

# **The Coppice Primary School and Nursery**

## **Early Years Foundation Stage Policy**

Written by	Katie Flynn
Approved by Trustees	May 2024
Date for Review	May 2026

## **1 School Vision:**

*'Happy, confident and successful learners that are well prepared for life'*

## **2 Purpose:**

This policy reflects the school values and philosophy in relation to our Early Years provision at The Coppice Primary School and Nursery. It sets out a framework within which teaching and non-teaching staff can operate and sets out the school expectations of planning, teaching, delivery and assessment within the Early Years Foundation Stage.

## **3 This document is intended for:**

1. All teaching and school management staff
2. All Teaching Assistants and pupil support staff
3. School Trustees
4. Parents and Carers
5. Inspection teams

## **4 Introduction**

At The Coppice Primary School and Nursery, we recognise and place great value on the development of children as individuals and providing them with the knowledge, skills and understanding necessary for lifelong learning. It is our aim to give all children the best opportunities that they can have so that they become happy, confident and successful learners that are well prepared for life.

## **5 Aims of our Early Years provision: Intent**

The Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically, form the building blocks for our children to require life-long learning. We therefore plan many and varied learning opportunities in order that our children can develop and demonstrate these essential skills.

High level involvement occurs when children are directing their own, sustained play in an enabling environment and when supported by experienced and knowledgeable adults.

It is during these valuable opportunities that our children can develop and demonstrate their play and explorative skills, their ability to learn actively and to create and think critically.

We want to ensure that our children feel happy, secure and valued and that they acquire curiosity, knowledge, resilience, ambition and empathy. We know that children develop deep level learning when they are demonstrating high levels of well-being and involvement and that this is what children require in order to be well prepared for the next phase of their education.

To enable the above to happen:

- We have a commitment to all our children and their Parents and Carers that we will place the child's individual needs at the heart of our provision. Regardless of age, race, gender, religious or cultural belief, additional needs or economic situation, all of our children will receive high quality education.
- We will ensure that all children have an equal right to enjoy and participate in all aspects of school life and to benefit from the many and varied opportunities open to them.
- We hold each child's well-being as the key to all other aspects of provision. Through building positive, nurturing relationships, through high quality interactions and by creating a safe and stimulating environment, we aim to ensure that our children are happy and that they feel valued and respected.
- We seek to ensure that our children build up resilience, independence, confidence and that they develop good communication and language skills and problem-solving skills during their time with us in these early years.
- We will plan in response to each child's needs and interests and through positive interactions, we will guide their development.
- We ensure that our curriculum provides the foundations for the next phases in a child's journey at The Coppice and, therefore, everything that we do in Early Years has this in mind. This is why we have made sure that we have carefully and thoughtfully aligned the learning that happens within the Early Years with the areas of the National Curriculum that the children will begin to encounter in Year 1 and beyond.
- We ensure that children meet their next steps in learning, that they make good progress and are well prepared for reaching the Early Learning Goals at the end of the Foundation Stage.
- We aim to develop and maintain effective partnerships with Parents and Carers and outside agencies to ensure that children receive the best possible provision and support and they reach their full potential from their various starting points.
- For those children who enter our school Nursery or join in Reception year and who are not at the typical level or enter lacking the characteristics of effective learning, we ensure that we support these children with their personal, social and emotional skills and their speech, language and communication skills in order that they can catch up as quickly as possible.

## **6 Organisation and planning of our Early Years: Implementation**

From the time they start with us, each unique child becomes the heart of our provision and practice. Valuable time is spent building up relationships with the children and their families to support children's well-being and to learn more about their previous knowledge and experiences.

We maintain partnerships with Parents/Carers and outside agencies through effective communication to ensure that we are meeting individual needs. Our Early Years environment and the learning areas within them, both indoors and outdoors, are filled

with a rich array of open-ended and easily accessible resources to fully create an enabling environment that promotes independence and critical thinking.

We have a good balance between adult-led and child-led activities and provide sustained play opportunities throughout the day. During these continuous provision times, adults facilitate and move learning on by adopting the cycle of observing, assessing and planning in the moment. Through working in this way, individual needs are met immediately and at a time when a child is displaying the characteristics of effective learning.

**6.1** Throughout our EYFS at The Coppice Primary School and Nursery, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. The framework specifies the learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. Our Early Years philosophy centres around four themes that are underpinned within the framework. These four themes are as follows:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

## **6.2 Providing for children's well-being: Induction and transitions**

We understand that for learning to take place, children need to feel safe and secure in their environment, they need to feel respected and valued by those around them and they need to be highly engaged and involved in activities.

Before starting at our setting, the children are given the opportunity to attend 'stay and play' sessions whereby they can come and play in their new classrooms with their Parents or Carers. It is during these first meetings where relationships and partnerships begin. Parents and Carers are given information to learn more about the school and can find out what their child will be learning during The Foundation Stage via our school induction website. This is a carefully planned website to aid transition for our youngest children. Parents and Carers can view welcome messages and information videos from key members of staff in school and the children can listen to stories being read by their new teachers. Video tours are included to show children their new learning environment and the key places that they will visit around school. These videos can be viewed throughout the summer months to support the children in becoming more familiar with their new setting. In addition to the induction website, Parents and Carers are invited to attend an induction meeting at school whereby staff are available to answer any questions and they have the opportunity to tour the Nursery and Reception classrooms. To further aid children when transitioning to our school and to support staff in building a partnership with home, Parents and Carers are encouraged to book a home visit appointment. (Please see Appendix one: Home Visit Policy for our Foundation Stage Children).

Staff meet, where possible, or communicate with previous settings to find out as much information about each child as possible. This gives our staff a guide to a child's starting points and their current interests.

When moving from Nursery to Reception or Reception to Year One, all staff meet to discuss children's needs and development. Numerous opportunities are carefully planned to aid transition with new teaching staff visiting children in their current classrooms and then time is given for children to play in their new classrooms with their current teachers before spending time with new adults. By the start of the new school year, children have spent time in their new classrooms and have started to build up relationships with their new teaching staff.

Once children have time to settle in their new learning environment, teaching staff use the Leuven scales to assess children's involvement and well-being and continue to use these scales throughout the year.

The information provided is used to inform planning and interventions to support the children further. (Please see Appendix three: *The Leuven Scales*.)

### **6.3 Providing for children's well-being: Key workers in Early Years**

Although class teachers have the responsibility for all of the children within their class, children are assigned a key worker as they start our Early Years. Parents/Carers are given information about who the key worker is and the role of the key worker. (Please see Appendix four: *Our Key Person System*.) This system has proven to be very effective in supporting children and Parents/Carers, particularly as a child starts their time with us. Key workers build up good relationships with their children by spending time interacting with them, teaching them in small groups and they have a good knowledge about a child's strengths, interests and next steps. All key workers have a responsibility to contribute to planning and assessment and to ensure that their key children's needs are being met. All teaching staff in our Early Years carry out high quality interactions with the children and this helps to build positive relationships. Key workers know their children really well so know the right time to intervene with learning and know the right way to deal with any situations that may arise.

### **6.4 Enabling environments**

At the Coppice Primary School and Nursery, we believe that the environment has a significant role in supporting children's learning and development across all areas of the EYFS. It is recognised that children learn and develop best in supportive environments where individual needs are met.

All of our Early Years environments have things in common and this is that they are all child-centred; they are welcoming and safe and aim to facilitate a sense of belonging. Both indoors and outdoors provide a variety of activities and resources that support individual needs of the children. There are open-ended activities to inspire and promote independence, communication and language skills, problem solving and

decision making. Within Nursery and Reception, there are learning areas that promote the prime and specific areas of learning and these areas are regularly reviewed to ensure that resources meet the needs of the children.

Resources are engaging, challenging, easily accessible and are all presented at a child's height. Silhouettes or photos and labels are provided in each area to support children's independence during tidying up time. Within child-initiated times, children can select their own resources, combine resources and find new ways to use them. Enhancements and provocations are provided in response to child interest or formative assessment. Adults play alongside the children to model how to handle and use the resources appropriately and establish rules and routines to care for resources to put them back where they belong when they are no longer required.

## 6.5 Teaching and learning in our Early Years

All areas of the EYFS curriculum are followed and planned for, to ensure that there is a broad, balanced and progressive learning environment and curriculum. Our Early Years curriculum has been carefully planned and sequenced to ensure that our children secure the knowledge and skills that they require for the next stage in their learning. National Curriculum links have been made within the different learning areas to best prepare our children for future learning. (Please see Appendix five: *EYFS - The Foundations for our Curriculum, for further information.*)

The children first acquire new knowledge and then use this to develop new skills, demonstrating understanding through the seven areas of the curriculum. These are the seven areas of learning that we use to plan children's learning and activities:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Underpinning and running throughout the seven areas of learning are the Characteristics of Effective Learning mentioned at the start of this policy. These link to our whole school 'Coppice Learners'. In both Nursery and Reception, we have three dinosaurs that help the children to focus on and understand these important skills.



**I am Explorosaurus!**

I explore and play using my senses and imagination well and enjoy trying new activities.

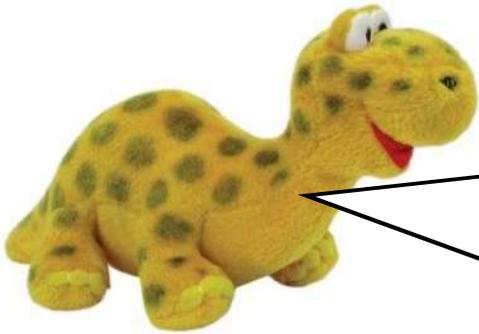
## I am Tryatops!

I really concentrate and focus and never give up when things are difficult.



## I am Thinkodocus!

I think and plan carefully.  
I solve my own problems and test out my ideas.  
I remember and use my knowledge and experiences from the past to help me learn new things.



### 6.6 Early Language, Reading and Writing

Throughout our Early Years, we create language-rich environments where children can acquire new vocabulary and are encouraged to engage in back and forth conversations with their peers and key workers. Adults model good communication skills through their interactions and introduce new concepts to the children through the use of 'Concept Cat' from The Living Language programme. (Please see Appendix six: *Speech, Language and Communication Concepts Overview for further information*.) Staff carefully plan the vocabulary that is to be covered through the curriculum, with clear links to the vocabulary that they will be taught in the next stage of their learning. Numerous opportunities are planned for this vocabulary to be revisited to aid children's understanding. Children's speech and language skills are assessed using the WellComm programme. This allows staff to quickly identify those children that have a delay in their development and provision can be planned and provided to ensure that they make good progress in this area of learning.

It is the aim that our EYFS children develop the necessary knowledge and skills in order to become fluent and confident readers and that they develop an enjoyment of reading. Children in Nursery and Reception are read to and engage in book talk daily and are encouraged to choose and take books home from school to share with their family at home. Reception children are provided with books that carefully match their reading ability and read these stories at home and to their teachers. Parents and Carers are encouraged to record in their child's reading diary to inform school about the books that the children have enjoyed and to share achievements and progress.

To support our children in building up a knowledge of authors, we carefully select the books that will be covered and focused on in each topic. (Please see Appendix seven: *EYFS Author and Book List*.) In both Nursery and Reception, we focus on 'Author of the Month' where numerous stories are shared by the same author so the children can become familiar with the author's work. Parents and Carers are invited into school throughout the year to join our story at the end of the day and to watch the children perform a rhyme during a 'Rhyme Time' session. These sessions provide the opportunity for teachers to share stories that have been read in school and to share the author that has been focused on.

We use the 'Sounds Write' programme to support our planning and teaching of phonics. 'Sounds Write' supports our children with their blending, segmenting and phoneme manipulation skills in preparation for reading words and simple sentences by the end of Reception. (Please see our English policy for further information regarding our approach to the teaching of phonics.)

Mark making and writing opportunities are provided both indoors and outdoors and resources, enhancements and provocations are well linked to child interest and assessment. We follow the 'Kinetic Letters' programme to teach the formation of different marks, lower-case and upper-case letters and to ensure that the children are well prepared physically for writing and mark making tasks. Our EYFS children are supported to write for real purposes with our youngest children in Nursery learning to read and then write their name during self-registration and children in Reception writing posters to find lost items or creating labels for models that have been built. (Please see our English policy for further information regarding our approach to the teaching of handwriting.)

## **6.7 Early Mathematics**

We plan mathematical teaching and learning opportunities using The Early Years Framework and Development Matters and use the NCETM and the White Rose programmes to ensure progression and coverage throughout the year. The children experience a range of activities and solve real life problems that support their early mathematical skills. The children count as part of daily routines to build up a good knowledge of numbers and learn mathematical concepts through their continuous provision as well as through adult-directed teaching. Children in our Early Years use a range of manipulatives and resources to aid their mathematical thinking and problem solving. Resources such as: Numicon, counters, five frames and real objects are utilised in Nursery and these are additionally provided in Reception as well as ten frames, number lines and rekenreks. (Please refer to our Maths policy for further information regarding the teaching of early maths.)

## **6.8 Adult-led teaching and learning**

We ensure a balance between adult-led and child-led teaching and learning. Our adult directed teaching times are called 'Family Time' and this is where the children work

with their key worker to learn a particular skill or concept. The children then are able to apply this new skill within their own child-initiated learning. 'Family Time' sessions are always planned at the start or towards the end of sessions to enable continuous provision times to be longer and to avoid interruptions in a child's learning.

In Nursery, there are two 'Family Time' sessions at the start of the year and this increases to three sessions as the children are ready. Direct teaching and activities focus on the prime areas and then move on to focus on specific areas when the children are ready. In Reception, there are three 'Family Time' sessions. Activities are planned to support early reading, early writing and maths. Children work on a carpet area with their key worker. Adults can then work with any children that require extra support or need to consolidate their understanding at the start of continuous provision times. Adults make notes about each session and this is used to inform future planning. To support our children transitioning into Year One, the children are introduced to working at a table and sitting on a chair from the start of the summer term. Teachers model the correct seating position, encouraging children to keep their feet flat to the ground and their bodies close to the table and the children are given lots of opportunities to practise working at a table during their 'Family Time' sessions.

