



All Saints C of E  
Infant and Nursery School

Selston C of E  
Infant and Nursery School

# EYFS Policy

September 2021

*Opening hearts and minds through the  
grace and love of God*

# **ALL SAINTS CHURCH OF ENGLAND (VA) INFANT SCHOOL AND PRE-SCHOOL**

## **SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY SCHOOL**

### **MISSION STATEMENT**

#### *Opening hearts and minds through the grace and love of God*

At All Saints Infant School and Pre-School and Selston Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

# **All Saints CE Infant and Pre-School Selston CE Infant and Nursery School**

## **1. Aims**

This policy aims to ensure:

- that children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life;
- quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind;
- close partnership working between practitioners and with parents and/or carers;
- every child is included and supported through equality of opportunity and anti-discriminatory practice.

## **2. Legislation**

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and articles of association.

## **3. Structure of the EYFS**

All Saints and Selston Early Years Foundation Stage caters for children aged between 2 and 5 years. Children between the ages of 2 and 4 attend our nurseries. Many of these join our Reception classes in the September following their fourth birthday.

Our nurseries are open five days a week and have two sessions each day; a morning session running from 8.30am to 11.30am and an afternoon session running from 12.15pm to 3.15pm. We offer places to 2 year olds who qualify for free funding, but we also offer additional sold sessions and the option of staying for lunch. All 3 year olds are eligible for 15 hours of free childcare, and in addition we can now provide a number of 30 hours places to eligible families. Parents and carers who need flexible childcare are encouraged to come and discuss their requirements with the staff team, who will always do their best to accommodate their needs. Further information can be found on our Facebook pages and on the school websites:

<https://www.huthwaiteallsaints.notts.sch.uk/>

<https://selston.notts.sch.uk/>

A strong transition plan is in place to ensure children make the move into full-time education smoothly. Our Early Years teams liaise closely with the Reception teams at All Saints and Selston, and staff in any other schools that have offered places to our nursery children. Our Transition Policy provides further detail on how we support our children through some of their earliest transition experiences.

## **4. Curriculum**

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

In addition to this, we encourage children to develop the characteristics of effective learning, which are a key element in the EYFS. They detail the ways in which children should be learning from their environment, experiences and activities. Children up to the age of seven should display the characteristics of effective learning every day.

Playing and Exploring	Active Learning	Creating and thinking critically
<u>Finding out and exploring</u> <ul style="list-style-type: none"> <li>• What areas / activities are they drawn to?</li> <li>• Do they prefer to work in a group / alone?</li> <li>• Do they initiate activities themselves or join in an existing one with a group?</li> <li>• Do they think aloud describing what they do?</li> </ul>	<u>Being involved and concentrating</u> <ul style="list-style-type: none"> <li>• Do the children keep focused on a self-initiated activity for a long period of time?</li> <li>• Are they concentrating and involved in the activity without being distracted?</li> <li>• Do they show care with what they're doing?</li> <li>• Do they demonstrate concentration through silence or thinking aloud?</li> </ul>	<u>Having their own ideas</u> <ul style="list-style-type: none"> <li>• Do they try something different rather than follow what someone else has done?</li> <li>• Do they address a problem with a strategy?</li> <li>• Retaining independence - not asking for support even if it takes longer to achieve the outcome</li> </ul>
<u>Using what they know in their play</u> <ul style="list-style-type: none"> <li>• In play do they draw on experiences from home / outside school?</li> <li>• Do they act out situations in the role play area?</li> <li>• Are they confident in finding tools, materials and resources they need for a particular project or idea?</li> </ul>	<u>Keeping on trying</u> <ul style="list-style-type: none"> <li>• Do children show persistence - not giving up even if it means starting again?</li> <li>• Do they ask for help / support if they need it?</li> <li>• Do they discuss solutions for challenges with peers / adults or work things through themselves?</li> </ul>	<u>Using what they already know to learn new things</u> <ul style="list-style-type: none"> <li>• Do they understand patterns and predictability of events?</li> <li>• Talks about / explains how their process links to a previous experience</li> <li>• Do they draw upon knowledge or experiences not immediately related to their activity?</li> </ul>
<u>Being willing to have a go</u> <ul style="list-style-type: none"> <li>• Levels of persistence - do they give up at first hurdle or keep trying?</li> <li>• Are they eager to try new ideas or do they stay with what they are familiar with?</li> <li>• Are they able to talk about / review what they've done if things haven't worked?</li> <li>• Do they work best with continual support or prefer to get on with activities themselves?</li> </ul>	<u>Enjoying achieving what they set out to do</u> <ul style="list-style-type: none"> <li>• Is there a sense of satisfaction and pride when they have completed an activity: do they want to show / tell people?</li> <li>• Do they relish challenges and continually try to make things better?</li> <li>• Do they evaluate themselves and try different things as a result?</li> <li>• Are they 'intrinsically motivated'- achieving things for themselves as opposed to adult praise?</li> </ul>	<u>Choosing ways to do things and finding new ways</u> <ul style="list-style-type: none"> <li>• Are they confident in using a 'trial; and error' approach and talking about why some things do / don't work</li> <li>• Choosing different ways of approaching activities and/adapting if it doesn't work</li> </ul>

## 5. Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable

experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children’s activities, practitioners reflect on the different ways that children learn and include these in their practice.

