



# Sir Alexander Fleming Primary School and Nursery

## Early Years Foundation Stage Policy

September 2020

Reviewed: September 2022

### ‘LEARNING WITHOUT LIMITS’

At Sir Alexander Fleming Primary School and Nursery, we pride ourselves on having the highest quality of care and education for all our children.

#### **What do we want for our children:**

- To give them a strong foundation for their future learning.
- To create a safe and happy environment with motivating and enjoyable learning experiences that enables them to become confident and independent.
- To value them and work alongside their parents and others to give them the best possible start in life and help every child to reach their full potential.

We follow the **four guiding principles** of the EYFS that shape practice within the Early Years.

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn **in different ways and at different rates**



## OUR GUIDING PHILOSOPHY

### **Our environments will be:**

safe  
stimulating  
real  
accessible  
interesting  
calm  
motivating  
communication-friendly  
engaging

### **Our educators will be:**

kind  
creative  
nurturing  
positive  
knowledgeable  
scaffolders  
patient  
open-minded  
facilitators  
listeners  
good role-models

### **Our learning will be:**

open-ended  
purposeful  
rich  
risky  
playful  
challenging  
exciting  
analytical  
collaborative  
fun  
motivating  
active  
valued

### **We want our children to be:**

safe  
confident  
independent  
kind  
creative  
healthy  
aspirational  
challenged  
collaborative  
researchers  
nurtured  
talkers  
investigators  
noticed  
self-regulating  
listened to

# Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning.

All the seven areas of learning and development are important and inter-connected.

Three **prime** areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**



## Principles into practice

### How do we do this at Sir Alexander Fleming?

- **Team work**

We work together as a Foundation Stage team. As a team we work together to closely find out about our children's interests and needs. We regularly consider what we have observed and discussed for us to create fresh provocations for our children. We then plan for 'What matters to children'.



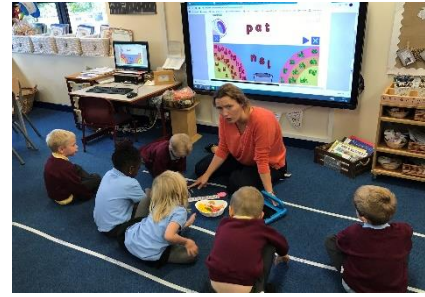
- **The Prime Areas and the specific areas**

Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years and grow in confidence and ability within the three prime areas.



- **Focused Small Group Sessions**

Children have small group times which increase as they progress through the EYFS with sessions planned for a daily phonics session using 'Letters and Sounds' and Numbers and Patterns too. Where appropriate they come together as a whole class to sing, listen to stories and celebrate and reflect on their learning.



- **Play**

The curriculum is delivered using a play-based approach as outlined by the EYFS. 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.



- **Considered environments**



We create safe, natural, calm and provoking environments that support their learning. Children can daily free-flow between inside and outside. Weekly Forest School sessions are delivered all year round. We have an open-door policy between all the Foundation Stage bases to ensure quality and choice.

- **The Learning Journey  
Observation and Assessment**

As part of our daily practice, we observe and assess children's development and learning to inform our plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal learning journey, which are shared with parents.

Within the final term of Reception, we provide the parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.



- **Work with parents**

We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways such as visits, curriculum open events, Seesaw, parent consultations.

- **Safety**

Children's safety and welfare is paramount. We follow and meet all the requirements laid down in the Statutory Framework for EYFS.

[https://www.foundationyears.org.uk/files/2017/03/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

- **Inclusion**

We value all our children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability, or gender.

- **Transitions**

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders.

Children attend introductory sessions to Nursery/Reception to develop familiarity with the setting and practitioners and we offer a home visit to any new children and families.

**In the final term of Reception**, the Year 1 teachers will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