## **6.9 Child-initiated teaching and learning**

In both Nursery and Reception, our child-initiated learning sessions are called 'Busy Bee'. These sessions are long periods of uninterrupted play and this gives children the sustained time they need to develop their ideas, to test out, to review and change their plans as they choose to work inside or outside. During this time, children have free flow within all classrooms and can access the outside learning area. We understand that children are unique and that they learn in different ways. We ensure that children have the opportunities for outdoor learning during each session unless the weather is considered to be too dangerous. The outdoor environment offers different resources for the children and provides opportunities to experience activities on a larger scale. We choose to work in this way because we believe that children learn best when they are highly motivated and engaged and when they are directing their own learning. We constantly assess our children's 'Levels of Involvement' in order that we can regularly review our provision and adjust it accordingly.

All Early Years staff facilitate learning during these 'Busy Bee' times. As each child is initiating and leading their own learning, this means that adults do not have any pre-planned activities. Instead, they adopt a cycle of observation, planning, assessment and observation. Adults spend time working alongside the child, listening and observing and then stepping in just at the right moment to move learning on, to consolidate learning or to teach misconceptions. Adults use this time effectively to model, to introduce or reinforce new vocabulary and concepts and to pose questions. Through these high-quality interactions, adults can address a child's next steps in the moment. Interactions are recorded after the event and are collated as evidence and are sometimes accompanied by a photograph. Adults briefly record what they observed, what they did by using a 'T' to signify their part in the interaction and then

record the result. Records of interactions will show that 'T modelled .....explained.....provided' as examples.

## **7 Focus child system**

In both Nursery and Reception, we operate a focus child system from the second half of the autumn term. There are three children that are a focus for each week. Key workers spend time observing and interacting with these children as well as supporting those that are pursuing their own learning.

All interactions are recorded in the same way and if they are a focus child, then these observations will be used to form part of the child's learning journal for that week. We do not have focus activities and the focus child is never called over to complete an adult task. We simply carry out high quality interactions with the child in their chosen activity so that we get the most accurate picture of their independent learning.

## **8 Effective partnerships with Parents/Carers and professional agencies**

We endeavour to form partnerships with Parents and Carers right from the start as we value the knowledge they have about their child's development. Early Years teachers are all very approachable and make sure that they are available at the start and end of the sessions for informal or more formal discussions about the children.

All information is passed on at home time and we see communication as a two-way process. We encourage Parents and Carers to let us know important information. Things such as: Their child did not sleep well, or there has been a significant change in their child's life could be important information that will have an effect on their child during the day. Parents/Carers are sent a form to complete when their child is due to be a focus child. It asks them to share any important information with us about their child's progress and current interests. It also gives them the opportunity to ask us any questions about their child's development. Key workers respond by recording comments in a child's online learning journal.

Once the children start their learning journey with us in Nursery and Reception, teachers set up online learning journals using Arc Pathway Early Learning Software. These online journals provide the opportunity for staff to communicate progress and wow moments to Parents and Carers and they are a record of photographs and observations that have been made for each child. Once a child has had their focus week, their learning journal will be updated for Parents/Carers and children to view. Parents and Carers are invited to contribute to learning journals by uploading their own evidence from home or by making comments. All Parents and Carers are asked to consent to their child's photograph being taken and used to create online learning journals through a data protection form that is signed when their child first starts school. Teachers meet more formally with Parents and Carers during termly parent consultations whereby a child's progress and development can be discussed.

All Early Years adults work closely with Parents/Carers and outside agencies. They have a responsibility to make Parents/Carers aware of any delays in their child's learning. Where there are concerns, teachers will have an initial discussion with the Parents/Carers to establish their thoughts and opinions. Parents/Carers are to be involved and advised during every step and are asked to sign a consent form to allow Early Years staff to discuss their child with other professionals. When outside agencies have been involved and reports given to school, all Early Years staff must follow the guidance and put all actions into place to ensure the best provision for that child.

## **9 Assessment within our Early Years: Impact**

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress. All Early Years staff use ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. Staff effectively use information regarding a child's development, achievements and interests that is provided by home via Arc Pathway online learning journals. All of the information that is gained is used to plan learning experiences and next steps so that knowledge and skills are built cumulatively and to ensure that a whole picture is created of the individual child.

During The Early Years, staff carry out speech and language assessments using the WellComm programme and this allows staff to support children's understanding and use of language and to identify specific speech, language and communication delays as early as possible. At the beginning of a child's Reception year, teachers carry out the statutory Reception Baseline Assessment with all children. This assessment focuses on 'Language, Communication and Literacy' and 'Mathematics' and shows the progress a child makes from Reception until the end of Key Stage Two. Towards the end of the Reception year, the Early Years Foundation Stage Profile is completed for all children. Teachers assess whether the child has met each of the 17 Early Learning Goals and discussions are held with Year One teachers to establish a child's readiness for learning at the next stage. To ensure the accuracy of the judgements that are made for our children in The Early Years, we carry out internal moderation within our year group teams and Reception teachers additionally attend moderation meetings with other schools and attend annual moderation training provided by the county. Further information regarding assessments in The Early Years can be found in The Early Years Framework.

The impact of our Early Years curriculum and provision is reflected in having happy, confident and successful children transitioning into Year One. The majority of our children make expected or accelerated progress from their starting points with a high proportion achieving the Early Learning Goals and a 'Good Level of Development' at the end of Reception. Our children are well prepared for the next stage of their learning.

## **10 Roles and responsibilities**

### **10.1 The Early Years Leader's role**

The Early Years Leader will:

- Work with the Headteacher, Senior Leadership Team and Early Years Trustee to determine the strategic development of the Early Years Policy and provision in the school.
- Have day-to-day responsibility for the operation of this policy.
- Provide professional guidance and modelling to Early Years colleagues and provide staff training.
- Monitor attainment and progress of classes, groups and year groups through data analysis and provide actions to be implemented.
- Monitor teaching and learning within the Early Years and report findings to SLT.
- Line manage Early Years staff.
- Work with other agencies to ensure that children receive appropriate support and be the point of contact ensuring that effective partnerships are maintained.

### **10.2 The Board of Trustees**

The Board of Trustees will:

- Monitor the way the school implements the Early Years Curriculum.

### **10.3 The Headteacher and Senior Leadership Team**

The Headteacher and Senior Leadership Team will:

- Work with the Early Years Lead and Early Years Trustee to determine the strategic development of this policy and Early Years provision in the school.
- Have overall responsibility for the provision and progress of learners within our Early Years.

### **10.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every child in their class.
- Ensuring that where concerns about a child are present, that they are raised appropriately and with the appropriate members of staff.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with their teaching assistant to review each child's progress and development and decide on any changes to provision.

- Being a key worker for a group of children. Being a role model for the children and supporting each child in line with this policy.
- Carrying out high quality interactions and recording the progress made by the children.
- Reading thoroughly the externally provided reports and seeking guidance where necessary. Teachers have to ensure that all recommendations are carried out and evidence provided as to their effectiveness.
- Setting and reviewing targets and ensuring that targets are shared and agreed with Parents/Carers.
- Providing a learning environment in line with this policy.
- Ensuring they follow the Early Years policy.

### **10.5 Teaching assistants (See also Teaching Assistant Job Descriptions).**

Each class teaching assistant is responsible for:

- Following direction and support from the class teacher/Early Years Lead with regards to Early Years practice and provision.
- Seeking advice from the class teacher/Early Years Lead when necessary.
- Being a key worker for a group of children. Being a role model for the children and supporting each child in line with this policy.
- Carrying out high quality interactions and recording the progress made by the children.
- Contributing to planning and assessment and supporting the class teacher in providing the best provision for the children.

### **10.6 Parents/Carers**

Each Parent/Carer is responsible for:

- Sharing information about their child's development with school staff as part of the assessment process.
- Supporting their child at home with activities that have been sent by Early Years staff.
- Accessing support and guidance where necessary.

## **11 Access and review of policy**

This policy will be reviewed by Katie Flynn (EYFS Lead) every year. It will also be updated if any changes to the information are made during the year. This policy will be accessible to all staff and the community through the school's website. It will be approved by the school Trustees.

## 12 Data Protection Statement:

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy. All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
Early Years Policy	Procedures, administration and responsibilities linked to the Early Years	To ensure a consistent and effective approach to teaching and learning in our Early Years	Pupils and staff	Secure Network drive

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
<input type="checkbox"/>		



## **Home Visit Policy for our Foundation Stage Children**

### **Our Aims**

We believe that there is great value in visiting a child in their own home as we can learn so much about the child, their interest and needs and they are essential in building relationships with Parents/Carers and the child right from the start. Home visits not only support a child's well-being, but additionally provide staff with an insight into what will be required for individuals to give them the best possible start at our school. It is our aim that children feel safe, secure and happy and that they are well prepared to start their learning journey with us at The Coppice Primary School and Nursery.

### **Home Visits**

Both in Nursery and Reception, staff carry out home visits and this provides valuable information about a child. A list of appointments is left with the office so the school knows where teaching staff are throughout the day. Staff only visit homes in pairs and these visits last for around thirty minutes.

Teaching staff recognise and value the Parent/Carer's contributions and together, they complete an information sheet. There is the opportunity to play alongside the child in their own environment. Any concerns or questions can be addressed during this time. Necessary paperwork is collected so that school has all the information needed to provide the best care and education for each child. This includes information on the two-year-old check.



## Appendix 2: Toileting Policy for our Foundation Stage Children



# **Toileting Policy for our Foundation Stage Children**

## **Our Aim**

Achieving continence is a developmental milestone usually reached within the context of learning in the home before a child transfers to a nursery/school setting. However, for some children entering school, the skill of independent toileting has not been fully acquired and needs to be taught by the Parent/Carer.

In order to comply with child protection procedures, at The Coppice Primary School and Nursery we aim to exercise good practice in the toileting/changing of children who require assistance.

Staff will respect the child's privacy and cultural beliefs at all times and will encourage independence and good hygiene.

## **Expectations**

- Parents/Carers can expect that the school will provide adequate changing facilities for their child.
- Parents/Carers can expect that only staff with Disclosure and Barring Service clearance will change their child.
- It is expected that all children will be sent to school in pull-ups or ordinary pants, not nappies except in exceptional circumstances associated with a child's recognised additional needs.
- It is expected that Parents/Carers provide adequate resources for the changing of their child. For example, wipes, spare pants or pull-ups, a change of clothes.
- It is expected that Parents/Carers will seek the advice of their Health Visitor or the School Nurse for support in toilet training their child.

## **Changing/Toileting Procedures**

- Staff must report to another member of staff before taking a child to the toilet/changing area.
- Staff will follow good hand washing procedures and encourage children to do the same. Staff to wear aprons and disposable gloves whilst changing a child's soiled pull-up.
- Children will be encouraged to use the toilet at regular intervals or be checked at regular intervals by staff.

- Soiled wipes and pull-ups will be disposed of by using the bin provided and emptied at least once a day.
- A written record of children who have soiled/wet will be kept by staff and this information will be communicated to Parents/Carers.



## Appendix 3: The Leuven Scales



### The Leuven Scales

The Leuven Scales have been adapted from “A Process-Oriented Monitoring System” by Laevers et al. They are:

1. **Extremely low** – The child is clearly having a difficult time and doesn't feel happy in the setting. There are almost no instances of 'true' pleasure and they are primarily anxious or tense. Their contact with the environment is difficult and they might attack others. They are not at ease.
2. **Low** – The child shows elements of level one, but these are less pronounced.
3. **Moderate** – Here, they are neither happy or unhappy. They are often indifferent and are rarely outspoken, positively or negatively. They are rarely enthusiastic and contact with other children is pretty basic. There are no moments of real satisfaction.
4. **High** – The child shows elements of Level Five, but these are less pronounced.
5. **Extremely High** – They are clearly having fun and laugh a lot. They enjoy both what the environment has to offer and the company of others, often positively affecting the group dynamic. Any anger, unhappiness, or fear, quickly subsides and mostly, they are enjoying life to the full.



## Our Key Person System

### WHAT IS A KEY PERSON?

- A key person has a special responsibility for a set number of children. Your child's key person will ensure that their needs are recognised and met during each session.

