

Wormley C of E Primary School (V.C)

Have Faith, Show Respect, Take Responsibility and Achieve



Early Years Foundation Stage

NURSERY and RECEPTION

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This booklet aims to provide you with an introduction to Wormley Church of England Primary School. It sets out our routines, our approach to supporting your child's learning, wellbeing and development and how we aim to work in partnership with you to best meet your child's individual needs.

At Wormley C of E Primary School ...

We aspire to:

- provide high quality care and education for children;
- work in partnership with parents to help children to learn, develop and fulfil their potential;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

Parents / Carers

You are regarded as members of our school community who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved and included

Children's development and learning

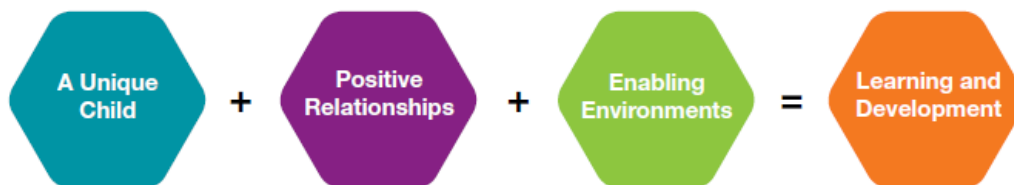
We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, as a result of excellent staff:children ratios;
- has the chance to join in with other children and adults to live, play and learn together;
- is helped to take forward her/his learning and development by being helped to build on what s/he already knows and can do;
- has a personal key person who makes sure each child makes good progress;
- is in a setting that sees parents as partners in helping each child to learn and develop

The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2021).

The four principles work together and here is how they underpin children's development in the Early Years Foundation Stage.



- ***A Unique Child***

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- ***Positive Relationships***

Every child learns to be strong and independent through positive relationships.

- ***Enabling Environments***

Every child learns and develops well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

- ***Learning and Development***

Every child develops and learns in different ways and at different rates. The framework covers the education and care of all children in our early year's provision including disadvantaged children and children with special educational needs and disabilities.



How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our school helps children to continue to do this by providing all children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

- *Prime Areas*
 - Communication and language.
 - Physical development.
 - Personal, social and emotional development.
- *Specific Areas*
 - Literacy.
 - Mathematics.
 - Understanding the world.
 - Expressive arts and design.

The *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages a child makes along their progress towards the Early Learning Goals, which most children are expected to have attained by the end of the Early Years Foundation Stage. Our school has regard to these when we assess children and plan for their learning.

Our programme supports children to develop the knowledge, skills and understanding they need for:

Communication and language

- listening and responding appropriately to others, in small groups and individually
- understanding and responding to new words and developing their vocabulary
- speaking in sentences to share their ideas and experiences

Physical development

- moving with increasing confidence, safety and control when exploring equipment and large movements such as dance
- increasing fine skills through exploration of tools and resources, including mark making and writing
- become familiar and increasingly independent with healthy practises and self care routines, including toileting and dressing.

Personal, social and emotional development

- making independent choices and selecting and using equipment and resources
- talking to other children during play, developing turn taking and sharing
- asking for help when needed from adults or other children
- gaining an awareness of their own and others needs and feelings
- understanding how to behave with the class routine and towards others



Literacy

- listening to and joining in with stories and rhymes, recalling events and adding their own ideas, such as endings
- recognising their own names and other familiar words
- gaining awareness of sounds in words and (phonemes) their contrasting written words (graphemes)
We teach the DfE 'Letters and Sounds' Programme 2007
- talking about their drawings, paintings and marks they make

Mathematics

- using numbers in order to count and compare and beginning to recognise and relate to written numerals and simple calculations
- exploring and using numbers to solve problems
- spotting shapes in the environment and using shapes for a purpose
- increasing understanding and use of descriptive and positional language



Understanding the world

- talking about own experiences, including special family times and people
- using technology purposefully
- caring for living exploring the natural world developing an understanding of growth and change over time
- creatures and the environment

Children in Nursery, Reception, Years 1 and 2 have a Forest School session each week where they learn skills outdoors, in the Forest School Environment. You can find out more about Forest School Education following the link (<https://forestschoollassociation.org/what-is-forest-school/>)

Expressive arts and design

- learning and singing familiar songs, joining in with ring games and moving to music
- exploring early tools and techniques for exploring colour and creative materials
- engaging with construction materials to build and balance
- thinking of their own original ideas and beginning to talk about these
- using their first hand experiences to add ideas to imaginary play



Our approach to learning, development and assessment

Learning through play

Being active and playing supports young children's language, learning and development. This is how children learn to think about and make sense of the world around them. We use the EYFS statutory guidance to plan and provide opportunities which help children to make progress in all areas of learning. Activities are planned and led by children, practitioners and teachers.

Characteristics of effective learning

We understand how essential the characteristics of effective learning that are described in the Early Years Foundation Stage are for children to engage in learning.

- **playing and exploring**- which involves finding out and exploring, using what they know in their play; and being willing to have a go,
- **active learning** – which includes being involved and developing concentration, continuing to try and enjoying achieving,
- **creating and thinking critically** – which includes having their own ideas, using what they know to further their learning, and finding new ways to do things.

We aim to promote characteristics of effective learning through observation and provision. We provide support to each child to encourage effective and motivated learning.



Assessment

We assess how young children are learning and developing by playing with them, talking with them and observing them. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to KS1.

Records of achievement

Each term, your child will be our focus child for a week. Everyone in our setting pays particular attention to them to notice everything about them. We then meet with parents/carers to share our observations. We work in partnership with you to keep this record. To do this we will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. Together, we will then decide on how to help your child to move on to the next stage.