A **gap analysis** is used to ensure that planning is based on assessment evidence:

**Step 1**

Children performing below ARE are identified.

**Step 2**

Children performing above ARE are identified – the provision will need to match their needs too.

**Step 3**

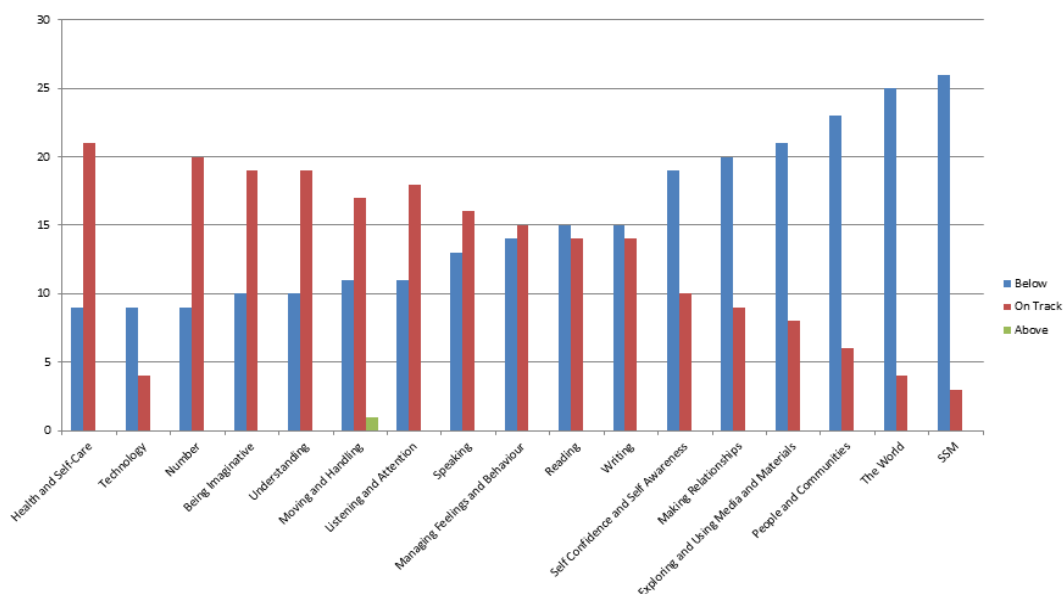
A graph is made.

**Step 4**

Significant gaps are identified.

**Step 5**

Provision for the key areas of the environment is planned.



**6. Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction.

We support children’s development through the stages of play:

- **Unoccupied play** – The child is seemingly not engaged or actively playing with others at all. They may remain stationary and be engaged in random movements with no objective. This stage of play is mostly seen in new-borns and infants, between the ages of 0 and 2. This is an important setting stage for future play exploration and development.
- **Solitary play** – During this stage of play, children will often play alone, with toys different from those of others, and be uninterested or unaware of what others around them are doing. This stage of play is most commonly seen in young

toddlers between the ages of 2 and 3, but it is important for children of all age groups to participate in from time to time. Solitary play is common at a young age because cognitive, physical and social skills have yet to fully develop. This type of play is important because it teaches children how to entertain themselves.

- **Onlooker play** – Onlooker play is when a child observes others playing but does not join the play. They will frequently engage in other forms of social interactions such as conversations to learn more about the game or play that is going on. This type of play is common in younger children between the ages of 2½ and 3½, but can take place at any age.
- **Parallel play** – This occurs when children play side-by-side from one another, but there is a lack of group involvement amongst them. They will typically be playing with similar toys and often times mimic one another. Parallel play is common in toddlers between the ages of 2 ½ and 3 ½ but can take place at any age. Although it looks like there is very little contact between them, these children are learning valuable social skills and actually learn quite a lot from one another. For this reason, parallel play is important as a transitory stage for the development of social maturity, which is key to later stages of play.
- **Associative play** – At this stage, children will begin to play together, but not focused towards a common goal. A child will be more interested in playing with other children around them than the individual toys they play with. Associative play is slightly different than parallel play as children may continue to play separately from one another, but they start to become more involved in what others around them are doing. You may find children playing or trading with the same toys or actively talking with or engaging one another, but no rules of play are being set. This type of play typically begins around ages 3 or 4, extending into the pre-school age. This is an important stage of play because it develops necessary skills such as cooperation, problems solving, and language development.
- **Cooperative play** – Cooperative play is where play finally becomes organized into groups and teamwork is seen. Children are now interested in both the people that they are playing with as well as the activity at hand. The group is more formalized with a leader, as well as other assigned roles, and play organizes around accomplishing group goals or specific tasks. Cooperative play begins in the late preschool period, between the ages of 4 and 6. It is uncommon to see children reach this stage until these later years, as it requires an evolved set of organizational skills and a higher degree of social maturity. Cooperative play is indeed the culmination, bringing together all the skills learned across previous stages into action, giving the child the necessary skills for social and group interactions.

