

MANOR PARK SCHOOL AND NURSERY

EYFS POLICY



The Phonics Policy in respect of Manor Park Primary School has been discussed and adopted by the Governing Body

Last updated: July 2022
To be reviewed: July 2025

EYFS Policy

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APPROVED:	
SIGNED:	
TO BE REVIEWED:	July 2025

Introduction

This policy is to be read in conjunction with the Cheshire Academies Trust (CAT) EYFS Policy.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and 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 early 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 March 2021

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, some children join us in the 2-Year-Old Room, some children join us in our Nursery the term after they are three and some children come to us straight into Reception at the start of the school year in which they turn five.

Four guiding principles should shape practice in early years settings.

These are:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Statutory Framework for the Early Years Foundation Stage March 2021

Our policy and practice at Manor Park is based on *Development Matters Non-statutory curriculum guidance for the early years foundation stage (July 2021)* and where more detail is needed, particularly for the younger children, then *Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage (2021)* is also consulted.

A Unique Child

At Manor Park School and Nursery, 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, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of differences. All children at Manor Park School and Nursery are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school, we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

We endeavour to make it possible for each child to benefit from our Foundation Stage curriculum regardless of ability, gender or race. We aim to make provision to meet the needs of children who have special educational needs. We support each child in the classroom environment and, if necessary, follow a 'School Support Plan'. If appropriate, external support services are contacted to establish best provision for individual children.

In the EYFS, we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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;
- developing children's cultural capital, to ensure all our children have the essential knowledge and skills to understand the world around them.
- 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 safe and supportive learning environments 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 as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits 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. We aim to protect the physical and psychological well being of all children. (See *Whole School Safeguarding Children Policy*)

Safeguarding and Welfare

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.

Statutory Framework for the Early Years Foundation Stage March 2021

At Manor Park School and Nursery, we understand that we are legally required to comply with certain welfare requirements as stated in the *Statutory Framework for the Early Years Foundation Stage March 2021* and *Keeping children safe in Education September 2021*. We understand that we are required to:

- promote the welfare 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 are suitable to do so and ensure the correct ratio of staff to children at all times
- every child is assigned a key person.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- maintain records, policies and procedures required for safe efficient management of the Early Years Foundation Stage and to meet the needs of the children

We have taken all necessary steps to keep children safe and well.

(See *Whole School Safeguarding Children Policy*)

Positive Relationships

At Manor Park School and Nursery, 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/Carers as Partners

We recognise that parents / carers are children's first educators and we value the contribution they make. We aim to build trust with parents / carers through effective two-way communication. We ensure that all EYFS staff are kept well informed and are able to answer questions and queries from parents / carers. We do this through:

- inviting all new parents/carers (of 2 / 3-year-old children) to a play session, in the 2-Year-Old Room / Nursery, at the beginning of the term when their child is due to start
- inviting all new Reception parents/carers to an induction meeting during the Summer term before their child starts school.
- encouraging parents/carers to complete a 'Look what I can do before I start in: the 2-Year-Old Room / Nursery / Reception' booklet to give EYFS staff an insight into what their child can do / their interests etc
- sending a welcome letter, in the post, to new Reception children during the summer holiday's welcoming them to school
- offering parents/carers regular opportunities to talk about their child's progress and allowing access to the children's 'Learning Journey' books
- being available to talk to parents / carers at the beginning or end of the day if there are any concerns or questions. Reception parents can write questions to staff in the planner. Any query is dealt with promptly.
- holding formal meetings for parents/carers in the Autumn and Spring terms for Reception and Nursery 3 children at which the staff and the parents/carers discuss the child's progress. Meetings for our 2-year-olds are held every term for parents at which time the 2-year-old check is discussed if it has been recently completed.
- writing reports for parents/carers on their child's progress at the end of Reception and Nursery. In the 2-Year-Old Room, there are mini reports added to the Learning Journey throughout the year.
- arranging events throughout the year to encourage collaboration between child, school and parents/carers: Stay and play, sports days, trips etc
- encouraging parents/carers to complete 'Home / School skills' sheets, each half term, noting children's achievements at home relating to specific skills (Nursery / Reception). 'At Home' sheets for 2 Year Olds
- sending 'Home News' books home every other Friday with Reception children, where they write and draw about what they have been doing over the weekend, this is then shared in school.
- setting a fortnightly Maths activity for Reception children to complete at home
- encouraging Reception parents/carers to attend workshops e.g. Phonics workshops which will help them to support their child at home
- displaying children's achievements from home. Parents/carers write their child's achievements on a 'Magic Moment' voucher, they are shared in school and displayed on our 'Magic Moments' boards
- encouraging parents/carers to come into school and help with e.g. cooking, reading, trips etc
- asking Reception parents/carers to write on a yellow or orange leaf their wishes for their child at the end of Reception. We hang them on our 'Wish Tree' next to the children's green leaves
- encouraging new Reception parents/carers to complete a questionnaire, after the first half term of their child starting school.

