The Fairlawn and Haseltine Federation Early Years Foundation Stage Policy

Every child deserves the best possible start in life and the support that enables them to fulfil their potential.

A child's experiences between birth and age five have a major impact on their future life chances.

A secure, safe and happy childhood is important in its own right. Good parenting and high quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

Statutory Framework for the Early Years Foundation Stage

Department for Children, Schools and Families, 2021

Introduction

The Early Years Foundation Stage refers to all children in the Nursery and Reception classes. We believe that children are active learners who learn through their senses, through investigation, experimentation, listening, watching, social interaction, questioning and exploring. During their time in the Early Years classes, all children are given the opportunity to gain independence and positive self-image. They develop skills and understanding of the world around them through a range of child and adult led/planned activities both in and out of the classroom, broadening what they know and deepening their knowledge.

When children start nursery, it is the privilege of the practitioners working in the Early Years Foundation Stage to build upon their prior learning and experience. This is done through a holistic approach to learning, ensuring that parents/carers, support staff and teachers work effectively together to support children's development.

Aims

We aim to provide a broad, balanced and ambitious curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their potential. Each child is valued as an individual and learning and teaching is based on the understanding that children develop at different rates. We aim to:

- Provide a safe, challenging, stimulating and caring environment which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development.
- Provide opportunities for children to learn through purposeful play in all areas of learning and development in the indoor and outdoor environment.

- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence, self-confidence and self regulation.
- Work in partnership with parents/carers and value their contributions.
- Ensure that all children feel valued, respected and included and that classroom resources and activities reflect the culture and language of their homes.

The Early Years Foundation Stage

The EYFS is based upon four principles:

A unique child	**Positive Relationships**	**Enabling Environments with teaching and support from adults.**	**Learning and Development**

A unique child

We aim to provide all pupils; regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual.

It is also important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules, limits, consent and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. (see Safeguarding Policy) We aim to protect the physical and psychological wellbeing of all children. We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We are required to:

- promote the welfare of children;

- promote good health, preventing the spread of infection and take 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 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

We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents/carers are the child's first and most enduring educator. When parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

We aim to develop this by:

- Encouraging parents/carers to share accounts of their child's development and any concerns they may have.
- Providing a welcoming environment by being approachable and friendly.
- Organising a home visit prior to the child starting in the setting.
- Operating an open door policy whereby parents/carers can ensure that their child has settled in happily at the start of the day.
- By being available at the beginning and end of the day to talk to parents/carers on an informal basis. If further time is needed to discuss particular issues an appointment can be arranged at a mutually convenient time.
- At Haseltine, Nursery bulletins are sent home each half term and Reception use an online Padlet which is updated weekly to keep parents informed of their child's current theme/topic and the key learning taking place. At Fairlawn, Nursery and Reception

parents receive a half termly learning letter that highlights the learning foci for the term ahead.

- In Nursery at Fairlawn, the children's learning is collected in a scrap book which is led by the children. In Reception, a writing folder is kept to record their progress and children's learning is displayed in class, as well as being taken home. There are opportunities throughout the year for parents to access these scrapbooks and folders.
- Inviting parents/carers to help in class and to accompany children on school visits/ at Forest School.
- Encourage reading at home.
- Discussing individual targets with parents/carers at parents' evening in the Autumn and Spring terms.
- Providing an annual written report to parents/carers.
- Invitations to assemblies and other whole school events.

All staff in the Early Years Foundation Stage Team continually develop good relationships with all children, interacting positively with them and taking time to listen to them. We understand that positive relationships underpin children's emotional wellbeing and their ability to learn effectively.

Enabling environments

Observation, Assessment and Planning

We recognise that the environment plays a key role in supporting and extending children's development. Effective learning builds on and extends what children know and can already do. Through our knowledge of the children, we use their interests, stages of development and learning needs to plan challenging, achievable activities and experiences to extend their knowledge and understanding

The Learning Environment

The Nursery and Reception classrooms are organised to allow children to explore and learn securely and safely. The learning environments:

- Provide a range of specific educational areas
- Allow children to pursue their own interests by moving between areas, both indoors and outdoors.
- Help children become autonomous, creative and motivated learners
- Encourage children to take control of their own learning
- Encourage active, experimental and exploratory learning

- Help children through complex processes in appropriate steps and stages
- Provide holistic experiences
- Provide appropriate interactions between peers and adults, promoting co-operation.

