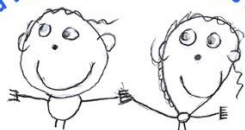


Atherstone Nursery School
and Warwickshire Early Years Hub



'Bright Start, Bright Future'
'Chances to explore, discover and grow'

Bedworth Heath Nursery School
and Warwickshire Early Years Hub



'You make the difference,
today, tomorrow, together'

Atherstone & Bedworth Heath Maintained Nursery Schools and Warwickshire Early Years Hub

Early Years Foundation Stage Policy

	Approved by governors - May 2012	
Review Date	Reviewed by the School	Reviewed by Governing Body Representative
February 2015	<i>A L King</i>	<i>D. Wainwright</i>
February 2016	<i>A L King</i>	<i>D. Wainwright</i>
February 2017	<i>A L King</i>	<i>D. Wainwright</i>
February 2018	<i>A L King</i>	<i>D. Wainwright</i>
February 2019	<i>N Burton</i>	<i>D. Wainwright</i>
February 2020	<i>N Burton</i>	<i>D. Wainwright</i>
February 2021	<i>N Burton</i>	<i>J Ferraro</i>
March 2022 (updated Sept 2022)	<i>N Burton</i>	<i>J Ferraro</i>
March 2023	<i>N Burton</i>	<i>J Ferraro</i>

Early Years Foundation Stage Policy

Introduction

Children are admitted to Bedworth Heath Maintained Nursery School and Atherstone Nursery School the term following either the child's 2nd or 3rd birthday, depending on the service offered, with a wide range of experiences skills and knowledge.

Bedworth Heath Maintained Nursery School

Daisy Nursery (2-3 year olds) has an indoor and outdoor learning environment. Orchard Nursery (3-4 year olds) has two indoor learning environments, one large outdoor learning environment and a forest area. There is a large covered area which gives children access to the outside during any inclement weather. The Nest is a sensory indoor and outdoor environment which is mainly used to support children with SEND.

Atherstone Nursery School

Caterpillar Nursery (2-3 year olds) has a large indoor environment which can be separated to make two spaces and an outdoor environment. Butterfly Nursery (3-4 year olds) has three indoor learning environments, one outdoor and an enormous forest. There is a large covered area which gives children access to the outside during any inclement weather. Maple Room is a sensory indoor environment which is mainly used to support children with SEND.

Across both Schools

Each member of staff has responsibility for a 'family' group of children, which is very important for all children. This is the basis of our 'Key Person' approach. Each family group has a family group area where the children have time with their key person and their group.

Children have the opportunity at both schools to engage in activities and experiences they have initiated themselves and those and planned and led by adults.

Aims for the Foundation Stage

At Bedworth Heath Maintained Nursery School and Atherstone Nursery School we understand that young children develop rapidly during the early years – physically, emotionally, intellectually and socially. A well planned and resourced curriculum will take their learning forward and encourage the development of skills attitudes and understanding. It will provide opportunities for children to succeed in an atmosphere of trust and feeling valued.

The Early Years Foundation Stage (2021 revision) is the statutory framework used by the team at Bedworth Heath Maintained Nursery School and Atherstone Nursery School, to support planning and assessment.

Play in the Foundation Stage

Play is the natural way by which young children explore the world, test out ideas and practice skills and activities.

Children are given time to become engrossed in activities and to complete activities.

The role of the adult is crucial in:

- planning and resourcing a challenging environment
- supporting & scaffolding learning through planned play activities
- extending and supporting spontaneous play
- extending and developing language and communication in their play
- questioning – exploring what a child knows and helping them to build on their prior knowledge and understanding.

Through play with effective adult support children are able to :

- explore the world and test out ideas
- build up concept and skills & knowledge
- play alone, alongside or co-operatively with others
- take risks and make mistakes in an atmosphere of trust
- communicate with others as they investigate and solve problems
- think creatively and imaginatively
- express fears and anxieties

Learning and Teaching in the Foundation Stage

High quality, successful teaching only arises from a thorough understanding of how young children learn.

