

**CARLTON CENTRAL INFANT**  
**AND**  
**NURSERY SCHOOL**

**EARLY YEARS FOUNDATION STAGE**  
**POLICY**



**Date February 2016**  
**Review February 2018**

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experiences in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know that provision will keep their children safe and help them to thrive”  
(Statutory Framework for the Early Years Foundation Stage).

**This document outlines the philosophy aims and principles of  
early years teaching and learning at  
Carlton Central Infant and Nursery School.**



## Introduction

The Early Years Foundation Stage (EYFS) refers to children from birth to five years of age. In the Foundation stage at Carlton Central Infant and Nursery School children are admitted from the term after they turn three depending upon availability of places and remain until they move into Key Stage 1.

## Aims of the Early Years Foundation Stage.

In the Foundation Stage at Carlton Central Infant and Nursery School we aim to achieve these outcomes by:

- Ensuring that each child and parent / carer will have a smooth and stress free transition from home to school.
- Creating a welcoming, caring and safe environment where each child feels happy, secure and confident.
- Providing a challenging and exciting environment enabling each child to develop to their full potential.
- Nurturing an eagerness to learn through practical activity and purposeful play.
- Offering a curriculum which will be broad, balanced and relevant showing continuity and progression. It will be designed to offer equal opportunities to meet the children's individual needs irrespective of gender, race, social class or special educational needs.
- Giving children opportunities to make choices and decisions in order to gain independence, develop self esteem and promote a sensitive attitude towards others.
- Acknowledging parents / carers as partners valuing the knowledge of their child.
- Developing valuable links with the wider community and other agencies.
- Establishing and maintain the Foundation Stage as an integral part of the whole school enabling the children to develop skills, attitudes and understanding in preparation for their transition into KS1.
- Planning activities and experiences that help children make progress in their development and learning.
- Monitoring each child's progress and identify any particular difficulties.

## Unique Child

“A Unique Child recognises that every child is a competent learner from birth who can be resilient, capable and self assured”. (Statutory Framework for the Early Years Foundation Stage 2007).

## Inclusion

In the Foundation Stage at Carlton Central Infant and Nursery School we give every child the opportunity to achieve their best. We have realistic and challenging expectations that meet the needs of all our children across all areas of learning and development. We achieve this by planning to meet the needs of boys and girls, children with disabilities, children with additional educational needs, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

For further information on how we support children with additional educational needs refer to Carlton Central Infant and Nursery School Special Needs Policy and the Able, Gifted and Talented Policy.

We meet the needs of all our children by:

- Planning opportunities that build upon and extend children’s knowledge, skills, experience and interests.
- Planning opportunities to develop their well being, self esteem and self confidence, including experiences that provide risk and challenge.
- Using a wide range of teaching strategies based on children’s learning needs.
- Providing a secure and supportive learning environment in which the contribution of all children is respected and valued.
- Using resources which reflect diversity and are free from discrimination or stereotyping.
- Planning challenging and appropriate experiences for higher achieving children
- Monitoring children’s progress and providing additional support when identified
- Using age appropriate ways to seek the views of all children through observing, listening and sensitive discussion.
- Seeking advice from specialist agencies where appropriate.

## Welfare

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them”. (Statutory Framework for the EYFS 2007).

In the Foundation Stage at Carlton Central Infant and Nursery School it is important to us to keep our children safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2007. ‘The welfare requirements are designed to support providers in creating settings which are welcoming, safe and stimulating and where children are able to enjoy learning through play, to grow in confidence and to fulfil their potential’.

We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children’s development and individual needs. (For further information see Foundation Stage Behaviour Policy).
- Ensure all adults who look after the children or have unsupervised access to them are suitable to do so.
- Ensure the premises, indoors and outdoors, furniture and equipment are safe and suitable for their purpose.
- Ensure that every child receives enjoyable and challenging learning and development and experiences tailored to their needs.
- Maintain records, policies and procedures required for the safe and efficient management of the setting and to meet the needs of the children.

## Positive Relationships

‘Positive Relationships describes how the children learn to be strong and independent from a base of loving and secure relationships with parents and / or a key person’ (Statutory Framework for the Early Years Foundation Stage 2007).

In the Foundation Stage at Carlton Central Infant and Nursery School we believe that the positive relationships we build are the key to effective partnerships between all practitioners, parents, carers and their families. All Foundation staff are responsible for ensuring that the child feels safe and cared for, in order to develop a positive sense of wellbeing and achievement.

We meet the needs of all our children by:

- Recognising that parents / carers are children’s first educators and we value the contribution they make and that they will continue to make
- Working with parents/carers from the start to find out about their child’s needs, feelings and interests. Every child receives a home visit by staff prior to them starting where first information is shared.