### MAIN DUTIES

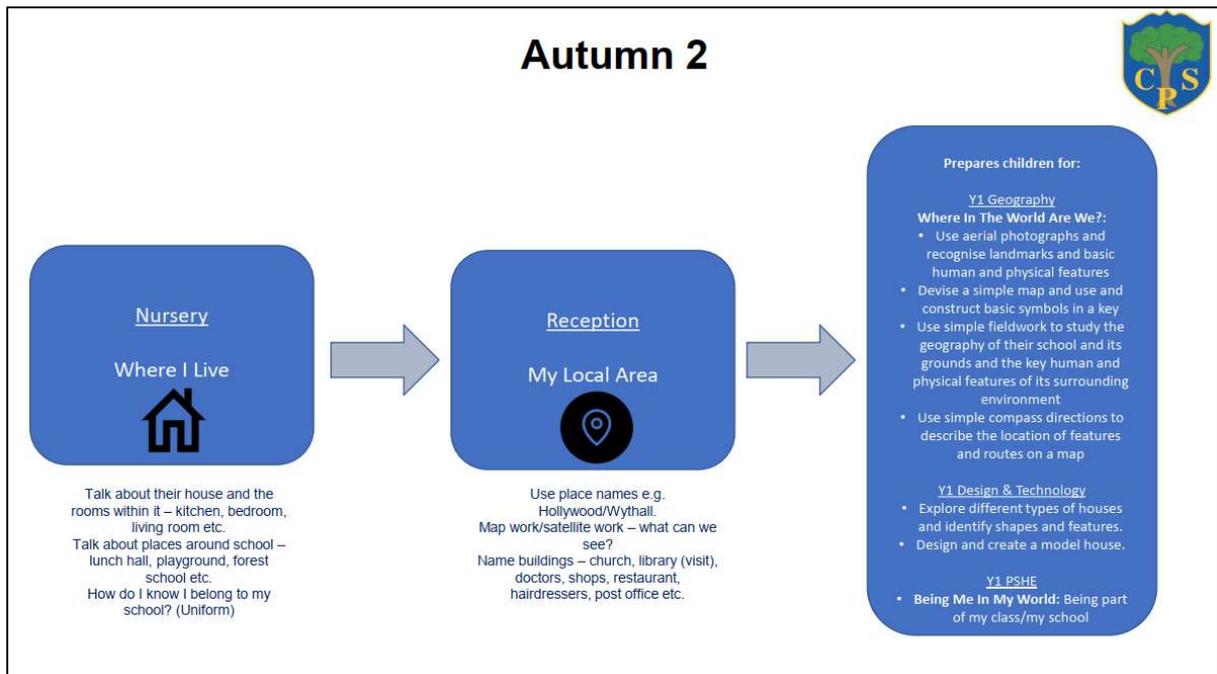
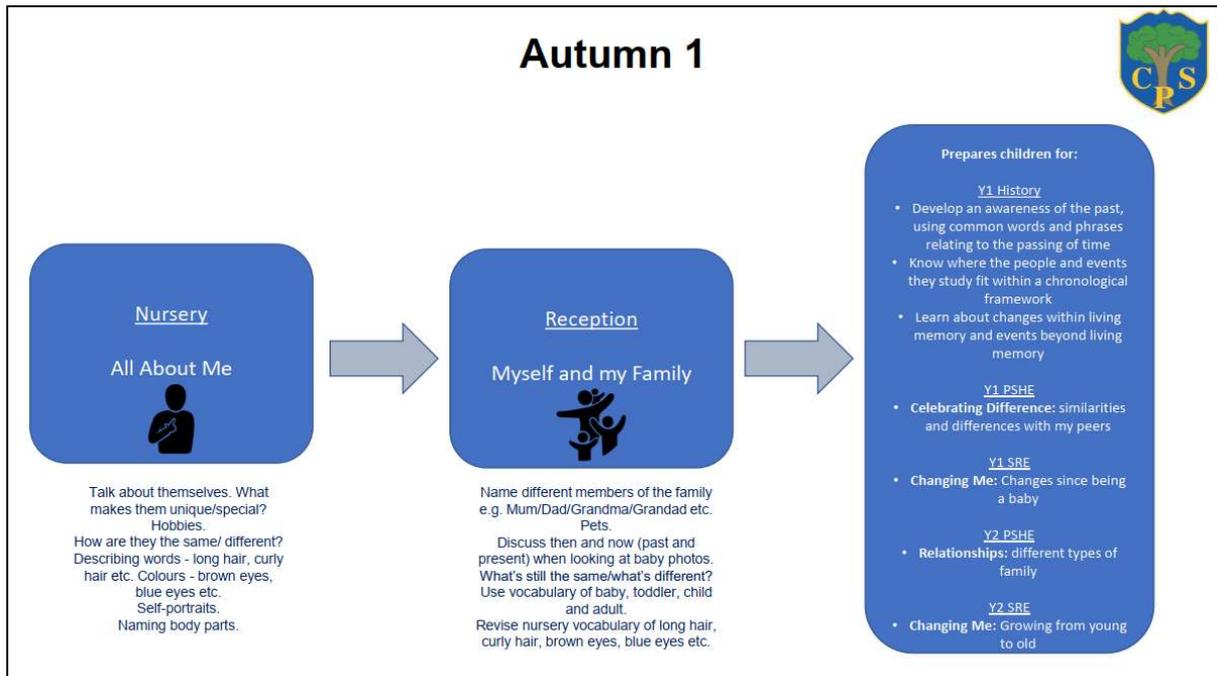
- To help your child settle in our setting.
- To build relationships with Parents/Carers and talk to them about their child.
- To assist the child in integrating into our setting if necessary.
- To provide emotional needs to your child and support them with their toileting needs when necessary.
- To make each child feel special, individual and thought about while they are away from home.
- To observe and support the teacher in monitoring the child's progress and encourage Parents/Carers to participate in their child's development. This will be via online Learning Journals and through communication at the start and end of sessions.
- To feedback information that might be important to Parents/Carers and the class teacher.
- To support the class teacher in planning the next steps for each child.

**It is important to note that your child's key person will not shadow them throughout the session and your child will work with other adults too. It is the responsibility of the class teacher to plan for and assess every child and you will need to speak to your child's teacher in order to find out how your child is progressing within the learning areas.**

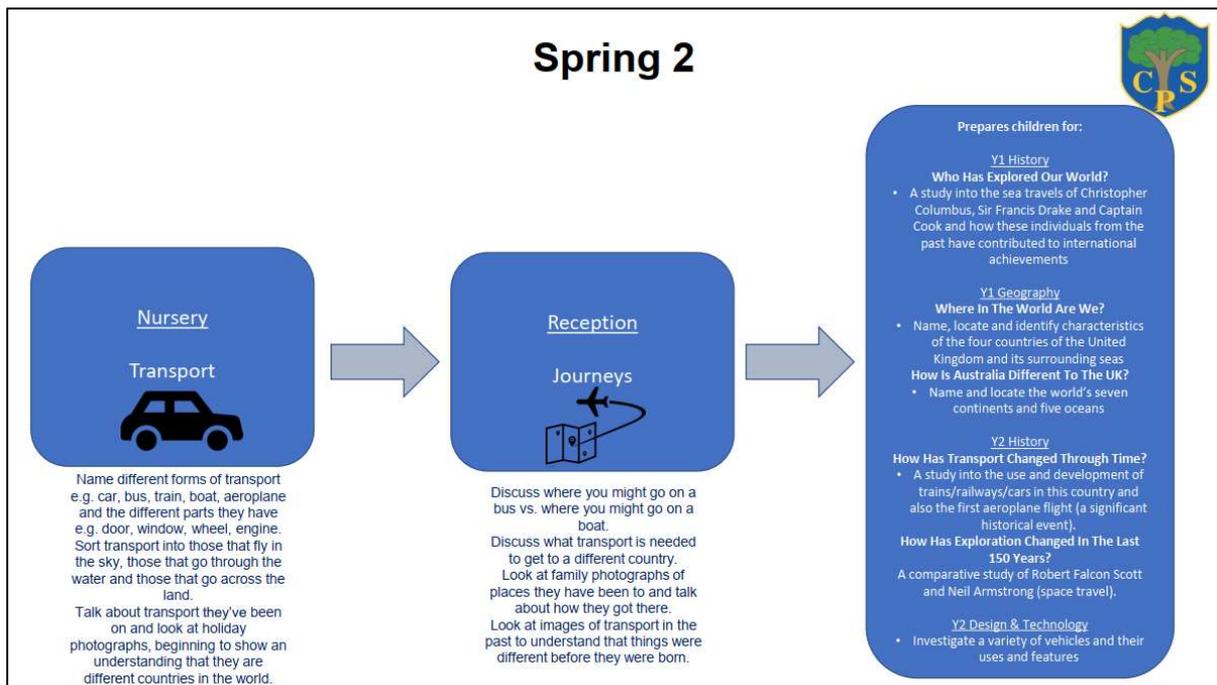
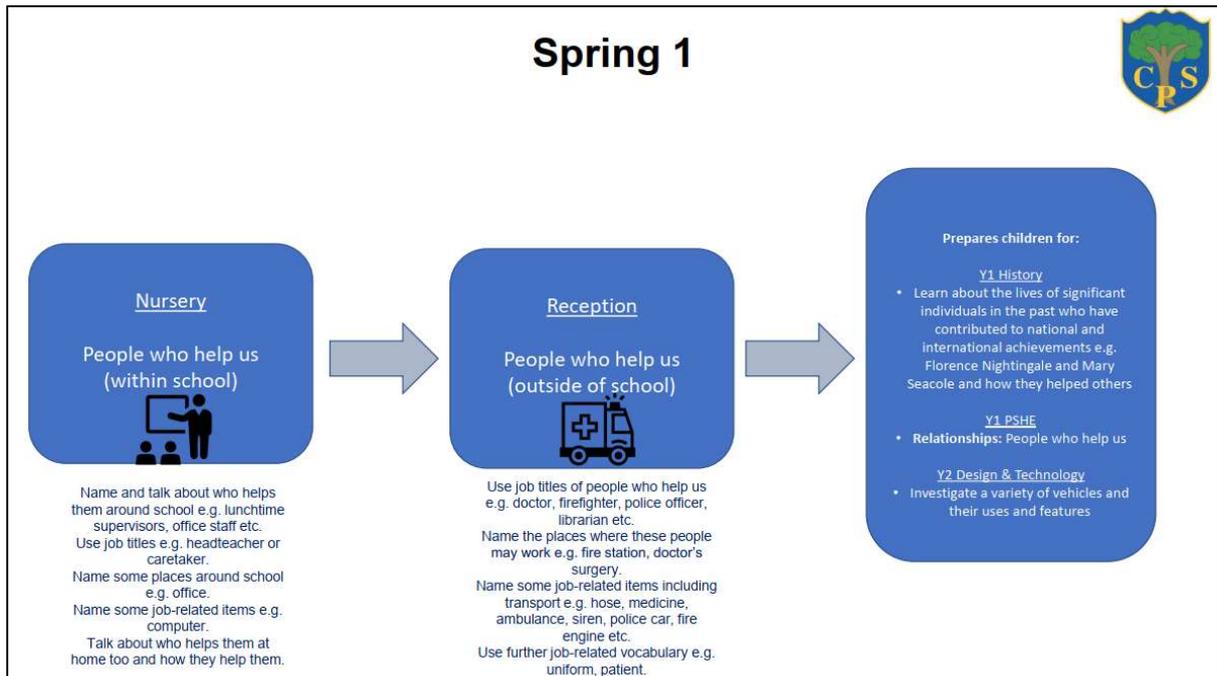
Your child \_\_\_\_\_ will have \_\_\_\_\_

as their key person this year. You can pass on important information to your child's key person at the start or end of sessions and you can record things in your child's online learning journal. We do hope that our key person system will be beneficial to your child and that it will help them settle and achieve well in our Early Years. We look forward to working with you this year.

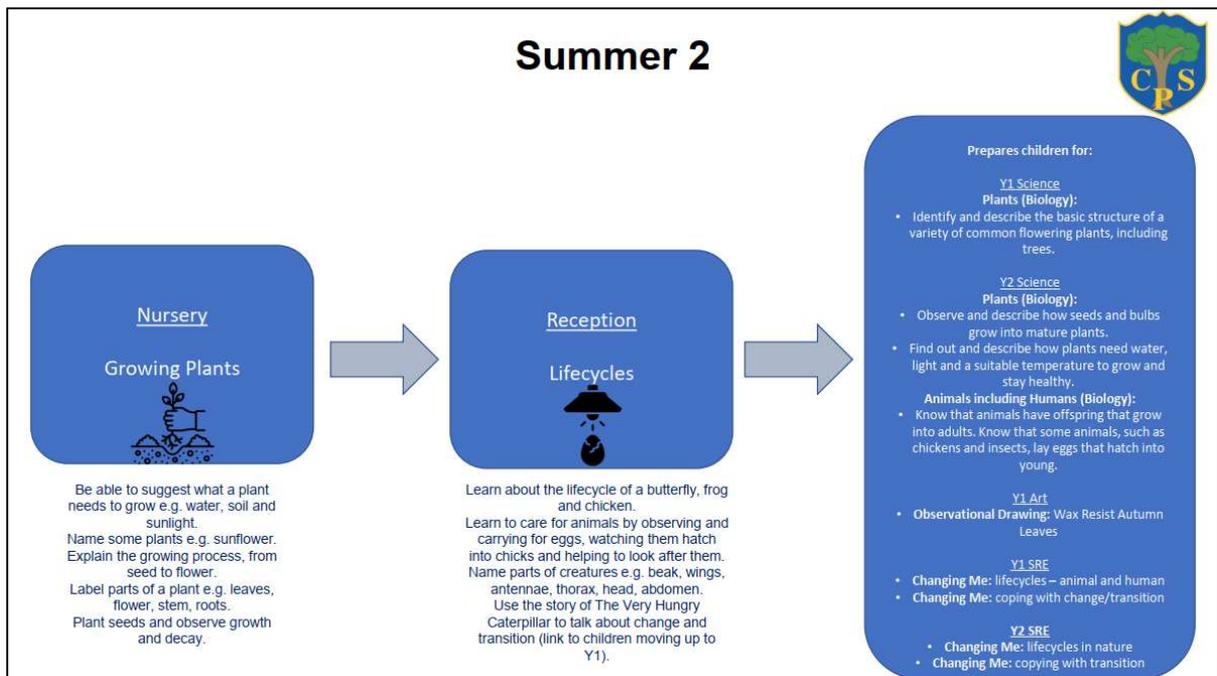
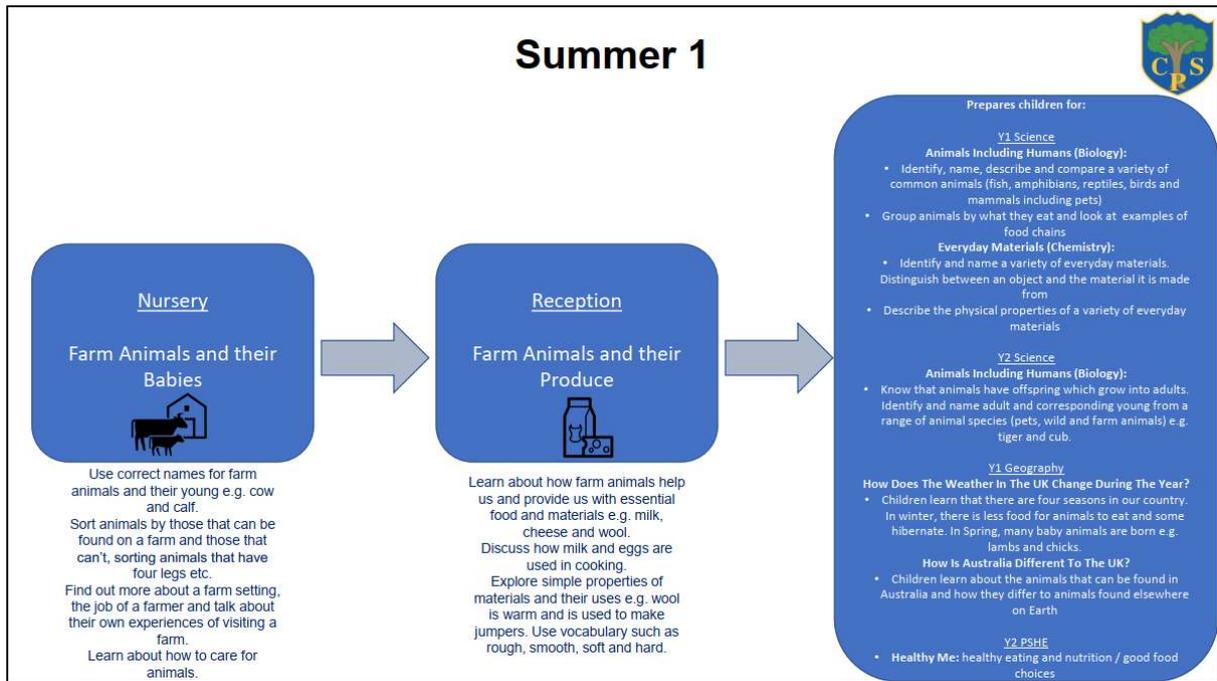
## Appendix 5: The Foundations for Our Curriculum