Effective learning involves :

- children initiating activities that promote learning and enable them to learn from each other
- children learning through movement and all their senses
- children having time to explore ideas and interests
- children feeling safe and secure
- children learning in different ways and at different rates
- children making links in their learning
- creative and imaginative play activities that promote the development and use of language

Effective teaching requires :

- working in partnership with parents/carers
- promoting learning through well planned challenging experiences
- adults who model positive behaviour and respect children's ideas and thinking
- the use of conversation and questioning to extend on children's thinking
- direct teaching of skills, knowledge and concepts
- children teaching each other with peer to peer learning and collaboration
- motivating children to persevere and try ways to make something work thus developing positive attitudes to learning
- careful planning of the environment to provide a positive context for learning and teaching
- observations and assessments of children to identify plan for progression
- evaluation of the curriculum
- role modelling and being an interested, enthusiastic partner in play

Contexts for Learning

- Young children's learning is of a holistic nature. Learning takes place across all aspects of the daily routine and this learning will be a balance of adult and child initiated learning.
- Staff at Atherstone Nursery School and Bedworth Heath Maintained Nursery School value and respect child initiated learning and children's enquiry.
- Learning is not only intellectual. As a child learns across a range of contexts they will develop physically, emotionally, socially and spiritually.
- When planning the curriculum the staff will use children's previous experiences and interests as starting points for teaching. They will also encourage the children to take part in the planning and reflection process.
- Staff at Atherstone Nursery School and Bedworth Heath Maintained Nursery School will use every opportunity to develop and extend the spoken language and vocabulary of all children. For some this may start with the use of symbols.
- The emotional environment and children's personal and social and emotional development is understood to be the foundation upon which all learning grows.

Characteristics of Effective Learning

- Children learn in a wide variety of ways. They deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other.
- Learning experiences through continuous provision and adult led learning experiences.
- Young children need to learn through active first hand experiences.
- Children learn the fundamental values of democracy, rule of law, individual liberty, mutual respect and acceptance for those with different faiths and beliefs are implicitly embedded in the Early Years Foundation Stage and as a school these are some of the examples of how we promote these values with our children within the curriculum. We always put an example on the school newsletter that highlights to our families how we are promoting fundamental values within our Nursery School.

Independence

- Children will be facilitated to do things for themselves and encouraged to be independent learners.
- The nursery is resourced so that children have free access to a wide variety of high quality resources and high quality planned learning experiences.

Assessment Recording and Reporting

- Assessment of children will take place through observations:
 - during child initiated play in continuous provision
 - through specific activities
 - during group time activities
 - during intervention sessions planned for specific children

At planning and pedagogy meetings information of children's progress will be used to inform curriculum planning.

- Staff will use observations to make judgements about children's progress. Strategies will be put in place for any child who is not making appropriate progress.
- Challenging activities will be planned for the most able children.
- Baseline assessment will be completed during the first half term that children attend. Staff will use information from parents/carers, previous settings and observations to make judgements.

Monitoring

Monitoring involving all the staff will take place by observation, discussion and analysis of children's work.

- **Audits** – we use a range of audits and tools to help us make judgements about the quality of our practice.
- **Observations** will be used to inform us on how and what the children are learning and about the progress they are making. It will also inform us about the effectiveness of our teaching and our ability to work together as a team.
- **Discussions and Reflections** will inform us about what the children know and understand. Through discussion we will determine whether our planning is meeting their needs and what we need to plan to ensure progress.
- **Analysis** of children's work together with observations enables us to make judgements about children's level of attainment, rate of progress and plan for their next steps in learning.

- **Data** detailed data analysis is in place for individuals and groups, this is used in all teaching contexts. The Head of School links with a child's key person to ensure each individual child is having their learning needs/styles met.
- The senior leadership team, governors and external professionals regularly monitor the quality of teaching and provision.

Reflection and Evaluation

Information gathered from monitoring the curriculum will be used to:

- confirm good practice
- make changes, and ensure continuous improvement
- celebrate success
- fulfil our role as system leaders
- inform research

Documents for Reference

Early Years Foundation Stage document (Dfe: 2021)