In Foundation 1 we invite parents to an evening meeting, prior to their child starting. At the meeting parents:

- Share a presentation outlining our aims and philosophy.
- receive a school brochure
- receive an invitation for them and their child to visit the Foundation Unit during a session
- receive information about their child’s starting date
- choose a date to have a home visit by the Foundation Unit staff
- look around the Foundation Unit and chat with staff.
- information about the daily routine in F2
- information about the school uniform
- are given the opportunity to ask questions and talk to staff about any concerns they have regarding their own children

In Foundation 2 parents are invited to a Parents Afternoon. They are given:

- an information pack about the school and details of admission visits
- information about the daily routine in F2
- information about the school uniform
- are given the opportunity to ask questions and talk to staff about any concerns they have regarding their own children

We also develop effective partnerships with families throughout their child's time in the Foundation Stage by offering opportunities for them to talk about their child's progress.

We do this in F1 by:

- When a child has settled, staff make an assessment of their learning and of their personal, social and emotional needs. Parents /carers are then invited to share the assessments with a member of staff. Parents/carers are given guidance to the next steps in their child's learning and how they can support their child's learning and development at home.
- We encourage families to take advantage of the 'open door policy' to talk to a member of staff

In F2 we do this by:

- holding parents' evening twice a year
- writing a detailed report at the end of the summer term and inviting parents to discuss it
- continuing to embrace the 'open door policy' and parents / carers are actively encouraged to discuss concerns.

The Foundation Unit parents are invited throughout the year to share in activities that encourage collaboration between the child, the school and the parents:

- Foundation Stage Educational Visits
- Sports events
- Fund raising events
- Festival celebrations
- Assemblies

Parents / carers are also encouraged to help in F1 and F2.

Parents / carers are kept fully informed about all activities through newsletters texts and information on the school website and Twitter.

## Enabling Environments.

“Enabling Environments explains that the environment plays a key role in supporting and extending children’s development and learning” (Statutory Framework for the EYFS). In the Foundation Stage at Carlton Central Infant and Nursery School our environment is carefully planned both indoors and outdoors to help children achieve across all aspects of the EYFS. Opportunities are provided to take part in a wide range of experiences to extend their interests.

The indoor environment is organised into different areas,

- Quiet carpet area where the children can share books, play quiet games and access computers and an interactive whiteboard.
- Creative area where the children can access art and craft activities as well as sand and water play.
- Role play area.
- Construction area.
- Make a mark / writing area.
- Number area.
- Investigation area.
- Music corner.

Children also have access to a covered conservatory where the wide space enables children to work together on larger constructions.

The indoor areas are enhanced by outdoor areas where children are able to continue to access all areas of learning as well as larger physical activities.

The Foundation children are also able to access the school hall regularly for music sessions and other physical activities where greater space is required.

We meet the needs of all our children by: -

- Encouraging children to communicate and talk about their experiences.
- Developing children’s independence and decision making by providing an environment where children can freely access resources and select from the experiences on offer.
- Using the outdoor environment on a daily basis to enhance learning and development.
- Using wider outdoor environment
- Analysing children’s responses to different situations and identifying their future learning needs.
- Using materials and equipment that reflect both the community that the children come from and the wider world.

- Encouraging a positive attitude to the observations of our learning by ensuring children's interests and needs and learning style are incorporated into our planning.

We plan to build on what children know, understand and can do.

## Learning and Development.

In the Foundation Stage at Carlton Central Infant and Nursery School we recognise that play underpins all learning and development for young children. This is reflected in our mission statement:

### **“Aim high and Smile”**

Most children play spontaneously although some may need adult support. It is through play that children develop intellectually, creatively, physically, socially and emotionally. By providing well planned experiences based on children's spontaneous play, both indoors and outside we support our children to learn with enjoyment and challenge. They have the opportunity to think creatively alongside and with other children and adults as well as on their own. They communicate with others as they investigate and solve problems. (Dpt. for children, schools and families 2007).

The six areas of learning and development are:

- Personal, Social and Emotional Development,
- Communication, Language and Literacy,
- Problem Solving, Reasoning and Numeracy,
- Knowledge and Understanding of the World, • Physical Development,
- Creative Development.

At Carlton Central we believe these six areas are equally important in order to promote the development of the 'whole child'. We aim to deliver all these areas through planned, purposeful play with a balance of adult-led and child initiated activities.