We also keep a record of achievement for each child in the style of a learning journey. We use Tapestry. Your child's record of achievement helps us to celebrate, together, her/his achievements and to work together to provide what your child needs for her/his wellbeing and to make progress.

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We have also invested in additional Early Years practitioners, apprentices, students and volunteer helpers, where possible, to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

All staff have had checks to ensure that they are suitable to work with children.

Our current Reception Team consists of:

Two Early Years Leaders

Three class teachers

Six Early Years Practitioners

One Learning Support Assistant

Involving parents

Our school recognises parents as the first and most important educators of their children. Our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place as:

- exchanging knowledge about their children's needs, activities, interests and progress;
- contributing to observations;
- helping with trips and visits;
- sharing their own special interests with the children;
- helping to look after the equipment and materials used in the children's play activities and with pets;
- being part of the school Friends of Wormley Schools (FOWS) and governing body where appropriate;
- taking part in open classroom sessions, known as Stay, Play and Learn events (when safe to do so) and informal discussions about the activities and curriculum provided by the school;
- joining in community activities, in which the school takes part; and
- building friendships with other parents in the school.

A Key person

Our school uses a key person approach. This means that each member of staff has a group of children for whom s/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the care that we provide is right for your child's particular needs and interests. When your child first starts at the setting, s/he will help your child to settle and throughout your child's time at the setting, s/he will help your child to benefit from our activities.

Continued Professional Development

In addition to having childcare qualifications, our staff take part in further training to help them to keep up-to-date with thinking about early years care and education. We also keep up-to-date with best practice and attend local network sessions.

Adult Led Learning

There will be a number of sessions throughout the day, led by an adult, with a particular learning focus such as phonics, guided reading, guided writing and maths.

The Reception timetable and routines:

We believe that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our Reception are provided in ways that:

- help each child to feel that s/he is a valued member of the class;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn how to learn effectively.

Child Initiated Learning

In addition, we organise the environment so that the children can choose, learn from and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are able to choose and initiate their own learning. Adults observe and extend their learning through questions, provision and modelling.

Outdoor Learning

Children spend about fifty per cent of time learning outdoors. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoors.

School start/finish times:

There will be a soft start and finish to the school day so children can arrive between 8.45 and 8.55. They will then leave between 3.15 and 3.25 .

Snacks times

Children are provided with a healthy snack daily and either milk or water to drink. Fresh drinking water is available throughout the day.

Clothing

We provide protective clothing for the children when they play with messy activities – aprons and all in one outdoor waterproof suits. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking

off /putting on outdoor clothes and shoes. Clothing that is easy for them to manage will help them to do this – plain grey/black tracksuit bottoms, school polo shirts and sweatshirts. In addition to their shoes your child will require plimsolls for indoor wear and wellington boots for outdoor activities. Clothing should reflect the day’s weather conditions - all children will require a sunhat/cap in the summer and warm, waterproof coats in the winter. Children will also require a slipper style bag in which to keep their plimsolls, spare clothing and a PE kit as well as a book bag. All items of clothing must be **named**. School uniform is available from **Tesco**.

Policies

Our policies and procedures are available for you to view on the school website. Paper copies of which may be requested from the school office for a small fee - to cover photocopying costs.

Safeguarding children

Our school has a duty under the law to help safeguard children against suspected or actual ‘significant harm’. The school’s employment practices ensure children against the likelihood of abuse in our school and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Our designated lead for child protection is Mr Emmett

Special needs

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs Code of Practice (2015).

Our Special Educational Needs Co-ordinators are Mrs Gilpin and Mrs Viall

Illness and medicines

If a child appears unwell during the day – has a temperature, sickness, diarrhoea or pains - parents will be called and asked to collect the child, or send a known carer to collect on their behalf. After sickness or diarrhoea, parents are asked to keep children home for 48 hours following the last

episode. Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before they return to the setting.

Please inform the school if your child is unwell and will be absent via the email attendance@wormleyprimary.co.uk.

Starting at our school

The week prior to your child starting at our school, they will be invited to a 15 minute session which they can attend with one parent or carer so that they can meet their teacher and key person as well as their new classroom.

The first few days

We want your child to feel happy and safe with us. To make sure that this is the case; our staff will work with you to help your child to settle into the setting. We make the transition to full time in a week. We hope that you and your child enjoy being members of our school community and that you both find learning here interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or questions.



You can find more details about the **Early Years Foundation Stage** which includes the early learning goals at www.foundationyears.org.uk. The foundation year's website also includes a range of resources and contacts.



Just Playing

When I'm building in the block room,
Please don't say I'm just playing,
For you see, I'm learning as I play,
About balance, I may be an architect someday.

When you see me learning to skip, hop, run and move my body,
Please don't say I'm just playing,
For you see, I'm learning as I play,
I'm learning how my body works,
I may be a doctor, nurse or athlete someday.



When you see me up to my elbows in paint or standing at an easel or moulding
and shaping clay,
Please don't let me hear you say "He is just playing",
For you see I'm learning as I play,
I just might be a teacher someday.

When I'm getting all dressed up,
Setting the table, caring for the babies,
Don't get the idea I'm just playing,
I may be a mother or father someday.



When you see me cooking or tasting foods,
Please don't think that because I enjoy it, it is just play,
I'm learning to follow directions and see the differences,
I may be a cook someday.

When you see me engrossed in a puzzle or some 'playing' at my school,
Please don't feel the time is wasted in 'play',
For you see I'm learning as I play,
I'm learning to solve problems and concentrate,
I may be in business someday.



When you ask me what I've done at school today,
And I say "I just played",
Please don't misunderstand me,
For you see I'm learning as I play,
I'm learning to enjoy and be successful in my work,
I'm preparing for tomorrow.
Today I am a child,
And my work is play.