## Appendix 5: The Foundations for Our Curriculum (continued)



## Appendix 5: The Foundations for Our Curriculum (continued)



## Appendix 6: Speech, Language and Communication Concepts

### The Coppice Primary School Speech, Language and Communication Concepts

Our planning and teaching of concepts is based on the work of Ann Locke 1985 in the 'Living Language' programme.

'Most children pick up concepts easily and exposure to them is enough to learn them. However, for those that find learning concepts difficult they need a rigorous experiential learning experience. They need several steps of exposure to the word and its meaning in order to learn it.'

#### **Basic Concepts**

'Basic concepts are important as they underpin later learning. Thus a good understanding of basic concepts will form a foundation that children can use to learn more advanced vocabulary. Because they are so important it is useful to spend a greater amount of teaching time on them. By linking the concepts to the topic children will be exposed to the words in context and in a naturally meaningful way that require limited amounts of planning.'

#### **Teaching the Concepts**

One concept is chosen per week. Concepts will need thorough teaching so having exposure to the new word over a number of days and in a number of contexts will help the child to understand and use the new concept. We use the STAR approach when teaching new concepts.

**Select** the concept that will be focused on.

**Teach.** First, adults will introduce how the word sounds and then use an appropriate strategy to teach the concept. This is usually done through the use of a Concept Cat story and the use of objects.

**Activate** the meaning of the word by allowing the children to experience the meaning of the word independently.

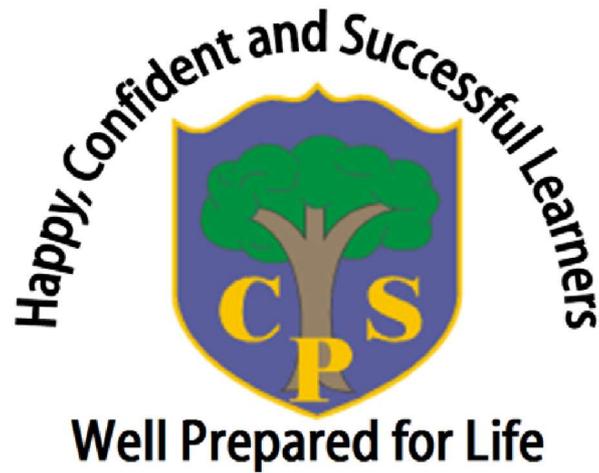
**Review** the concept. Go over the word to ensure it is retained in the child's long term memory.

### The Coppice Primary School Speech, Language and Communication Concepts Overview

	Quality	Colour	Texture	Sound	Shape	Size	Movement	Quantity	Number	Space	Time
N	Same Different		Hard Soft Dry	Noisy Quiet/ly Loud/ly		Big Heavy Little Fat Empty Full Biggest	Fast Slow	A bit Many All A lot Some		Under Next to In front of Behind Top Back Bottom Forwards	
R			Furry Rough Smooth			Long Light Short Tall Thin		Both Most Few Less	First Second Third Last	Through Straight Backwards Near Between Side Far Front High	After Soon Today Before Yesterday
Y1	Almost	Dark/er Light/er			Corner Curved Straight	Deep Thick Smallest Fattest Wide Narrow Bigger Heaviest Longest		Only Every Nearly		Above Row Across Below Together	Early Late Tomorrow Once Twice Always Later

## Appendix 7: EYFS Author and Book List

The Coppice Primary School and Nursery		EYFS Author and Book List	
Term	Year Group	Topic	Author and Books
Autumn 1	Nursery	All About Me	Nick Sharratt 
	Reception	Myself and My Family	Nick Butterworth and Mick Inkpen 
Autumn 2	Nursery	Where I Live	Eric Hill and Jill Murphy 
	Reception	My Local Area	Linley Dodd and Nick Sharratt 
Spring 1	Nursery	People Who Help Us	Information Books Rebecca Hunter 
	Reception	People Who Help Us	Information Books Rebecca Hunter 
Spring 2	Nursery	Transport	Tony Mitton and Ant Parker 
	Reception	Journeys	Oliver Jeffers 
Summer 1	Nursery	Farm Animals and Their Babies	Rod Campbell and Pat Hutchins 
	Reception	Farm Animals and Their produce	Information Books 
Summer 2	Nursery	Growing Plants	Pat Hutchins and Nick Butterworth and Mick Inkpen 
	Reception	Life Cycles	Information Books Sheridan Cain 



# **The Coppice Primary School and Nursery**

## **Early Years Foundation Stage Policy**

Written by	Katie Flynn
Approved by Trustees	May 2024
Date for Review	May 2026

## **1 School Vision:**

*'Happy, confident and successful learners that are well prepared for life'*

## **2 Purpose:**

This policy reflects the school values and philosophy in relation to our Early Years provision at The Coppice Primary School and Nursery. It sets out a framework within which teaching and non-teaching staff can operate and sets out the school expectations of planning, teaching, delivery and assessment within the Early Years Foundation Stage.

## **3 This document is intended for:**

1. All teaching and school management staff
2. All Teaching Assistants and pupil support staff
3. School Trustees
4. Parents and Carers
5. Inspection teams

## **4 Introduction**

At The Coppice Primary School and Nursery, we recognise and place great value on the development of children as individuals and providing them with the knowledge, skills and understanding necessary for lifelong learning. It is our aim to give all children the best opportunities that they can have so that they become happy, confident and successful learners that are well prepared for life.

## **5 Aims of our Early Years provision: Intent**

The Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically, form the building blocks for our children to require life-long learning. We therefore plan many and varied learning opportunities in order that our children can develop and demonstrate these essential skills.

High level involvement occurs when children are directing their own, sustained play in an enabling environment and when supported by experienced and knowledgeable adults.

It is during these valuable opportunities that our children can develop and demonstrate their play and explorative skills, their ability to learn actively and to create and think critically.

We want to ensure that our children feel happy, secure and valued and that they acquire curiosity, knowledge, resilience, ambition and empathy. We know that children develop deep level learning when they are demonstrating high levels of well-being and involvement and that this is what children require in order to be well prepared for the next phase of their education.

To enable the above to happen:

- We have a commitment to all our children and their Parents and Carers that we will place the child's individual needs at the heart of our provision. Regardless of age, race, gender, religious or cultural belief, additional needs or economic situation, all of our children will receive high quality education.
- We will ensure that all children have an equal right to enjoy and participate in all aspects of school life and to benefit from the many and varied opportunities open to them.
- We hold each child's well-being as the key to all other aspects of provision. Through building positive, nurturing relationships, through high quality interactions and by creating a safe and stimulating environment, we aim to ensure that our children are happy and that they feel valued and respected.
- We seek to ensure that our children build up resilience, independence, confidence and that they develop good communication and language skills and problem-solving skills during their time with us in these early years.
- We will plan in response to each child's needs and interests and through positive interactions, we will guide their development.
- We ensure that our curriculum provides the foundations for the next phases in a child's journey at The Coppice and, therefore, everything that we do in Early Years has this in mind. This is why we have made sure that we have carefully and thoughtfully aligned the learning that happens within the Early Years with the areas of the National Curriculum that the children will begin to encounter in Year 1 and beyond.
- We ensure that children meet their next steps in learning, that they make good progress and are well prepared for reaching the Early Learning Goals at the end of the Foundation Stage.
- We aim to develop and maintain effective partnerships with Parents and Carers and outside agencies to ensure that children receive the best possible provision and support and they reach their full potential from their various starting points.
- For those children who enter our school Nursery or join in Reception year and who are not at the typical level or enter lacking the characteristics of effective learning, we ensure that we support these children with their personal, social and emotional skills and their speech, language and communication skills in order that they can catch up as quickly as possible.

## **6 Organisation and planning of our Early Years: Implementation**

From the time they start with us, each unique child becomes the heart of our provision and practice. Valuable time is spent building up relationships with the children and their families to support children's well-being and to learn more about their previous knowledge and experiences.

We maintain partnerships with Parents/Carers and outside agencies through effective communication to ensure that we are meeting individual needs. Our Early Years environment and the learning areas within them, both indoors and outdoors, are filled

with a rich array of open-ended and easily accessible resources to fully create an enabling environment that promotes independence and critical thinking.

We have a good balance between adult-led and child-led activities and provide sustained play opportunities throughout the day. During these continuous provision times, adults facilitate and move learning on by adopting the cycle of observing, assessing and planning in the moment. Through working in this way, individual needs are met immediately and at a time when a child is displaying the characteristics of effective learning.

**6.1** Throughout our EYFS at The Coppice Primary School and Nursery, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. The framework specifies the learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. Our Early Years philosophy centres around four themes that are underpinned within the framework. These four themes are as follows:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

## **6.2 Providing for children's well-being: Induction and transitions**

We understand that for learning to take place, children need to feel safe and secure in their environment, they need to feel respected and valued by those around them and they need to be highly engaged and involved in activities.

Before starting at our setting, the children are given the opportunity to attend 'stay and play' sessions whereby they can come and play in their new classrooms with their Parents or Carers. It is during these first meetings where relationships and partnerships begin. Parents and Carers are given information to learn more about the school and can find out what their child will be learning during The Foundation Stage via our school induction website. This is a carefully planned website to aid transition for our youngest children. Parents and Carers can view welcome messages and information videos from key members of staff in school and the children can listen to stories being read by their new teachers. Video tours are included to show children their new learning environment and the key places that they will visit around school. These videos can be viewed throughout the summer months to support the children in becoming more familiar with their new setting. In addition to the induction website, Parents and Carers are invited to attend an induction meeting at school whereby staff are available to answer any questions and they have the opportunity to tour the Nursery and Reception classrooms. To further aid children when transitioning to our school and to support staff in building a partnership with home, Parents and Carers are encouraged to book a home visit appointment. (Please see Appendix one: Home Visit Policy for our Foundation Stage Children).

Staff meet, where possible, or communicate with previous settings to find out as much information about each child as possible. This gives our staff a guide to a child's starting points and their current interests.

When moving from Nursery to Reception or Reception to Year One, all staff meet to discuss children's needs and development. Numerous opportunities are carefully planned to aid transition with new teaching staff visiting children in their current classrooms and then time is given for children to play in their new classrooms with their current teachers before spending time with new adults. By the start of the new school year, children have spent time in their new classrooms and have started to build up relationships with their new teaching staff.

Once children have time to settle in their new learning environment, teaching staff use the Leuven scales to assess children's involvement and well-being and continue to use these scales throughout the year.

The information provided is used to inform planning and interventions to support the children further. (Please see Appendix three: *The Leuven Scales*.)

### **6.3 Providing for children's well-being: Key workers in Early Years**

Although class teachers have the responsibility for all of the children within their class, children are assigned a key worker as they start our Early Years. Parents/Carers are given information about who the key worker is and the role of the key worker. (Please see Appendix four: *Our Key Person System*.) This system has proven to be very effective in supporting children and Parents/Carers, particularly as a child starts their time with us. Key workers build up good relationships with their children by spending time interacting with them, teaching them in small groups and they have a good knowledge about a child's strengths, interests and next steps. All key workers have a responsibility to contribute to planning and assessment and to ensure that their key children's needs are being met. All teaching staff in our Early Years carry out high quality interactions with the children and this helps to build positive relationships. Key workers know their children really well so know the right time to intervene with learning and know the right way to deal with any situations that may arise.

### **6.4 Enabling environments**

At the Coppice Primary School and Nursery, we believe that the environment has a significant role in supporting children's learning and development across all areas of the EYFS. It is recognised that children learn and develop best in supportive environments where individual needs are met.