## Personal, Social and Emotional Development (PSED)

Children are provided with experiences and support to help them develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. Children's emotional well-being is supported to help them to know themselves and what they can do. We achieve this in a variety of ways:

- Forming warm, caring attachments.
- Establishing constructive relationships with parents, with everyone in the school and with professionals from other agencies.
- Acting as positive role models and taking account of different needs and expectations.
- Building children's confidence to take manageable risks in their play providing support and planning experiences that offer challenges.
- Giving encouragement and appropriate praise.
- Planning opportunities for children to play by themselves, in pairs and groups and support the development of independence skills and a positive attitude to learning.
- Providing time and space for children to concentrate on experiences and to develop their own interests.
- Establishing opportunities for play and learning acknowledging children's particular religious beliefs and cultural backgrounds.
- Provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, additional educational needs and disability.

During the Foundation Stage at Carlton Central Infant and Nursery School the children have the opportunity to take part regularly in SEAD activities in small groups which prepares them for the SEAL programme used in Key Stage 1.

## Communication, Language and Literacy (CLL)

Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write is supported and extended. Children are provided with opportunities and encouragement to use their skills in a range of situations and for a range of purposes, and are supported to develop the confidence and disposition to do so. We achieve this in a variety of ways:

- Supporting children to communicate their thoughts, ideas and feelings and building relationships with adults and each other.
- Providing daily opportunities to share and enjoy a wide range of fiction and nonfiction books, rhymes, music, songs, stories and poetry. Children are given the opportunity to choose a book to take home to share with parents.
- Providing positive role models by reading and writing and showing children what can be written and read.
- Talking with and listening to children to encourage them in conversation.
- Linking language with physical movement in action songs, rhymes, role play and practical experiences, for example, cooking and gardening.
- Planning an environment that is rich in signs, symbols, notices, numbers, words, rhymes, books and pictures that take into account children's different interests, understandings, home backgrounds and cultures.
- Showing awareness of and sensitivity to the needs of children learning English as an additional language, using their home language, where possible.
- Providing time and relaxed opportunities for children to develop spoken language through sustained conversations between adults and children, both in one to one and in small groups and between children themselves.
- Providing regular group times to promote phonic activities.

## Problem Solving, Reasoning and Numeracy (PSRN)

Children are supported to develop their understanding of problem solving, reasoning and numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They are provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use. We achieve this in a variety of ways:

- Develop mathematical understanding through all children's early experiences including song, stories, games and imaginative play.
- Encouraging and valuing children's exploration of real life problems.
- Using mathematics as an integral part of daily experiences, modelling and encouraging child participation.
- Providing time, space, resources and encouragement to discover new words and mathematical ideas.
- Providing specific small group time to promote mathematical activities.

## Knowledge and Understanding of the World (KUW)

Children are supported to develop the knowledge, skills and understanding that help them to make sense of the world. Their learning is supported by offering opportunities to use a range of tools safely, encounter creatures, people, plants and objects in their natural environments and in real-life situations, undertake practical experiments, and work with a range of materials. We achieve this in a variety of ways:

- Creating a stimulating environment that offers a range of experiences to encourage children's curiosity and interest.
- Making effective use of outdoors, including the local neighbourhood.
- Inviting families and carers to share their experiences of the wider world.
- Using correct terms/vocabulary and asking open ended questions.

- Planned opportunities are based on first hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion.
- Encouraging children to talk about and reflect upon their experiences.
- Supporting children's use of ICT through programmable toys, access to computers

## Physical Development (PD)

The physical development of young children is encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They are encouraged and supported to use all of their senses to learn about the world around them and to make connections between new information and what they already know. Children are supported to develop an understanding of the importance of physical activity and making healthy choices in relation to food and lifestyle. We achieve this in a variety of ways:

- Valuing children's natural and spontaneous movements, through which they are finding out about their bodies and motivating them to be active.
- Providing a range of equipment and resources that are challenging and interesting and can be used in a variety of ways to support the development of specific skills.
- Introducing vocabulary to children alongside their actions.
- Supporting children to understand about good health, for example, use of sunscreens, sleeping, hygiene, eating and exercise.
- Providing space and time for children to engage in energetic play, to set their own challenges, persist and practice.
- Providing opportunities to take controlled risks, e.g.: climbing higher than they have previously in order to develop their physical skills.
- Daily use of the outdoor area to challenge physical skills.

## Creative Development (CD)

Children's creativity is extended with practitioner support to develop their curiosity, exploration and play. Children are provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance,

imaginative and role-play experiences, mathematics and design and technology. We achieve this in a role variety of ways:

- Valuing what children can do and children's own ideas.
- Providing a stimulating environment where creativity, originality and expressiveness are valued.
- Allowing time for children to explore and express their ideas in a variety of ways.

## Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the Early Years Foundation Stage are put into practice and is complemented by observations we have made of the children in order to understand and consider their current interests, development and learning needs. There are three stages of planning the curriculum:

### Long Term Planning

We have created a framework which gives structure and coherence to the curriculum. This consists of topics which provide the vehicle for delivering the Early Years Foundation Stage. These topics are relevant to the needs of our children and also enable us to deliver a creative and balanced curriculum.