- directing parents to the 'Class homepages' on the school website / Nursery website, these pages are updated regularly with; topic news, photographs and links to appropriate websites
- sending letters to parents/carers by email, text service when appropriate. School Facebook page, Twitter and Instagram where photos of the children involved in activities are shared.
- encouraging parents / carers to attend PTA events / become involved in the PTA (MPSA)

All EYFS staff aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school, in Reception, the EYFS teachers and TA act as a 'Key worker' to all children. In Nursery and the 2-Year-Old Room, the children are assigned a key worker. The parents / carers and children are introduced to their key worker at the first 'Stay and Play' session.

Transition

We have strong links across the 2-Year-Old Room, Nursery and Reception and view transition as key in ensuring our children feel happy, safe and secure in their environments and are ready for the next phase of learning.

Transition for all phases

- Regular EYFS team meetings.
- Staff meet at the end of each phase to discuss and share information regarding; data, family background, health, SEN needs, groupings, non-negotiables, children's work etc
- Staff speak to the SENCO as appropriate
- Strong links with external agencies at each phase – this information is shared with all relevant staff
- Staff swap for story sessions between the phases
- The documentation for parents is similar for each of the EYFS phases
- Consistent routine in each phase which is enforced by a visual timetable
- There is flexibility built into any of the transition arrangements
- Activities to encourage independence at all phases are planned for

Transition for specific phases

Entry to the 2-Year-Old Room

- Stay and Play sessions where staff: interact with the child and build relationships with the parents/carers, gather information, share information and talk through the booklets about starting at Manor Park
- Staggered start – which is carried out at the child's pace

Entry to Nursery

- Stay and Play sessions and staggered start which is carried out at the child's pace (for those children new to Manor Park)
- Staff; including teachers, TAs and MDAs are known to all 2-Year-Olds and Nursery children
- 2-Year-Olds and Nursery children have lunch together in the school hall
- 2-Year-Olds and Nursery children use the Nursery outdoor area together
- 2-Year-Olds and Nursery travel together to The Spinney during the week

Entry to Reception

- The gate between the Nursery and Reception outdoor areas is open at times for 'free-flow' between the two areas
- Reception staff visit pre-schools to build relationships with the children and staff, they share the children's Learning Journey books with them
- Transition visits in to Reception
- Welcome meeting for new Reception parents / carers in June
- 'Welcome letter' sent to the child's home, in the post, during the Summer holidays
- First week in September is a staggered start
- Children bring a shoe box of their favourite things into school on their first day
- The first page of the Learning Journey is of the child during their transition visits to Reception
- 'Greet the teacher' in the second week of the Autumn term
- Reception and Year 6 buddies
- Introduction of whole school timetable as appropriate

Entry to Year One

- During the summer term in Reception the children become more independent in their learning
- 'Moving up' afternoon in July
- Reception and Year One staff moderate children's work
- Reception and Year One staff look at final EYFSP data and discuss provision for those children who didn't achieve the ELGs / GLD
- 'Greet the teacher' in the second week of the Autumn term

Enabling Environments

At Manor Park School and Nursery, we recognise that the environment plays a key role in supporting and extending the children's development and learning. This begins by observing the children, taking into account the Characteristics of Effective Learning, before planning challenging activities and experiences to extend the children's learning and development.