All of our Early Years environments have things in common and this is that they are all child-centred; they are welcoming and safe and aim to facilitate a sense of belonging. Both indoors and outdoors provide a variety of activities and resources that support individual needs of the children. There are open-ended activities to inspire and promote independence, communication and language skills, problem solving and

decision making. Within Nursery and Reception, there are learning areas that promote the prime and specific areas of learning and these areas are regularly reviewed to ensure that resources meet the needs of the children.

Resources are engaging, challenging, easily accessible and are all presented at a child's height. Silhouettes or photos and labels are provided in each area to support children's independence during tidying up time. Within child-initiated times, children can select their own resources, combine resources and find new ways to use them. Enhancements and provocations are provided in response to child interest or formative assessment. Adults play alongside the children to model how to handle and use the resources appropriately and establish rules and routines to care for resources to put them back where they belong when they are no longer required.

## 6.5 Teaching and learning in our Early Years

All areas of the EYFS curriculum are followed and planned for, to ensure that there is a broad, balanced and progressive learning environment and curriculum. Our Early Years curriculum has been carefully planned and sequenced to ensure that our children secure the knowledge and skills that they require for the next stage in their learning. National Curriculum links have been made within the different learning areas to best prepare our children for future learning. (Please see Appendix five: *EYFS - The Foundations for our Curriculum, for further information.*)

The children first acquire new knowledge and then use this to develop new skills, demonstrating understanding through the seven areas of the curriculum. These are the seven areas of learning that we use to plan children's learning and activities:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Underpinning and running throughout the seven areas of learning are the Characteristics of Effective Learning mentioned at the start of this policy. These link to our whole school 'Coppice Learners'. In both Nursery and Reception, we have three dinosaurs that help the children to focus on and understand these important skills.



**I am Explorosaurus!**

I explore and play using my senses and imagination well and enjoy trying new activities.

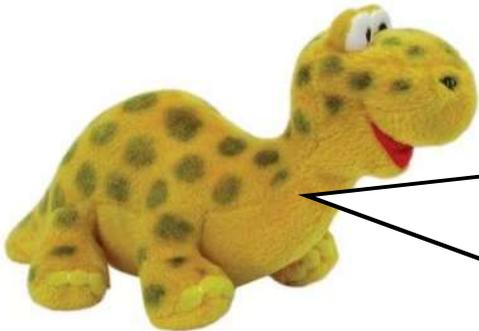
## I am Tryatops!

I really concentrate and focus and never give up when things are difficult.



## I am Thinkodocus!

I think and plan carefully.  
I solve my own problems and test out my ideas.  
I remember and use my knowledge and experiences from the past to help me learn new things.



### 6.6 Early Language, Reading and Writing

Throughout our Early Years, we create language-rich environments where children can acquire new vocabulary and are encouraged to engage in back and forth conversations with their peers and key workers. Adults model good communication skills through their interactions and introduce new concepts to the children through the use of 'Concept Cat' from The Living Language programme. (Please see Appendix six: *Speech, Language and Communication Concepts Overview for further information*.) Staff carefully plan the vocabulary that is to be covered through the curriculum, with clear links to the vocabulary that they will be taught in the next stage of their learning. Numerous opportunities are planned for this vocabulary to be revisited to aid children's understanding. Children's speech and language skills are assessed using the WellComm programme. This allows staff to quickly identify those children that have a delay in their development and provision can be planned and provided to ensure that they make good progress in this area of learning.

It is the aim that our EYFS children develop the necessary knowledge and skills in order to become fluent and confident readers and that they develop an enjoyment of reading. Children in Nursery and Reception are read to and engage in book talk daily and are encouraged to choose and take books home from school to share with their family at home. Reception children are provided with books that carefully match their reading ability and read these stories at home and to their teachers. Parents and Carers are encouraged to record in their child's reading diary to inform school about the books that the children have enjoyed and to share achievements and progress.

To support our children in building up a knowledge of authors, we carefully select the books that will be covered and focused on in each topic. (Please see Appendix seven: *EYFS Author and Book List*.) In both Nursery and Reception, we focus on 'Author of the Month' where numerous stories are shared by the same author so the children can become familiar with the author's work. Parents and Carers are invited into school throughout the year to join our story at the end of the day and to watch the children perform a rhyme during a 'Rhyme Time' session. These sessions provide the opportunity for teachers to share stories that have been read in school and to share the author that has been focused on.

We use the 'Sounds Write' programme to support our planning and teaching of phonics. 'Sounds Write' supports our children with their blending, segmenting and phoneme manipulation skills in preparation for reading words and simple sentences by the end of Reception. (Please see our English policy for further information regarding our approach to the teaching of phonics.)

Mark making and writing opportunities are provided both indoors and outdoors and resources, enhancements and provocations are well linked to child interest and assessment. We follow the 'Kinetic Letters' programme to teach the formation of different marks, lower-case and upper-case letters and to ensure that the children are well prepared physically for writing and mark making tasks. Our EYFS children are supported to write for real purposes with our youngest children in Nursery learning to read and then write their name during self-registration and children in Reception writing posters to find lost items or creating labels for models that have been built. (Please see our English policy for further information regarding our approach to the teaching of handwriting.)

## **6.7 Early Mathematics**

We plan mathematical teaching and learning opportunities using The Early Years Framework and Development Matters and use the NCETM and the White Rose programmes to ensure progression and coverage throughout the year. The children experience a range of activities and solve real life problems that support their early mathematical skills. The children count as part of daily routines to build up a good knowledge of numbers and learn mathematical concepts through their continuous provision as well as through adult-directed teaching. Children in our Early Years use a range of manipulatives and resources to aid their mathematical thinking and problem solving. Resources such as: Numicon, counters, five frames and real objects are utilised in Nursery and these are additionally provided in Reception as well as ten frames, number lines and rekenreks. (Please refer to our Maths policy for further information regarding the teaching of early maths.)

## **6.8 Adult-led teaching and learning**

We ensure a balance between adult-led and child-led teaching and learning. Our adult directed teaching times are called 'Family Time' and this is where the children work

with their key worker to learn a particular skill or concept. The children then are able to apply this new skill within their own child-initiated learning. 'Family Time' sessions are always planned at the start or towards the end of sessions to enable continuous provision times to be longer and to avoid interruptions in a child's learning.

In Nursery, there are two 'Family Time' sessions at the start of the year and this increases to three sessions as the children are ready. Direct teaching and activities focus on the prime areas and then move on to focus on specific areas when the children are ready. In Reception, there are three 'Family Time' sessions. Activities are planned to support early reading, early writing and maths. Children work on a carpet area with their key worker. Adults can then work with any children that require extra support or need to consolidate their understanding at the start of continuous provision times. Adults make notes about each session and this is used to inform future planning. To support our children transitioning into Year One, the children are introduced to working at a table and sitting on a chair from the start of the summer term. Teachers model the correct seating position, encouraging children to keep their feet flat to the ground and their bodies close to the table and the children are given lots of opportunities to practise working at a table during their 'Family Time' sessions.

## **6.9 Child-initiated teaching and learning**

In both Nursery and Reception, our child-initiated learning sessions are called 'Busy Bee'. These sessions are long periods of uninterrupted play and this gives children the sustained time they need to develop their ideas, to test out, to review and change their plans as they choose to work inside or outside. During this time, children have free flow within all classrooms and can access the outside learning area. We understand that children are unique and that they learn in different ways. We ensure that children have the opportunities for outdoor learning during each session unless the weather is considered to be too dangerous. The outdoor environment offers different resources for the children and provides opportunities to experience activities on a larger scale. We choose to work in this way because we believe that children learn best when they are highly motivated and engaged and when they are directing their own learning. We constantly assess our children's 'Levels of Involvement' in order that we can regularly review our provision and adjust it accordingly.

All Early Years staff facilitate learning during these 'Busy Bee' times. As each child is initiating and leading their own learning, this means that adults do not have any pre-planned activities. Instead, they adopt a cycle of observation, planning, assessment and observation. Adults spend time working alongside the child, listening and observing and then stepping in just at the right moment to move learning on, to consolidate learning or to teach misconceptions. Adults use this time effectively to model, to introduce or reinforce new vocabulary and concepts and to pose questions. Through these high-quality interactions, adults can address a child's next steps in the moment. Interactions are recorded after the event and are collated as evidence and are sometimes accompanied by a photograph. Adults briefly record what they observed, what they did by using a 'T' to signify their part in the interaction and then

record the result. Records of interactions will show that 'T modelled .....explained.....provided' as examples.

## **7 Focus child system**

In both Nursery and Reception, we operate a focus child system from the second half of the autumn term. There are three children that are a focus for each week. Key workers spend time observing and interacting with these children as well as supporting those that are pursuing their own learning.

All interactions are recorded in the same way and if they are a focus child, then these observations will be used to form part of the child's learning journal for that week. We do not have focus activities and the focus child is never called over to complete an adult task. We simply carry out high quality interactions with the child in their chosen activity so that we get the most accurate picture of their independent learning.

## **8 Effective partnerships with Parents/Carers and professional agencies**

We endeavour to form partnerships with Parents and Carers right from the start as we value the knowledge they have about their child's development. Early Years teachers are all very approachable and make sure that they are available at the start and end of the sessions for informal or more formal discussions about the children.

All information is passed on at home time and we see communication as a two-way process. We encourage Parents and Carers to let us know important information. Things such as: Their child did not sleep well, or there has been a significant change in their child's life could be important information that will have an effect on their child during the day. Parents/Carers are sent a form to complete when their child is due to be a focus child. It asks them to share any important information with us about their child's progress and current interests. It also gives them the opportunity to ask us any questions about their child's development. Key workers respond by recording comments in a child's online learning journal.

Once the children start their learning journey with us in Nursery and Reception, teachers set up online learning journals using Arc Pathway Early Learning Software. These online journals provide the opportunity for staff to communicate progress and wow moments to Parents and Carers and they are a record of photographs and observations that have been made for each child. Once a child has had their focus week, their learning journal will be updated for Parents/Carers and children to view. Parents and Carers are invited to contribute to learning journals by uploading their own evidence from home or by making comments. All Parents and Carers are asked to consent to their child's photograph being taken and used to create online learning journals through a data protection form that is signed when their child first starts school. Teachers meet more formally with Parents and Carers during termly parent consultations whereby a child's progress and development can be discussed.

All Early Years adults work closely with Parents/Carers and outside agencies. They have a responsibility to make Parents/Carers aware of any delays in their child's learning. Where there are concerns, teachers will have an initial discussion with the Parents/Carers to establish their thoughts and opinions. Parents/Carers are to be involved and advised during every step and are asked to sign a consent form to allow Early Years staff to discuss their child with other professionals. When outside agencies have been involved and reports given to school, all Early Years staff must follow the guidance and put all actions into place to ensure the best provision for that child.

## **9 Assessment within our Early Years: Impact**

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress. All Early Years staff use ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. Staff effectively use information regarding a child's development, achievements and interests that is provided by home via Arc Pathway online learning journals. All of the information that is gained is used to plan learning experiences and next steps so that knowledge and skills are built cumulatively and to ensure that a whole picture is created of the individual child.

During The Early Years, staff carry out speech and language assessments using the WellComm programme and this allows staff to support children's understanding and use of language and to identify specific speech, language and communication delays as early as possible. At the beginning of a child's Reception year, teachers carry out the statutory Reception Baseline Assessment with all children. This assessment focuses on 'Language, Communication and Literacy' and 'Mathematics' and shows the progress a child makes from Reception until the end of Key Stage Two. Towards the end of the Reception year, the Early Years Foundation Stage Profile is completed for all children. Teachers assess whether the child has met each of the 17 Early Learning Goals and discussions are held with Year One teachers to establish a child's readiness for learning at the next stage. To ensure the accuracy of the judgements that are made for our children in The Early Years, we carry out internal moderation within our year group teams and Reception teachers additionally attend moderation meetings with other schools and attend annual moderation training provided by the county. Further information regarding assessments in The Early Years can be found in The Early Years Framework.

The impact of our Early Years curriculum and provision is reflected in having happy, confident and successful children transitioning into Year One. The majority of our children make expected or accelerated progress from their starting points with a high proportion achieving the Early Learning Goals and a 'Good Level of Development' at the end of Reception. Our children are well prepared for the next stage of their learning.

## **10 Roles and responsibilities**

### **10.1 The Early Years Leader's role**

The Early Years Leader will:

- Work with the Headteacher, Senior Leadership Team and Early Years Trustee to determine the strategic development of the Early Years Policy and provision in the school.
- Have day-to-day responsibility for the operation of this policy.
- Provide professional guidance and modelling to Early Years colleagues and provide staff training.
- Monitor attainment and progress of classes, groups and year groups through data analysis and provide actions to be implemented.
- Monitor teaching and learning within the Early Years and report findings to SLT.
- Line manage Early Years staff.
- Work with other agencies to ensure that children receive appropriate support and be the point of contact ensuring that effective partnerships are maintained.

### **10.2 The Board of Trustees**

The Board of Trustees will:

- Monitor the way the school implements the Early Years Curriculum.

### **10.3 The Headteacher and Senior Leadership Team**

The Headteacher and Senior Leadership Team will:

- Work with the Early Years Lead and Early Years Trustee to determine the strategic development of this policy and Early Years provision in the school.
- Have overall responsibility for the provision and progress of learners within our Early Years.

### **10.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every child in their class.
- Ensuring that where concerns about a child are present, that they are raised appropriately and with the appropriate members of staff.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with their teaching assistant to review each child's progress and development and decide on any changes to provision.