## Schemas:

As well as providing opportunities for children to develop through the stages of play, we also carefully observe and plan for schemas. Schemas are patterns of repeated behaviour which allow children to explore and express developing ideas and thoughts through their play and exploration. The repetitive actions of schematic play allow children to construct meaning in what they are doing. Some common schemas are:

- trajectory

- rotation
- enclosing
- enveloping
- transporting
- connecting
- positioning
- orientation



### **Adult-led, adult-initiated and child-initiated learning:**

We believe that there are many different approaches to teaching in the early years. Our staff carefully judge the extent of their involvement in children's play. They consider how formal or informal, structured or unstructured, dependent or independent each learning experience should be to meet the needs of each child most effectively. Each day, children will experience adult-led, adult-initiated and child-initiated learning.

*Adult-led activities are those which adults initiate. The activities are not play, and children are likely not to see them as play, but they should be **playful** – with activities presented to children which are as open-ended as possible, with elements of imagination and active exploration that will increase the interest and motivation for children. As well as focused activities with groups of children, adult-led activities can include greeting times, story times, songs and even tidying up.*

*Learning, Playing and Interacting, 2009*

*Adult-initiated activities arise from planning and are sufficiently open-ended for children to work on independently until the adult is ready to support.*

*Julie Fisher*



*Child-initiated activity has many characteristics in common with play, as it is wholly decided upon by the child, based on the child's own motivation, and remains under the child's control. It may involve play of many types, or it may be seen by the child as an activity with a serious purpose to explore a project or express an idea which the child may not see as pure play. It is guided by certain expectations within an Early Years setting regarding responsible use of space, time and purposes.*  
*Learning, Playing and Interacting, 2009*



## 7. Provision

Our classrooms and outdoor spaces are organised into learning areas, with each area containing core continuous provision. This is available to children at all times, and is stored on open shelves. Shelves and storage units are shadowed so that children can easily put resources away themselves. Enhanced provision is additional to continuous provision, and is available for a specified period of time. It supports the development a theme or the teaching of a specific skill or concept.

- **Continuous provision** – resources linked to expected ages and stages of development, National Curriculum objectives, historical knowledge of cohorts or assessment information linked to current cohort;
- **Enhanced provision (could be an object or prompt)** – areas that have been enhanced with objects or prompts that support an interest or encourage investigation and questioning;
- **Enhanced provision (skill)** – areas that have been enhanced with resources to support the teaching of a specific skill or concept.





## 8. Assessment

Inspection guidance from 2012 defines progress, attainment and achievement in the following ways:

- progress – this is the extent to which children have progressed in their learning from their starting points and capabilities;
- attainment – this is the standard of academic attainment typically shown by tests and examination results;
- achievement – this takes into account the standards of attainment reached by pupils and the progress they have made to reach those standards.

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and carers. Each week, we focus our observational

assessment on two or three target children and we ask parents to provide information to support this process.

We believe that:

- effective observation systems ensure that children's needs and interests are being met;
- observations should be discussed with children and next steps of learning shared with parents and carers;
- practitioners should make good use of planned and targeted observation to ensure that children make good progress;
- learning journeys should be individual records of children's interests, learning styles and progress.

### **Learning journeys:**

We use Development Matters 2021 to create a record of children's progress through the Foundation Stage. These are established as soon as a child joins our nurseries and document the child's progress to the end of the EYFS.

### **Progress check:**

When a child is aged between 2 and 3, practitioners review their progress and provide parents and carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

### **The EYFS profile:**

At the end of the EYFS, staff complete the EYFS profile for each child. Children are assessed against the 17 early learning goals, indicating whether they are:

- meeting expected levels of development;
- exceeding expected levels or;
- not yet reaching expected levels ('emerging').

The profile reflects ongoing observations and discussions with parents and carers. The results of the profile are then shared with parents and carers.

## **9. Working with parents and carers**

We recognise that children have two main educators in their lives – their parents/ carers and their teachers. Parents are the prime educators until the child attends nursery or starts school and remain a major influence on their children's learning through school and beyond. There is no clear line to show where the parents' input stops and the teachers' input begins. The school and the parents all have crucial roles to play and the impact is greater if parents and schools work in partnership.

We are also aware that evidence suggests that parental involvement in early learning has a greater impact on children's well-being and achievement than any other factor, such as family income, parental education or school environment.

Parents and carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We collect parent/carer feedback in a variety of ways:

- informal conversation at the start/end of the day;
- a carefully managed start to the session so that staff are available to talk to parents/carers;
- open-evenings, including questionnaires where appropriate;
- the use of structured conversations.

## **10. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our Child Protection Policy.

## **11. Monitoring arrangements**

This policy will be reviewed and approved every three years.

At every review, the policy will be shared with the governing board.