The Learning Environment

We have created beautiful, fresh and natural environments for our children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. Our overall environment is warm, welcoming and nurturing and facilitates a sense of belonging. We support children in learning our rules and routines and engage them in activities to build their emotional resilience and social skills.

There is sufficient space in each room for the children to move and collaborate, and encourage exploration and risk-taking. The rooms are set up in learning areas, where children are able to find and locate equipment and resources independently. We offer a range of activities and resources, which are familiar to the children, as well as ones that are new to them. We ensure the activities and environment meet the needs of all the children. Our resources are at child height and accessible and can be moved and used in a variety of ways.

We support children in learning our rules and routines and engage them in activities to build their emotional resilience and social skills

The Reception and Nursery rooms have access to their own enclosed outdoor areas. The children in Reception and Nursery are at times, able to 'free flow' from indoors to outdoors. 2-Year-Olds use the Nursery outdoor area, sometimes with the Nursery children and sometimes on their own. Being outdoors offers opportunities for doing things in different ways and on different scales than when the children are indoors. It offers the children chance to explore, use their senses and be physically active and exuberant. Activities and resources are available for the children to access outdoors that helps them develop in all seven Areas of Learning. In September 2022, both of the EYFS outdoor areas are being redesigned and refurbished. We want our children to be actively learning in an environment that promotes and encourages resilience and challenge through physical activity and development.

Learning and Development

At Manor Park School and Nursery, we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Manor Park EYFS Curriculum

We have designed our EYFS Curriculum for our children based on our Manor Park Curricular Goals. We put our children at the forefront of the discussions when devising the curricular goals. We talked about our children, where they live and their life experiences, and we used that to determine what was important to teach OUR children. We want to develop children's cultural capital, so they can succeed in life, become independent and confident with a genuine love of learning, by introducing them to new experiences and knowledge and teaching them new skills.

Eight curricular goals were devised for each phase: Two-Year-Olds, Nursery and Reception. Within each curricular goal, there are three milestones. Developing communication and language skills runs throughout the curricular goals. Our curricular goals are therefore unique to Manor Park School and Nursery. They are taught through a topic approach. Each topic does not last a specific amount of time but is based on the children's learning and interests at the time, so a topic can run from anything between two and six weeks. All the topics have resources and activities ready to use in the enhanced provision. Topics are introduced with a good

quality storybook or age-appropriate non-fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

The seven programs of study from the Statutory Framework underpin our ambitious Early Year's curriculum we have developed for the EYFS. We ensure that we follow the four guiding principles of the EYFS. We will review our curricular goals, where necessary, as each cohort of children is unique. We aim to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals at the end of the Early Years Foundation Stage.

EYFS phase meetings are held regularly where all staff are involved, so they are clear about their role and the intent, implementation and impact of any activities and enhanced provision. Our staff need to know what we want our children to learn, how we want to deliver that learning, what our children have achieved and how effective this has been.

Characteristics of Effective Learning

The Characteristics of Effective Learning are essential in informing our practice and provision. We want to instil motivation into all our children to succeed and become lifelong learners.

Playing and Exploring

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and communicate with others as they investigate and solve problems.

Active Learning

Active learning occurs when our children are motivated and interested. Children gain a sense of satisfaction as they take ownership of their learning and become more independent and confident.

Creativity and Critical Thinking

Our children are given the opportunity to be creative through all areas of learning. Adults support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions.