- Being a key worker for a group of children. Being a role model for the children and supporting each child in line with this policy.
- Carrying out high quality interactions and recording the progress made by the children.
- Reading thoroughly the externally provided reports and seeking guidance where necessary. Teachers have to ensure that all recommendations are carried out and evidence provided as to their effectiveness.
- Setting and reviewing targets and ensuring that targets are shared and agreed with Parents/Carers.
- Providing a learning environment in line with this policy.
- Ensuring they follow the Early Years policy.

### **10.5 Teaching assistants (See also Teaching Assistant Job Descriptions).**

Each class teaching assistant is responsible for:

- Following direction and support from the class teacher/Early Years Lead with regards to Early Years practice and provision.
- Seeking advice from the class teacher/Early Years Lead when necessary.
- Being a key worker for a group of children. Being a role model for the children and supporting each child in line with this policy.
- Carrying out high quality interactions and recording the progress made by the children.
- Contributing to planning and assessment and supporting the class teacher in providing the best provision for the children.

### **10.6 Parents/Carers**

Each Parent/Carer is responsible for:

- Sharing information about their child's development with school staff as part of the assessment process.
- Supporting their child at home with activities that have been sent by Early Years staff.
- Accessing support and guidance where necessary.

## **11 Access and review of policy**

This policy will be reviewed by Katie Flynn (EYFS Lead) every year. It will also be updated if any changes to the information are made during the year. This policy will be accessible to all staff and the community through the school's website. It will be approved by the school Trustees.

## 12 Data Protection Statement:

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy. All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
Early Years Policy	Procedures, administration and responsibilities linked to the Early Years	To ensure a consistent and effective approach to teaching and learning in our Early Years	Pupils and staff	Secure Network drive

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
☐		



## **Home Visit Policy for our Foundation Stage Children**

### **Our Aims**

We believe that there is great value in visiting a child in their own home as we can learn so much about the child, their interest and needs and they are essential in building relationships with Parents/Carers and the child right from the start. Home visits not only support a child's well-being, but additionally provide staff with an insight into what will be required for individuals to give them the best possible start at our school. It is our aim that children feel safe, secure and happy and that they are well prepared to start their learning journey with us at The Coppice Primary School and Nursery.

### **Home Visits**

Both in Nursery and Reception, staff carry out home visits and this provides valuable information about a child. A list of appointments is left with the office so the school knows where teaching staff are throughout the day. Staff only visit homes in pairs and these visits last for around thirty minutes.

Teaching staff recognise and value the Parent/Carer's contributions and together, they complete an information sheet. There is the opportunity to play alongside the child in their own environment. Any concerns or questions can be addressed during this time. Necessary paperwork is collected so that school has all the information needed to provide the best care and education for each child. This includes information on the two-year-old check.



## Appendix 2: Toileting Policy for our Foundation Stage Children



# **Toileting Policy for our Foundation Stage Children**

## **Our Aim**

Achieving continence is a developmental milestone usually reached within the context of learning in the home before a child transfers to a nursery/school setting. However, for some children entering school, the skill of independent toileting has not been fully acquired and needs to be taught by the Parent/Carer.

In order to comply with child protection procedures, at The Coppice Primary School and Nursery we aim to exercise good practice in the toileting/changing of children who require assistance.

Staff will respect the child's privacy and cultural beliefs at all times and will encourage independence and good hygiene.

## **Expectations**

- Parents/Carers can expect that the school will provide adequate changing facilities for their child.
- Parents/Carers can expect that only staff with Disclosure and Barring Service clearance will change their child.
- It is expected that all children will be sent to school in pull-ups or ordinary pants, not nappies except in exceptional circumstances associated with a child's recognised additional needs.
- It is expected that Parents/Carers provide adequate resources for the changing of their child. For example, wipes, spare pants or pull-ups, a change of clothes.
- It is expected that Parents/Carers will seek the advice of their Health Visitor or the School Nurse for support in toilet training their child.

## **Changing/Toileting Procedures**

- Staff must report to another member of staff before taking a child to the toilet/changing area.
- Staff will follow good hand washing procedures and encourage children to do the same. Staff to wear aprons and disposable gloves whilst changing a child's soiled pull-up.
- Children will be encouraged to use the toilet at regular intervals or be checked at regular intervals by staff.

- Soiled wipes and pull-ups will be disposed of by using the bin provided and emptied at least once a day.
- A written record of children who have soiled/wet will be kept by staff and this information will be communicated to Parents/Carers.



## Appendix 3: The Leuven Scales



### The Leuven Scales

The Leuven Scales have been adapted from “A Process-Oriented Monitoring System” by Laevers et al. They are:

1. **Extremely low** – The child is clearly having a difficult time and doesn't feel happy in the setting. There are almost no instances of 'true' pleasure and they are primarily anxious or tense. Their contact with the environment is difficult and they might attack others. They are not at ease.
2. **Low** – The child shows elements of level one, but these are less pronounced.
3. **Moderate** – Here, they are neither happy or unhappy. They are often indifferent and are rarely outspoken, positively or negatively. They are rarely enthusiastic and contact with other children is pretty basic. There are no moments of real satisfaction.
4. **High** – The child shows elements of Level Five, but these are less pronounced.
5. **Extremely High** – They are clearly having fun and laugh a lot. They enjoy both what the environment has to offer and the company of others, often positively affecting the group dynamic. Any anger, unhappiness, or fear, quickly subsides and mostly, they are enjoying life to the full.



## Our Key Person System

### WHAT IS A KEY PERSON?

- A key person has a special responsibility for a set number of children. Your child's key person will ensure that their needs are recognised and met during each session.

### MAIN DUTIES

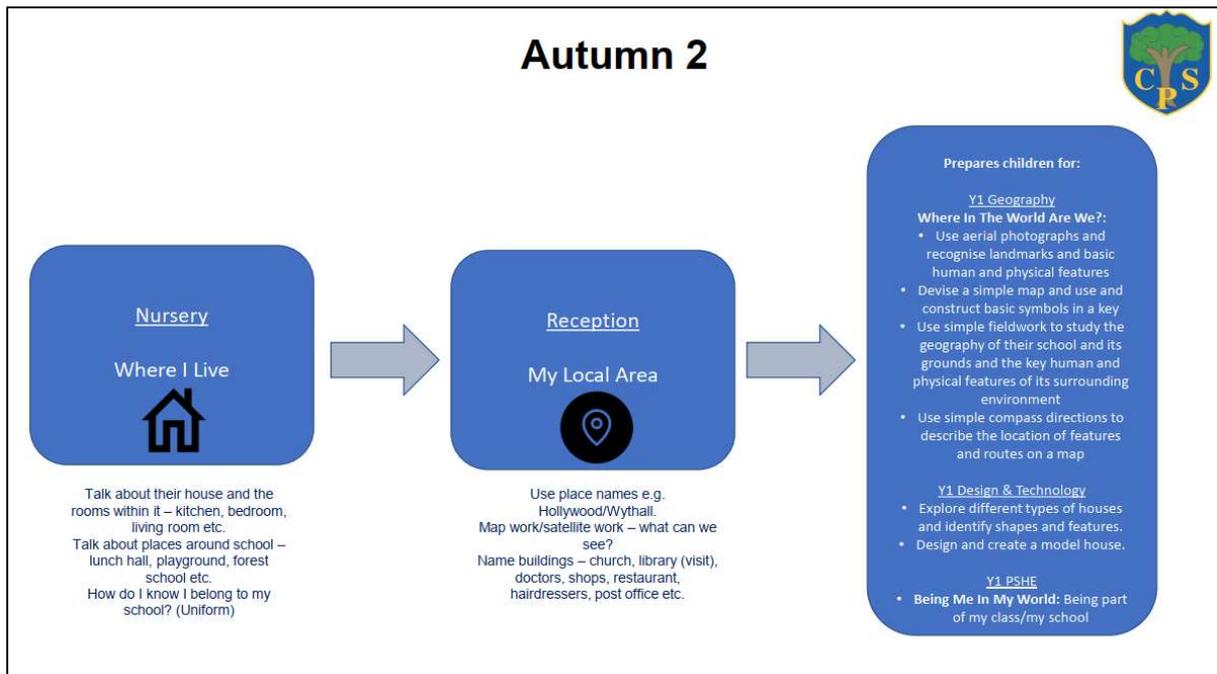
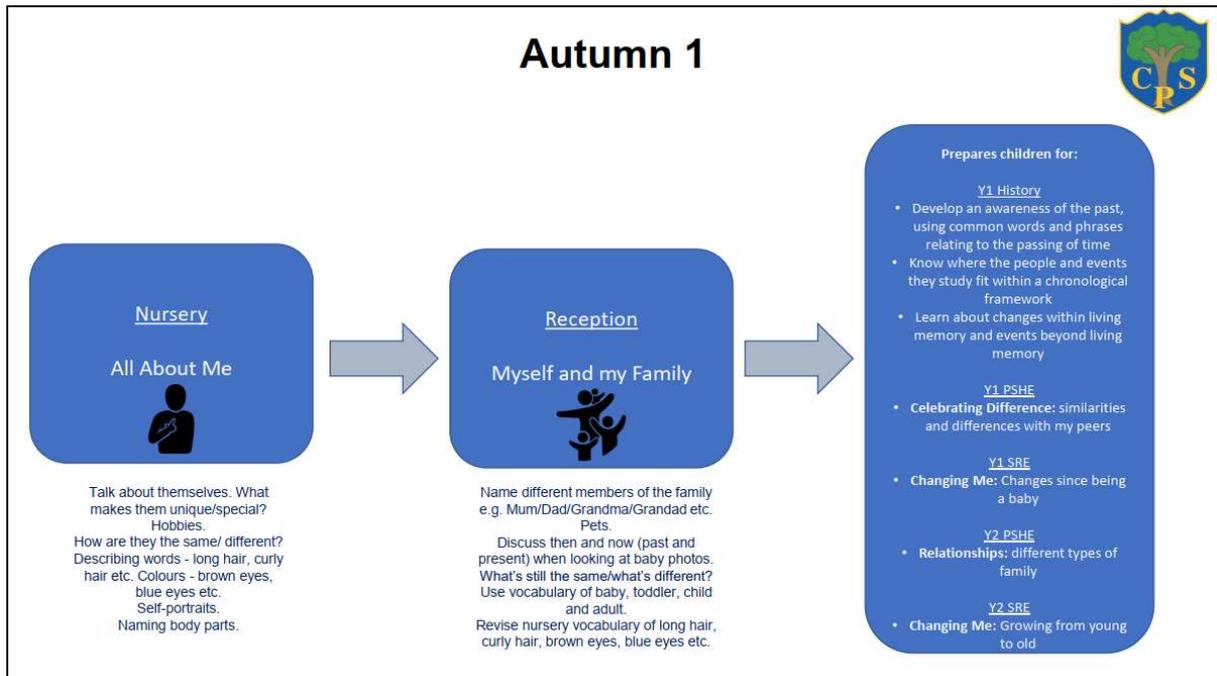
- To help your child settle in our setting.
- To build relationships with Parents/Carers and talk to them about their child.
- To assist the child in integrating into our setting if necessary.
- To provide emotional needs to your child and support them with their toileting needs when necessary.
- To make each child feel special, individual and thought about while they are away from home.
- To observe and support the teacher in monitoring the child's progress and encourage Parents/Carers to participate in their child's development. This will be via online Learning Journals and through communication at the start and end of sessions.
- To feedback information that might be important to Parents/Carers and the class teacher.
- To support the class teacher in planning the next steps for each child.

**It is important to note that your child's key person will not shadow them throughout the session and your child will work with other adults too. It is the responsibility of the class teacher to plan for and assess every child and you will need to speak to your child's teacher in order to find out how your child is progressing within the learning areas.**

