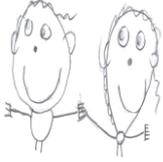


Atherstone Nursery School



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



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

Early Years Foundation Stage Policy

Early Years Foundation Stage Policy

Introduction

Children are admitted to Bedworth Heath Nursery School and Atherstone Nursery School the term following the child's 3rd birthday with a wide range of experiences skills and knowledge.

Bedworth Heath Nursery School

The main nursery building has two large classrooms and a large garden. There is a large covered area which gives children access to the outside in inclement weather. The Willows also has an enclosed decked area which provides additional space. Both the Cosy Room and the Willows have independent outdoor space.

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.

Atherstone Nursery School

The nursery building has three large classrooms and a large garden. There is a large covered area which gives children access to the outside in inclement weather. The whole nursery school building has access to free flow outdoor space via numerous patio doors.

Each Key Worker has responsibility for a group of children which is very important for all children. This is the basis of our 'Key Person' approach.

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 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 principles and commitments of the Early Years Foundation Stage (2014 revision) is the document used by the team at Bedworth Heath 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.

Adults at Bedworth Heath and Atherstone Nursery Schools value play making no distinction between play and work.

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

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 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
- promoting learning through well planned challenging experiences
- adults who model positive behaviour
- the use of conversation and questioning to extend on childrens thinking
- direct teaching of skills, knowledge and concepts
- children teaching each other
- 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

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 Bedworth Heath Nursery School and Atherstone Nursery School value and respect child initiated learning.
- 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 process. With set opportunities to contribute.
- The role of spoken language is a key skill for thinking and learning. Staff at Bedworth Heath Nursery School and Atherstone Nursery School will use every opportunity to develop and extend the spoken language.

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.

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 general work in the session
 - through specific activities
 - during group time activities

At planning meetings information of childrens 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. Staff will use information from parents, previous settings and observations to make judgements.

Monitoring

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

- **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** 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.
- The Early Childhood Rating Scale (ECERS) is also used to monitor and evaluate the quality of our provision.

Evaluation

Information gathered from monitoring the curriculum will be used to :

- confirm good practice
- make changes
- celebrate success

Documents for Reference

Early Years Foundation Stage document (DfE: 2014)