonstrates that the basic needs of any child must be met before they are able to focus on learning. We use this developmental theory and apply the principals throughout Nursery. For example, all the children will have the opportunity to have snack before learning takes place.

We use the children's prior experiences as a starting point for the introduction of new skills and concepts. Our assessments, observations and discussions with our children help us to understand what skills and knowledge they already have. We use 'talking tubs' to examine current knowledge about a theme/ topic and use this to inform planning for further learning. We use floor books and learning journey walls to record observations and progress throughout the year.

EYFS staff will also:

- Follow the interests of the children when planning learning.
- Support children's learning through a range of activities.
- Personalise learning to meet the needs of the child.
- Extend, scaffold and support children's spontaneous play.
- Extend and develop children's language and communication in their play.

The EYFS is organised into seven areas of learning:

The Prime Areas: Personal, Social and Emotional Development; Communication and Language; and Physical Development.
The Specific Areas: Literacy; Maths; Understanding the World; and Expressive Arts and Design.
The EYFS contains sets of objectives split into age bands for babies and young children. The aim is for children to achieve the Early Learning Goals by the time they leave the EYFS.

We believe that well-planned and purposeful play is vital in allowing young children to learn. We plan, organise and resource the indoor and outdoor areas appropriately. Through play, our children explore to make sense of the world around them. They practise and build on ideas, and learn how to control their feelings and emotions.

They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Staff Training

The SLT and EYFS leader are responsible for ensuring that all staff are trained so that they are able to deliver the curriculum effectively. This will include organising CPD; leading team meetings; sharing resources for planning and teaching; supporting colleagues, attending staff meetings and specialist twilights.

Equal Opportunities

We aim to create equality of opportunity for all our children, whatever their gender, abilities or background and give them chance to demonstrate what they know, understand and can do.

Special Educational Needs

Within EYFS, tasks are differentiated to ensure access to the curriculum and to offer activities which are relevant to the development of the child.

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Updated: November 2022
Review date: 2023