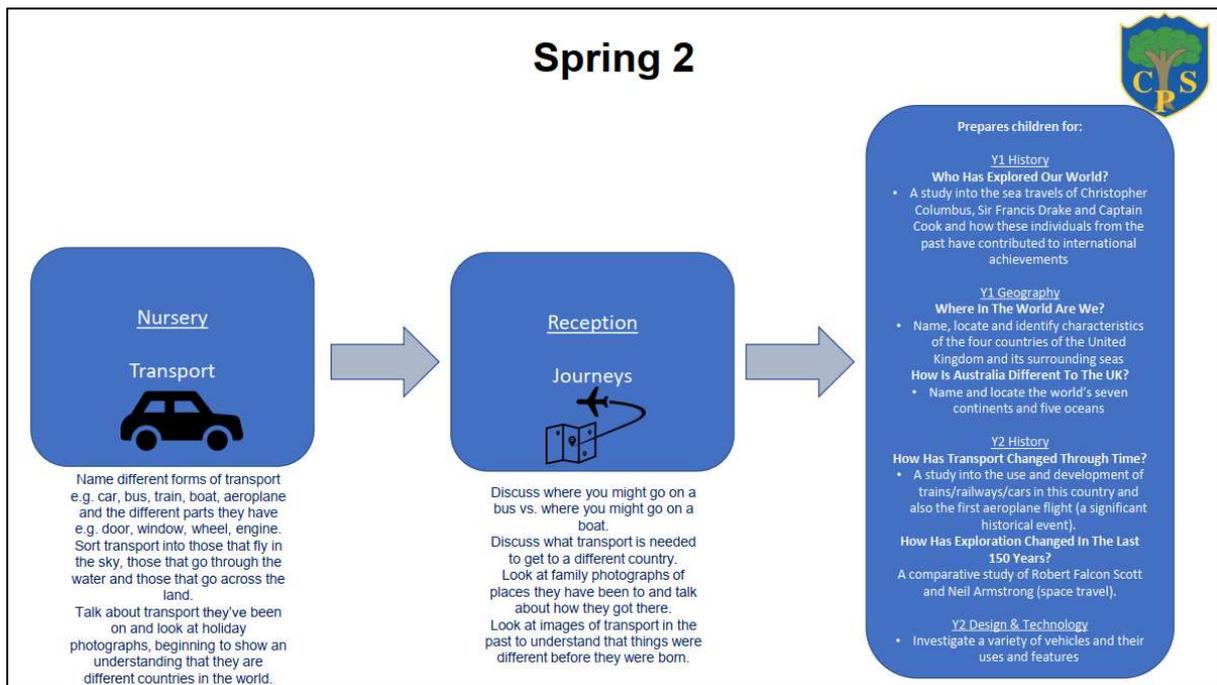
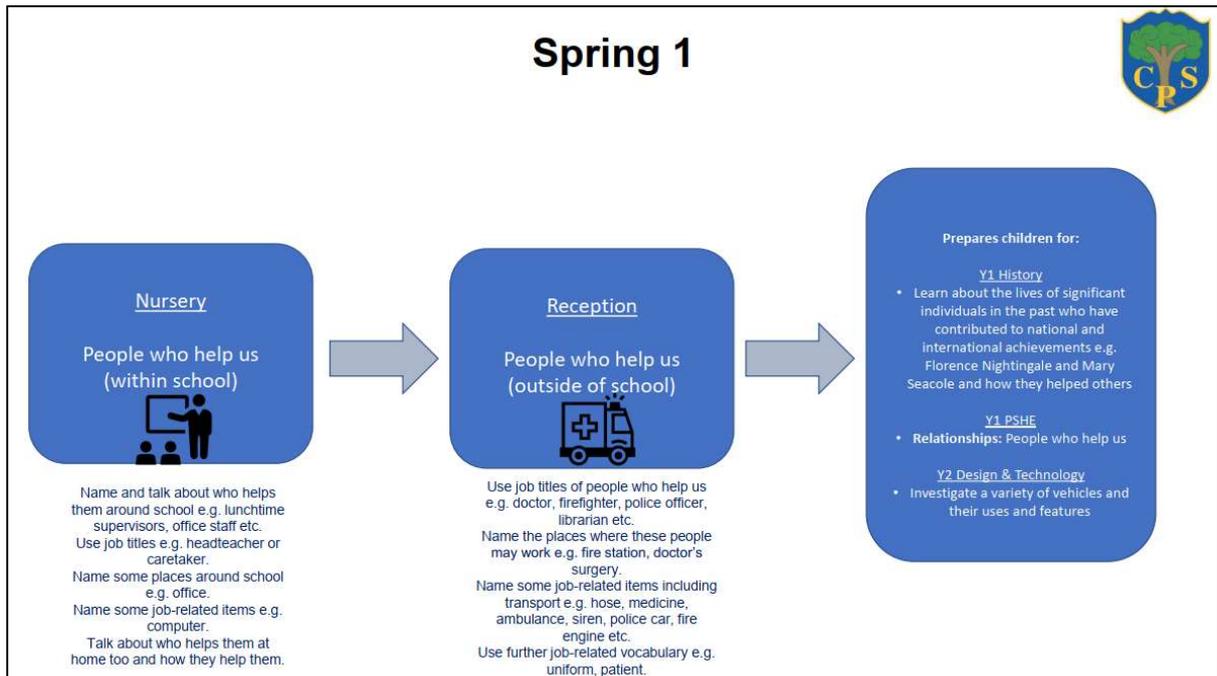
Your child \_\_\_\_\_ will have \_\_\_\_\_

as their key person this year. You can pass on important information to your child's key person at the start or end of sessions and you can record things in your child's online learning journal. We do hope that our key person system will be beneficial to your child and that it will help them settle and achieve well in our Early Years. We look forward to working with you this year.

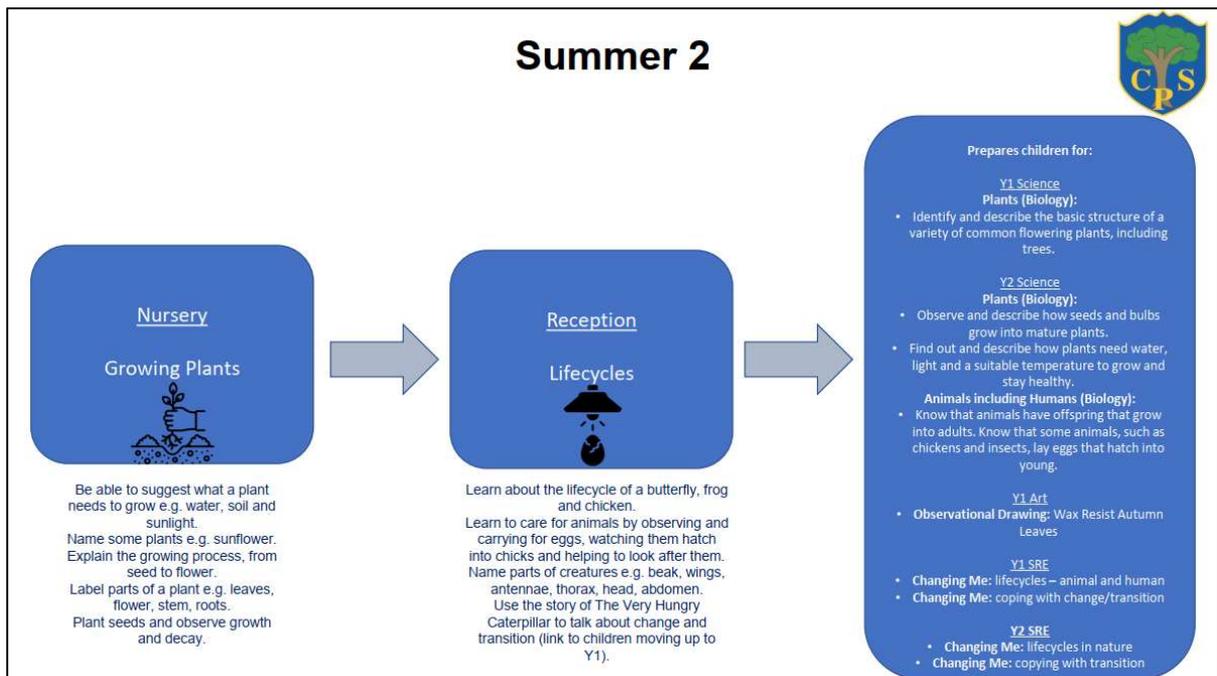
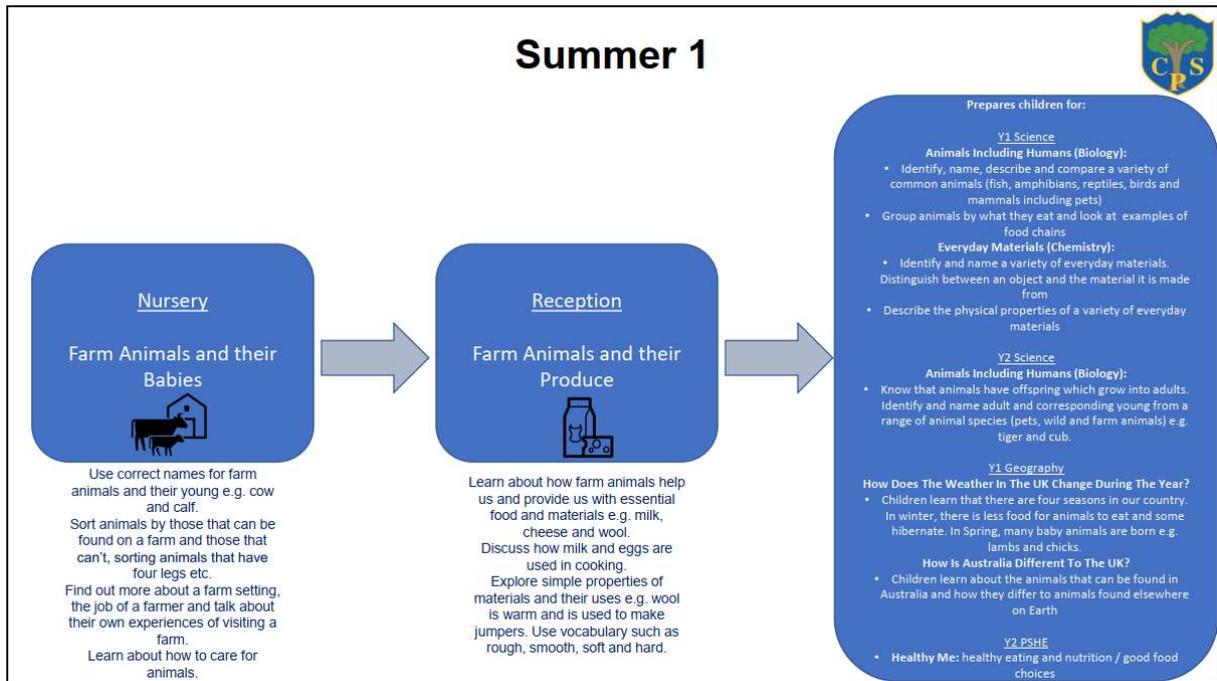
## Appendix 5: The Foundations for Our Curriculum



## Appendix 5: The Foundations for Our Curriculum (continued)



## Appendix 5: The Foundations for Our Curriculum (continued)



## Appendix 6: Speech, Language and Communication Concepts

### The Coppice Primary School Speech, Language and Communication Concepts

Our planning and teaching of concepts is based on the work of Ann Locke 1985 in the 'Living Language' programme.

'Most children pick up concepts easily and exposure to them is enough to learn them. However, for those that find learning concepts difficult they need a rigorous experiential learning experience. They need several steps of exposure to the word and its meaning in order to learn it.'

#### Basic Concepts

'Basic concepts are important as they underpin later learning. Thus a good understanding of basic concepts will form a foundation that children can use to learn more advanced vocabulary. Because they are so important it is useful to spend a greater amount of teaching time on them. By linking the concepts to the topic children will be exposed to the words in context and in a naturally meaningful way that require limited amounts of planning.'

#### Teaching the Concepts

One concept is chosen per week. Concepts will need thorough teaching so having exposure to the new word over a number of days and in a number of contexts will help the child to understand and use the new concept. We use the STAR approach when teaching new concepts.

**Select** the concept that will be focused on.

**Teach.** First, adults will introduce how the word sounds and then use an appropriate strategy to teach the concept. This is usually done through the use of a Concept Cat story and the use of objects.

**Activate** the meaning of the word by allowing the children to experience the meaning of the word independently.

**Review** the concept. Go over the word to ensure it is retained in the child's long term memory.

### The Coppice Primary School Speech, Language and Communication Concepts Overview

	Quality	Colour	Texture	Sound	Shape	Size	Movement	Quantity	Number	Space	Time
N	Same Different		Hard Soft Dry	Noisy Quiet/ly Loud/ly		Big Heavy Little Fat Empty Full Biggest	Fast Slow	A bit Many All A lot Some		Under Next to In front of Behind Top Back Bottom Forwards	
R			Furry Rough Smooth			Long Light Short Tall Thin		Both Most Few Less	First Second Third Last	Through Straight Backwards Near Between Side Far Front High	After Soon Today Before Yesterday
Y1	Almost	Dark/er Light/er			Corner Curved Straight	Deep Thick Smallest Fattest Wide Narrow Bigger Heaviest Longest		Only Every Nearly		Above Row Across Below Together	Early Late Tomorrow Once Twice Always Later

## Appendix 7: EYFS Author and Book List

The Coppice Primary School and Nursery		EYFS Author and Book List	
Term	Year Group	Topic	Author and Books
Autumn 1	Nursery	All About Me	Nick Sharratt 
	Reception	Myself and My Family	Nick Butterworth and Mick Inkpen 
Autumn 2	Nursery	Where I Live	Eric Hill and Jill Murphy 
	Reception	My Local Area	Linley Dodd and Nick Sharratt 
Spring 1	Nursery	People Who Help Us	Information Books Rebecca Hunter 
	Reception	People Who Help Us	Information Books Rebecca Hunter 
Spring 2	Nursery	Transport	Tony Mitton and Ant Parker 
	Reception	Journeys	Oliver Jeffers 
Summer 1	Nursery	Farm Animals and Their Babies	Rod Campbell and Pat Hutchins 
	Reception	Farm Animals and Their produce	Information Books 
Summer 2	Nursery	Growing Plants	Pat Hutchins and Nick Butterworth and Mick Inkpen 
	Reception	Life Cycles	Information Books Sheridan Cain 



# **The Coppice Primary School and Nursery**

## **Early Years Foundation Stage Policy**

Written by	Katie Flynn
Approved by Trustees	May 2024
Date for Review	May 2026

## **1 School Vision:**

*'Happy, confident and successful learners that are well prepared for life'*

## **2 Purpose:**

This policy reflects the school values and philosophy in relation to our Early Years provision at The Coppice Primary School and Nursery. It sets out a framework within which teaching and non-teaching staff can operate and sets out the school expectations of planning, teaching, delivery and assessment within the Early Years Foundation Stage.

## **3 This document is intended for:**

1. All teaching and school management staff
2. All Teaching Assistants and pupil support staff
3. School Trustees
4. Parents and Carers
5. Inspection teams

## **4 Introduction**

At The Coppice Primary School and Nursery, we recognise and place great value on the development of children as individuals and providing them with the knowledge, skills and understanding necessary for lifelong learning. It is our aim to give all children the best opportunities that they can have so that they become happy, confident and successful learners that are well prepared for life.

## **5 Aims of our Early Years provision: Intent**

The Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically, form the building blocks for our children to require life-long learning. We therefore plan many and varied learning opportunities in order that our children can develop and demonstrate these essential skills.

High level involvement occurs when children are directing their own, sustained play in an enabling environment and when supported by experienced and knowledgeable adults.

It is during these valuable opportunities that our children can develop and demonstrate their play and explorative skills, their ability to learn actively and to create and think critically.

