



**Christ Church CE PRIMARY SCHOOL
Early Years Foundation Stage Policy
Reception and Nursery**

Updated October 24

Version	Date	Author	Rationale
	January 2022		Updated – next review January 2023
	November 2022	PC / JP	Next review November 2023
	October 2023	LG	Next review November 24
	October 2024	LG	Next review November 25

Vision Statement

- We know the Extraordinary worth of all our children. Our vision is to grow children believing in their own value, their academic successes and their place in the wider family of school and community. We are all created in the image of God.

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Christ Church Academy CE Primary School, children can join our Nursery class as soon as they turn 3 and children join Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children **“learn and develop well and are kept healthy and safe.”** We aim to support children in their learning to **“ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life”**

(Statutory Framework for the EYFS 2024)

The EYFS is based upon four principles:

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children in becoming strong and independent.
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Christ Church Academy CE Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school’s Inclusion Manager is called upon for further information and advice. Appropriate steps are taken in accordance with the school’s Inclusion Policy for SEN.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- using a wide range of teaching strategies based on children's learning needs.
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- providing a safe and supportive learning environment in which the contribution of all children is valued.
- using resources which reflect diversity and are free from discrimination and stereotyping.
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- monitoring children's progress and taking action to provide support / extend as necessary.

Welfare and Safety

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, expectations, rules and limits and to help them understand why they exist. We provide children with choices to help them develop important life skills. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

"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."

At Christ Church Academy we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2024. We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good health, including oral 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 stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose.
- ensure that every child receives enjoyable and challenging learning and developmental experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Christ Church Academy we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are the children's first and most enduring educators and we value the contributions they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our nursery or Reception.
- inviting families into school.
- the children have the opportunity to spend time with their teacher before starting Reception with transition sessions.
- supporting children through the transition from Nursery / Pre-school to Reception with the children attending a half-day/s in the first week of school, if needed.
- inviting all parents to an induction meeting in order to detail how we aim to work with their child particularly in relation to reading and phonics.
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents, at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive reports on their child's attainment at parent's evenings and at the end of the school year.
- encouraging parents to contribute to their child's learning profile
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents E.g. play sessions or reading breakfasts.
- ensuring all parents know that their child's Key Worker is their child's teacher.
- providing a quiet and confidential area where parents are able to discuss any concerns.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous / enhanced provision.

Effective learning builds and extends upon prior learning, both following children's Interests and through a carefully planned curriculum. Effective planning is informed by observations / assessment; observations and assessments (through feedback of adult led focus tasks) are recorded in English books and Maths books (Reception) and in a personalised learning journey.

Play based learning is paramount and children direct their own learning from carefully planned objective led provision provided by staff. Staff will enhance play and extend as needed to further develop individual learning in all years.

Learning and Development

Teachers and early year's practitioners provide the curriculum in the Foundation Stage classes.

There are seven areas of learning and development of which three are "prime areas" and four are "specific areas."

The **prime areas** are:

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

The **specific areas** are:

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

Through careful assessments and observations, including information provided by parents, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. If a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENDCo in order to access Special Educational Needs support.

At Christ Church Academy:

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1. The EYFS curriculum is developed to have direct links to the Y1 curriculum to support transition and readiness for Y1.

Experiences and activities planned will reflect the different ways that children learn. At Christ Church Academy we support children in using the three characteristics of effective teaching and learning. These are;

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2012)

Religious Education is also taught using the Understanding Christianity scheme and the Diocesan Syllabus.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual

orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Christ Church Academy, there are clear procedures for assessing risk which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- Each classroom has a snack and sink area that can provide healthy snacks and drinks.
- A first aid box is accessible at all times and a record of accidents and injuries is kept. First aid will be administered by trained staff only.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy.
- An E-Safety policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Appropriate clothing. Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level and within the outdoor area.

Transition

From Home to Nursery

Nursery parents are invited to look around the Nursery provision before their child starts in the setting. Parents can choose to stagger their child's entry to Nursery or may stay in Nursery in order to settle them.