Observation / Assessment

We make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. The EYFS staff liaise regularly to discuss individual children, particularly those children who are not making sufficient progress and their barriers to learning. We discuss ways of how we can support them and record this on formative assessment sheets, which are linked, to our curricular goals. Children's pictures, writing, ICT, work done at home, photographs, written comments, observations, home / school link sheets etc are all used to inform staff on children's development and learning. Learning Journey books show children's progress through the year. The children enjoy looking through their books with their peers and with their parents/carers.

Assessments and evidence in the children's 'Learning Journey' books are discussed with parents/carers at parent's evenings, where strengths and development points are commented on and ideas for next steps given.

Children's learning is also displayed in large 'Learning Adventure' class books where a selection of the learning that has taken place each week is chosen for the class book. Children are very keen to look through these books with their friends, staff and parents/ carers and talk about the learning that they have engaged in. Each week in Reception, the children have a chance to reflect on their learning during 'Learning Journey Review Time'.

Progress check at age two

Staff in the 2-Year-Old room review the children's progress when they are two and a half and provide parents / carers with a short-written summary of their child's development in the prime areas. This progress check identifies the child's strengths, and importantly any areas where the child's progress is less than expected. If there are significant concerns, staff seek advice from the school SENCO and external agencies as appropriate. The report is written in conjunction with parent / carers and takes into account each child's voice. We discuss ways we can support each child's learning with their parents/carers.

We encourage parents / carers to share information from the progress check with other relevant professionals, including their health visitor. We endeavour to work in partnership with health professionals to identify any

areas of delay and ways to support the children in our 2-Year-Old room. We work together with parents/carers to help each child to progress in their learning.

Baseline Assessment at the start of the Reception Year

In Reception, we complete the Statutory Reception Baseline Assessment (RBA) in September and send the data to the DFE. We also carry out observations and assessments for in school baseline data, which will be completed by the beginning of October. This informs future planning for the cohort and support / challenge for groups / individual children. Progress each term for Reception is recorded on Insight and for 2-Year-Olds and Nursery on school devised assessment forms. Each term the data is analysed to show; cohort trends, strengths and development points and used to determine next steps.

Assessment at the end of the EYFS

At the end of the final term in Reception we assess the children against the Early Learning Goals (ELGs) and complete the Early Years Foundation Stage Profile (EYFSP) by recording whether a child is 'Emerging' or 'Expected' for each ELG. We then calculate which children have achieved a 'Good Level of Development'. This information is recorded on Insight and sent to the LA. The information is used for transition into Year 1. We also report to parents/carers on their child's achievements against the 17 ELG's. We give an opportunity for the parents/carers to discuss these judgements with the teachers.

The Nursery and Reception children take their Learning Journey books home at the end of the academic year to keep as a record of their time in the EYFS at Manor Park. The Learning Journey books are started in the 2-Year-Old Room and continued in Nursery 3.

Appendices

- Manor Park Curriculum overview
- Manor Park Curricular goals - 2 Year Olds, Nursery, Reception
- Yearly overview – 2 Year Olds, Nursery, Reception
- Planning proformas – 2-Year-Old Room, Nursery, Reception
- Learning Journey letter - 2-Year-Old Room, Nursery, Reception
- EYFS Formative assessment
- Progress Check at 2
- End of year reports – Nursery, Reception
- Risk Assessments - 2-Year-Old Room / Nursery / Reception indoor and outdoor areas
- Intimate Care policy and consent
- Nursery Arrival and Collection procedures
- Nursery Permissions
- Newsletter - 2-Year-Old Room, Nursery, Reception
- 'Look what I can do' booklet - 2-Year-Old Room, Nursery, Reception
- Handbook for parents/carers - 2-Year-Old Room, Nursery
- Presentation for new Reception parents/carers
- Welcome letter for new Reception children
- 'Magic Moments' letter to parents/carers

- 'Magic Moments' voucher
- Questionnaire for New Reception parents/carers
- Home / School links sheets - Nursery and Reception
- 2 Year Olds 'At Home' sheets