Outdoor learning compliments indoor learning and is equally important. We recognise that being outdoors offers the children further opportunities to explore, use their senses, develop language skills and be physically active. We plan activities, children initiate spontaneous activities and there are naturally occurring opportunities linked to seasons, the weather and nature.

Effective practice outdoors involves opportunities for children to engage in meaningful experiences that support their development in all areas of the curriculum. This will include opportunities for children to:

- Be excited, energetic, adventurous, noisy, messy
- Talk, listen, interact, make friends
- Create, invent, construct, deconstruct
- Investigate, explore, discover, experiment with their own ideas and theories
- Make sounds and music and express ideas and feelings
- Find patterns, make marks, explore different media and materials
- Be active, run, climb, pedal, jump, throw
- Dig, grow, nurture, cultivate
- Hide, relax, find calm, reflect
- Have responsibility, be independent, collaborate with others

Learning and Development

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Children who require additional support will be monitored and the Nursery or Reception teacher will discuss targets with the child and his/her parents/carers. Progress is monitored and reviewed every term. The SENDCo is responsible for providing additional information and advice to practitioners and parents, and for arranging additional support where necessary. (see Equal Opportunities and Inclusion policies)

We plan learning experiences from the children's interests and believe they should play an active role in generating ideas for the curriculum. Each class has plans for continuous provision inside and outside.

The Literacy and Mathematics plans focus on whole class teaching and adult directed tasks that the children participate in. The continuous provision plan ensures each area of learning is well-resourced and equipped for the children to learn, practise, transfer and develop skills.

In Early Years, there are three prime areas and four specific areas of learning:

The three prime areas are:	**The four specific areas are**:
• Personal Social and Emotional Development • Communication and Language • Physical Development	• Literacy • Mathematics • Understanding the world • Expressive arts and design

These areas are equally important and depend on each other to support a rounded approach to child development. We aim to deliver all the areas through purposeful play, with a balance of adult-led and child-initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectation for most children to reach by the end of the EYFS.

Play and exploration

We value the importance of play in the Early Years Foundation Stage. Research and evidence identifies purposeful structured play both indoors and outdoors as the most appropriate learning style for young children. Well planned play is a key way in which young children learn with enjoyment and challenge.

Principles of play

- Play is an intrinsic part of children's learning and development

- Play has many possible but no prescriptive outcomes
- Play challenges children and offers them the chance to learn in breadth and depth
- Play draws on what children already know and can do and enables them to master what is new
- Play enables children to apply existing knowledge and to practise their skills
- Play encourages children to communicate with others as they investigate or solve problems
- Play offers children opportunities to explore feelings and relationships, ideas and materials, connections and consequences.
- Play empowers children to make choices, to solve problems and to be independent in their learning.
- Play enables children to express fears or relive anxious experiences in controlled and safe situations
- Play encourages children to take risks and to become resilient as learners.
- Play can be supported and extended by adults
- Play presents no barriers to children because of their language, cultures, abilities or gender

Admissions Policy

Haseltine:

Entry to the Nursery

New entrants to the Nursery are generally admitted in the Autumn Term, following their third birthday.

Priority of place is given in the following order to:

1) Children in Public Care

2) Children/families with social and special educational needs

3) Children with a sibling on roll at the main school

4) Children who live closest to the nursery (Haseltine Road)

- We do not take into consideration the length of time of the Application list.
- Haseltine is a community nursery, not a feeder nursery for Haseltine Primary School.
- We may give priority to a child who is able to complete a minimum of three terms in the Nursery Class.

The following procedures are undertaken when children enter the Nursery Class:

- Each family is offered a Home Visit by the Nursery Class teacher and a Nursery Learning Support Assistant. These visits are intended to make both the child and the family at ease with, and be familiar with, members of the Nursery Team.
- There is a 'staggered start' system whereby only up to 3 children would start during the same session. Start days are allocated according to the discretion of The Head of School and Assistant Headteacher/Early Years Phase Leader.
- Parents/carers stay with the child during their first session and subsequent sessions until the child is happy to be left.
- Needs of individual parents/carers are met during the 'settling in' time. Parents/carers may stay until they and the staff feel secure and happy about leaving the child. Shorter sessions may also be appropriate at this time.
- Nursery parents are invited to a meeting with the Literacy Co-ordinator/ Assistant Headteacher early in the first term to explain the school's approach to the teaching of phonics.
- Parents are invited to attend an Open Evening midway through the end of the child's first term. This enables parents and the Nursery Teacher to discuss any issues around settling the child into Nursery routines, and offers the parents the opportunity to read and contribute to the child's Nursery profile.