From Nursery / Pre-school / home to Reception

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- Parents and children are invited to a meeting to look around the school, meet the staff and ensure they know about school procedures and any concerns they may want to express. The children are invited to visit their Reception Class.
- Members of staff from Christ Church Academy will gather information from feeder settings.
- Children from the school Nursery will have visits to the school setting throughout their time in Nursery and regular, planned visits to the Reception class where they get an opportunity to engage with staff and become familiar with the environment.
- Children requiring extra support can have additional visits regardless of their setting.

From Reception Class to Key Stage 1

- During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.
- Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging'). The Year 1 teacher is given a copy of the child's report together with a short commentary on their skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs.
- In the final term in Reception there is a 'transition day, where the children spend time in their new classroom with their new teacher. Other transition activities also take place e.g. using the Year 1 classroom when it is free for a weekly lesson and the Year 1 teacher reading the end of the day story.

Nursery Costs

Payable Extra Sessions

We offer a range of attendance patterns for free nursery funding and the option for parents to pay for additional sessions where required and where available. You can find out more about free nursery places through the [Childcare Choices Website](#).

The cost of an extra sessions is as follows:

Morning £17.50

Afternoon £17.50

Lunch is £4.37

Appendix 1

Missing Child Policy : Procedure to be followed in the event of a child going missing at, or away from, the setting.

The purpose of this document is to set out the procedures to all stakeholders should a child go missing from the premises without permission. It is closely linked to the school's 'Safeguarding Policy'. This policy is written to ensure that if a student goes missing we are ready to deal with that eventuality.

Aim

We strive to provide a safe and secure environment for all students.

Definition

To go missing is to 'become lost or disappear'. This could mean a child leaves the school building, yet remains in the grounds, or leaves the school grounds.

School Grounds

The school is fenced all around the perimeter and this makes it highly unlikely that a child will be able to gain access to outside school. There are padlocked and electronic gates that must be unlocked to gain access to the road.

Overview

Children should never be allowed to leave the premises during school time without the Headteacher's permission. During 8.50am and 3.20, (8.30-11.30 am Nursery session, 12.15-3.15 PM Nursery session) pupils may only leave via a main entrance under the supervision of a staff member or by their parent/carer. All reasonable care is taken to ensure that pupils remain on site, however it is not possible to completely eliminate the risk that a child may leave the premises without the knowledge or permission of the Headteacher. This policy is put in place to ensure that every action possible is taken to ensure the quick and safe return of that child to school.

Objectives

- To locate any missing child quickly.
- To ensure that all children are kept safely on the school premises during school hours unless they have the Headteacher's /parents / carers permission to leave.
- To ensure that children who leave school during the school day only do so with the Headteacher's permission and that they are accompanied by an authorised adult.
- To ensure that the building, grounds and play areas are safe and secure during school hours.
- To ensure that teachers and staff keep children under proper supervision at all times.
- To ensure that if a child 'goes missing' during the school day, he/she is located quickly and returned safely to school.

Strategies

Ensure children are counted in and out of the classroom to ensure all children are accounted for.

If a pupil, who has previously been marked as present, is found to be absent, the procedure will be as follows:

- If a child cannot be found by its teacher, the Headteacher or a member of SLT must be notified immediately and told when and where the child was last seen. Time is of the essence and prompt actions must be taken by all.
- If the child's whereabouts are unknown, then the Headteacher, SLT and any other available staff will organise a search of the building and grounds.
- The remaining children will be left safe in the care of suitable staff. All other available staff will conduct a thorough search of the child's classroom, play areas, storage areas, toilets, the school building and the school grounds.
- If the child is not found within a short period of time, the police must be called by the Headteacher or staff member.
- Members of staff, who are not supervising children, will be sent to search the area in the immediate vicinity of the school.
- If a child goes missing during an outing or school visit, the teacher in charge must ensure that the remaining children are safely cared for by the other staff and adults. An urgent but thorough search should be made of the immediate vicinity and if the child is not found quickly the police must be called and the Headteacher notified.
- As soon as possible, the parents will be notified that their child is missing.
- The academy trust will be notified by the Headteacher that a child is missing.
- If a member of staff finds the child the Headteacher must be told at once. Parents, police and other authorities will be notified.
- The Headteacher will investigate how the incident occurred and will take appropriate action to ensure that similar events do not happen again.