### Medium Term Planning

We address particular aspects of the curriculum in more detail for each term. Learning objectives, assessments opportunities and activities and experiences for each area of learning and development are identified.

### Short Term Planning

We identify specific learning objectives, success criteria, differentiated activities and deployment of adults and resources to meet the learning needs of the children on a weekly and day to day basis. It allows for flexibility in response to individual children's needs and interests.

## Assessment

In the Foundation Stage at Carlton Central Infant and Nursery School we adhere to the principles of assessment for learning. We analyse and review what we know about each child's development and learning and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

### Summative assessment

Children are assessed on entry, at the end of F1 and throughout F1 and F2 against the Early Years Foundation Stage profile. The data is logged onto EAZ MAG for analysis by the F.S co-ordinator to identify the next steps for learning.

Teachers participate in regular moderation meetings, both in house and with other local practitioners. This provides an external quality assurance and validation of our teacher assessments.

Children's progress through the Early Years Foundation Stage is tracked in F1 through Development Matters.

### Formative assessment

This type of assessment informs every day planning and is based on on-going observation assessment of each child's achievements, interests and learning styles.

We carry out an anecdotal observations, focused observations, other focused assessment i.e. maths key skills, letters and sounds.

## Roles and Responsibilities

### **Leadership and Management.**

- The Foundation Stage at Carlton Central Infant and Nursery School is led and coordinated by our Foundation Leader
- Foundation staff meet weekly to review assessments and observations and plan effective provision.
- The Foundation Stage co-ordinator also leads regular Foundation Stage team meetings and lead whole school staff meetings to keep all staff informed about Early Years initiatives.

### **Staffing Ratios**

- The Unit is staffed by three full time teachers and four full time teaching assistants and two temporary full time teaching assistants

## Continuing Professional Development

In order to keep up to date, broaden our understanding and learn new skills, all practitioners in the Foundation Stage at Carlton Central Infant and Nursery receive regular training. The identification of training needs of all adults is part of an on-going process. All practitioners are encouraged to participate in local authority courses, the Network courses and local cluster group training.

## Monitoring and Review

It is the responsibility of the EYFS staff to understand and adhere to the principles stated in this policy. The Head teacher will monitor implementation of this policy as part of the whole school monitoring schedule.

There is a named governor with responsibility for the EYFS. In consultation with the Foundation stage Co-ordinators the governor will feed back any issues relating to the EYFS to the governing body.

## Transition from F2 to Year 1

A smooth transition from F2 to Year 1 is made by:

- Visits by the year 1 teacher to the Foundation Unit

- 
- Visits by the F2 children to their new classroom
  - Time allocated in July, after the June assessments, for teachers to discuss the children and exchange information
  - Parents/carers being informed about the new classes at the F2 summer parents/carers evening.

## Appendix.

# **CARLTON CENTRAL FOUNDATION STAGE**

## **Discipline and Behaviour**

Carlton Central Early Years Foundation Stage is part of Carlton Central Infant School and, therefore, follows the same behaviour code. The Foundation Stage wish to create a harmonious, caring and orderly community in which all pupils feel valued and secure and able to play a full part unhindered by inappropriate behaviour of others.

### **Aims**

- To create an environment in which children feel safe, valued and confident of success.
- To give children a clear vision of the values which matter within the nursery, school and community.
- To assist children to grow up with a clear and acceptable view of what is right and wrong, appreciating the needs of others and the society around them.
- To establish respect for others, for property and the environment, honesty, trust and fairness, tolerance, compassion, self respect, and self discipline.

### **Promoting Positive Behaviour**

We seek to promote positive behaviour by:

- making positive comments to the children and writing positive comments when appropriate - use of stickers.(Non verbal praise)
- praising good behaviour and efforts.
- sharing achievements: a) at carpet time,  
b) showing classes in school,  
d) with parents / carers
- displaying work on the wall and in their special books.
- making time to listen to children.
- In addition F2 has reward charts. Children have a target, and collect stickers on their charts as they work towards achieving their target.

## **Dealing with Negative Behaviour**

### **We follow a traffic light system across the school.**

1. Verbal warning in a positive manner to distract the child.
2. Child is given an 'amber' and is spoken to about their behaviour. They are warned that if they repeat the behaviour they will be moved to a 'red' but can be moved back to a 'green' with positive behaviour.
3. Child moved to a red.
4. Parents / carers informed.
5. Consistent negative behaviour - Head Teacher and SENCO will be informed and a Behaviour Plan will be drawn up.