Entry to the Reception

Entry to Haseltine's Reception Class is not automatic for children in the Nursery. All parents must complete a Common Application Form which is issued by Lewisham Education in the November prior to the academic year in which the child is due to start Primary School. The Common Application Form is obtainable from either the Main School Office or the Nursery, and must be submitted to Lewisham Education in late January prior to the academic year in which the child is due to start Primary School.

All parents wishing their child to of new Reception entrants are invited to an Initial Welcome Meeting and Whole School Tour. The parents and new Reception children at the end of the Summer Term are invited back into school, in order to meet their new Class Teacher, each other and to familiarise themselves with their child's Reception Class and its outside environment.

Haseltine operates a one-term admissions system in September in accordance with Lewisham policy. Children are admitted into one of the two Reception classes prior to their fifth birthday (currently a third bulge class in place).

Priority of place is given to:

1) Children in Public Care

2) Children/families with social and special educational needs

3) Children with siblings already at the school

4) Children living nearest to the school

The following procedures are undertaken when children enter the Reception Class.

- Parents and children are invited to attend a Welcome Session at the school. This enables them to meet the Headteacher, Deputy Head, Reception Class Teachers, Early Years Foundation Stage Leader and the wrap around care teams. The meeting enables parents and children to meet each other and make initial contacts which ease the process of starting school.

- Children are invited to attend a short session in their child's new classroom, to meet the class teacher on a more informal basis and to make contact with other children.

- There is a 'staggered start' system, whereby children gradually progress towards staying all day. This is carried out over a period of three days (leave before lunch on the first day, stay for lunch and then go home on the second day and stay all day, including lunch, on the third day).

- Parents are invited to attend an Open Evening at the end of the child's first half-term. This enables parents and the Reception teacher to discuss any issues around settling the child into school routines, and offer the parents the opportunity to read and contribute to the child's Reception profile.

Fairlawn:

Nursery:

08:45 to 11:45 10 places available

12:25 to 15:25 10 places available

08:45 to 15:25 16 places available *

*providing you are eligible for 30 hours free childcare.

We offer both part time and full time places.

Term time only.

Applying for a nursery place

Children can start at Fairlawn the term after their third birthday, starting in September. Now that Lewisham has a single point of entry into primary schooling Fairlawn's main intake has become September each year, although places do become available at other times in the year.

Parents can view the admissions arrangements for Lewisham nursery schools on the council website by following the link below or by contacting the Council's admissions team. Lewisham admissions arrangements:

https://lewisham.gov.uk/myservices/education/schools/school-admission/school-admissions-policies

Places are offered in the Summer term for the following September intake.

To apply for a place, parents or carers are asked to email mpay@fairlawnschool.net for an application form. Alternatively, you can download the application form below, complete it and return to mpay@fairlawnschool.net or to the school office.

Reception:

Parents also have the right to defer entry to the term after their child becomes 5 (unless the child becomes 5 during the summer term – they cannot defer until the following September).

You need to apply for a place in reception class no later than mid-January each year. Please check on the Lewisham Council website or the school office for the closing date, as this alters from year to year depending on term dates.

Only Lewisham residents can apply to any primary school in Lewisham, or schools in other boroughs, on the Lewisham form. Residents of other boroughs must apply to their own borough (but can apply for Lewisham schools on their own borough's form).

Applications for admission to primary schools can be made by visiting www.eadmissions.org.uk. The form will ask you to name six schools and to rank them in order of preference. The CAF (Common Application Form) can be completed online. If you do not have access to the internet, you can use any Lewisham library where internet access is available.

PROOF of the PERMANENT HOME ADDRESS must be sent to the Admissions and Appeals Team following an online application. Acceptable proof will include a photocopy of:

- current council tax statement
- a tenancy agreement
- residence orders or other court orders

If you have recently moved to the area, they will require the following information:

- closing accounts for the original property
- official confirmation of the end of tenancy or house sale
- tenancy agreement with a commercial letting agency must be for more than

12 months and go beyond your child's start date, or solicitors' letter confirming the purchase of the new property.