We want to ensure that our children feel happy, secure and valued and that they acquire curiosity, knowledge, resilience, ambition and empathy. We know that children develop deep level learning when they are demonstrating high levels of well-being and involvement and that this is what children require in order to be well prepared for the next phase of their education.

To enable the above to happen:

- We have a commitment to all our children and their Parents and Carers that we will place the child's individual needs at the heart of our provision. Regardless of age, race, gender, religious or cultural belief, additional needs or economic situation, all of our children will receive high quality education.
- We will ensure that all children have an equal right to enjoy and participate in all aspects of school life and to benefit from the many and varied opportunities open to them.
- We hold each child's well-being as the key to all other aspects of provision. Through building positive, nurturing relationships, through high quality interactions and by creating a safe and stimulating environment, we aim to ensure that our children are happy and that they feel valued and respected.
- We seek to ensure that our children build up resilience, independence, confidence and that they develop good communication and language skills and problem-solving skills during their time with us in these early years.
- We will plan in response to each child's needs and interests and through positive interactions, we will guide their development.
- We ensure that our curriculum provides the foundations for the next phases in a child's journey at The Coppice and, therefore, everything that we do in Early Years has this in mind. This is why we have made sure that we have carefully and thoughtfully aligned the learning that happens within the Early Years with the areas of the National Curriculum that the children will begin to encounter in Year 1 and beyond.
- We ensure that children meet their next steps in learning, that they make good progress and are well prepared for reaching the Early Learning Goals at the end of the Foundation Stage.
- We aim to develop and maintain effective partnerships with Parents and Carers and outside agencies to ensure that children receive the best possible provision and support and they reach their full potential from their various starting points.
- For those children who enter our school Nursery or join in Reception year and who are not at the typical level or enter lacking the characteristics of effective learning, we ensure that we support these children with their personal, social and emotional skills and their speech, language and communication skills in order that they can catch up as quickly as possible.

## **6 Organisation and planning of our Early Years: Implementation**

From the time they start with us, each unique child becomes the heart of our provision and practice. Valuable time is spent building up relationships with the children and their families to support children's well-being and to learn more about their previous knowledge and experiences.

We maintain partnerships with Parents/Carers and outside agencies through effective communication to ensure that we are meeting individual needs. Our Early Years environment and the learning areas within them, both indoors and outdoors, are filled

with a rich array of open-ended and easily accessible resources to fully create an enabling environment that promotes independence and critical thinking.

We have a good balance between adult-led and child-led activities and provide sustained play opportunities throughout the day. During these continuous provision times, adults facilitate and move learning on by adopting the cycle of observing, assessing and planning in the moment. Through working in this way, individual needs are met immediately and at a time when a child is displaying the characteristics of effective learning.

**6.1** Throughout our EYFS at The Coppice Primary School and Nursery, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. The framework specifies the learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. Our Early Years philosophy centres around four themes that are underpinned within the framework. These four themes are as follows:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

## **6.2 Providing for children's well-being: Induction and transitions**

We understand that for learning to take place, children need to feel safe and secure in their environment, they need to feel respected and valued by those around them and they need to be highly engaged and involved in activities.

Before starting at our setting, the children are given the opportunity to attend 'stay and play' sessions whereby they can come and play in their new classrooms with their Parents or Carers. It is during these first meetings where relationships and partnerships begin. Parents and Carers are given information to learn more about the school and can find out what their child will be learning during The Foundation Stage via our school induction website. This is a carefully planned website to aid transition for our youngest children. Parents and Carers can view welcome messages and information videos from key members of staff in school and the children can listen to stories being read by their new teachers. Video tours are included to show children their new learning environment and the key places that they will visit around school. These videos can be viewed throughout the summer months to support the children in becoming more familiar with their new setting. In addition to the induction website, Parents and Carers are invited to attend an induction meeting at school whereby staff are available to answer any questions and they have the opportunity to tour the Nursery and Reception classrooms. To further aid children when transitioning to our school and to support staff in building a partnership with home, Parents and Carers are encouraged to book a home visit appointment. (Please see Appendix one: Home Visit Policy for our Foundation Stage Children).

Staff meet, where possible, or communicate with previous settings to find out as much information about each child as possible. This gives our staff a guide to a child's starting points and their current interests.

When moving from Nursery to Reception or Reception to Year One, all staff meet to discuss children's needs and development. Numerous opportunities are carefully planned to aid transition with new teaching staff visiting children in their current classrooms and then time is given for children to play in their new classrooms with their current teachers before spending time with new adults. By the start of the new school year, children have spent time in their new classrooms and have started to build up relationships with their new teaching staff.

Once children have time to settle in their new learning environment, teaching staff use the Leuven scales to assess children's involvement and well-being and continue to use these scales throughout the year.

The information provided is used to inform planning and interventions to support the children further. (Please see Appendix three: *The Leuven Scales*.)

### **6.3 Providing for children's well-being: Key workers in Early Years**

Although class teachers have the responsibility for all of the children within their class, children are assigned a key worker as they start our Early Years. Parents/Carers are given information about who the key worker is and the role of the key worker. (Please see Appendix four: *Our Key Person System*.) This system has proven to be very effective in supporting children and Parents/Carers, particularly as a child starts their time with us. Key workers build up good relationships with their children by spending time interacting with them, teaching them in small groups and they have a good knowledge about a child's strengths, interests and next steps. All key workers have a responsibility to contribute to planning and assessment and to ensure that their key children's needs are being met. All teaching staff in our Early Years carry out high quality interactions with the children and this helps to build positive relationships. Key workers know their children really well so know the right time to intervene with learning and know the right way to deal with any situations that may arise.

### **6.4 Enabling environments**

At the Coppice Primary School and Nursery, we believe that the environment has a significant role in supporting children's learning and development across all areas of the EYFS. It is recognised that children learn and develop best in supportive environments where individual needs are met.

All of our Early Years environments have things in common and this is that they are all child-centred; they are welcoming and safe and aim to facilitate a sense of belonging. Both indoors and outdoors provide a variety of activities and resources that support individual needs of the children. There are open-ended activities to inspire and promote independence, communication and language skills, problem solving and

decision making. Within Nursery and Reception, there are learning areas that promote the prime and specific areas of learning and these areas are regularly reviewed to ensure that resources meet the needs of the children.

Resources are engaging, challenging, easily accessible and are all presented at a child's height. Silhouettes or photos and labels are provided in each area to support children's independence during tidying up time. Within child-initiated times, children can select their own resources, combine resources and find new ways to use them. Enhancements and provocations are provided in response to child interest or formative assessment. Adults play alongside the children to model how to handle and use the resources appropriately and establish rules and routines to care for resources to put them back where they belong when they are no longer required.

## 6.5 Teaching and learning in our Early Years

All areas of the EYFS curriculum are followed and planned for, to ensure that there is a broad, balanced and progressive learning environment and curriculum. Our Early Years curriculum has been carefully planned and sequenced to ensure that our children secure the knowledge and skills that they require for the next stage in their learning. National Curriculum links have been made within the different learning areas to best prepare our children for future learning. (Please see Appendix five: *EYFS - The Foundations for our Curriculum, for further information.*)

The children first acquire new knowledge and then use this to develop new skills, demonstrating understanding through the seven areas of the curriculum. These are the seven areas of learning that we use to plan children's learning and activities:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Underpinning and running throughout the seven areas of learning are the Characteristics of Effective Learning mentioned at the start of this policy. These link to our whole school 'Coppice Learners'. In both Nursery and Reception, we have three dinosaurs that help the children to focus on and understand these important skills.



**I am Explorosaurus!**

I explore and play using my senses and imagination well and enjoy trying new activities.

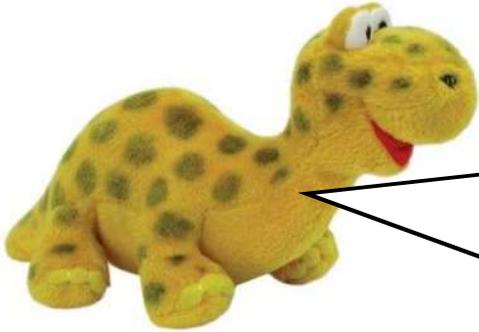
## I am Tryatops!

I really concentrate and focus and never give up when things are difficult.



## I am Thinkodocus!

I think and plan carefully.  
I solve my own problems and test out my ideas.  
I remember and use my knowledge and experiences from the past to help me learn new things.



### 6.6 Early Language, Reading and Writing

Throughout our Early Years, we create language-rich environments where children can acquire new vocabulary and are encouraged to engage in back and forth conversations with their peers and key workers. Adults model good communication skills through their interactions and introduce new concepts to the children through the use of 'Concept Cat' from The Living Language programme. (Please see Appendix six: *Speech, Language and Communication Concepts Overview for further information*.) Staff carefully plan the vocabulary that is to be covered through the curriculum, with clear links to the vocabulary that they will be taught in the next stage of their learning. Numerous opportunities are planned for this vocabulary to be revisited to aid children's understanding. Children's speech and language skills are assessed using the WellComm programme. This allows staff to quickly identify those children that have a delay in their development and provision can be planned and provided to ensure that they make good progress in this area of learning.

It is the aim that our EYFS children develop the necessary knowledge and skills in order to become fluent and confident readers and that they develop an enjoyment of reading. Children in Nursery and Reception are read to and engage in book talk daily and are encouraged to choose and take books home from school to share with their family at home. Reception children are provided with books that carefully match their reading ability and read these stories at home and to their teachers. Parents and Carers are encouraged to record in their child's reading diary to inform school about the books that the children have enjoyed and to share achievements and progress.

To support our children in building up a knowledge of authors, we carefully select the books that will be covered and focused on in each topic. (Please see Appendix seven: *EYFS Author and Book List*.) In both Nursery and Reception, we focus on 'Author of the Month' where numerous stories are shared by the same author so the children can become familiar with the author's work. Parents and Carers are invited into school throughout the year to join our story at the end of the day and to watch the children perform a rhyme during a 'Rhyme Time' session. These sessions provide the opportunity for teachers to share stories that have been read in school and to share the author that has been focused on.

We use the 'Sounds Write' programme to support our planning and teaching of phonics. 'Sounds Write' supports our children with their blending, segmenting and phoneme manipulation skills in preparation for reading words and simple sentences by the end of Reception. (Please see our English policy for further information regarding our approach to the teaching of phonics.)

Mark making and writing opportunities are provided both indoors and outdoors and resources, enhancements and provocations are well linked to child interest and assessment. We follow the 'Kinetic Letters' programme to teach the formation of different marks, lower-case and upper-case letters and to ensure that the children are well prepared physically for writing and mark making tasks. Our EYFS children are supported to write for real purposes with our youngest children in Nursery learning to read and then write their name during self-registration and children in Reception writing posters to find lost items or creating labels for models that have been built. (Please see our English policy for further information regarding our approach to the teaching of handwriting.)

## **6.7 Early Mathematics**

We plan mathematical teaching and learning opportunities using The Early Years Framework and Development Matters and use the NCETM and the White Rose programmes to ensure progression and coverage throughout the year. The children experience a range of activities and solve real life problems that support their early mathematical skills. The children count as part of daily routines to build up a good knowledge of numbers and learn mathematical concepts through their continuous provision as well as through adult-directed teaching. Children in our Early Years use a range of manipulatives and resources to aid their mathematical thinking and problem solving. Resources such as: Numicon, counters, five frames and real objects are utilised in Nursery and these are additionally provided in Reception as well as ten frames, number lines and rekenreks. (Please refer to our Maths policy for further information regarding the teaching of early maths.)

## **6.8 Adult-led teaching and learning**

We ensure a balance between adult-led and child-led teaching and learning. Our adult directed teaching times are called 'Family Time' and this is where the children work

with their key worker to learn a particular skill or concept. The children then are able to apply this new skill within their own child-initiated learning. 'Family Time' sessions are always planned at the start or towards the end of sessions to enable continuous provision times to be longer and to avoid interruptions in a child's learning.

In Nursery, there are two 'Family Time' sessions at the start of the year and this increases to three sessions as the children are ready. Direct teaching and activities focus on the prime areas and then move on to focus on specific areas when the children are ready. In Reception, there are three 'Family Time' sessions. Activities are planned to support early reading, early writing and maths. Children work on a carpet area with their key worker. Adults can then work with any children that require extra support or need to consolidate their understanding at the start of continuous provision times. Adults make notes about each session and this is used to inform future planning. To support our children transitioning into Year One, the children are introduced to working at a table and sitting on a chair from the start of the summer term. Teachers model the correct seating position, encouraging children to keep their feet flat to the ground and their bodies close to the table and the children are given lots of opportunities to practise working at a table during their 'Family Time' sessions.

## **6.9 Child-initiated teaching and learning**

In both Nursery and Reception, our child-initiated learning sessions are called 'Busy Bee'. These sessions are long periods of uninterrupted play and this gives children the sustained time they need to develop their ideas, to test out, to review and change their plans as they choose to work inside or outside. During this time, children have free flow within all classrooms and can access the outside learning area. We understand that children are unique and that they learn in different ways. We ensure that children have the opportunities for outdoor learning during each session unless the weather is considered to be too dangerous. The outdoor environment offers different resources for the children and provides opportunities to experience activities on a larger scale. We choose to work in this way because we believe that children learn best when they are highly motivated and engaged and when they are directing their own learning. We constantly assess our children's 'Levels of Involvement' in order that we can regularly review our provision and adjust it accordingly.

All Early Years staff facilitate learning during these 'Busy Bee' times. As each child is initiating and leading their own learning, this means that adults do not have any pre-planned activities. Instead, they adopt a cycle of observation, planning, assessment and observation. Adults spend time working alongside the child, listening and observing and then stepping in just at the right moment to move learning on, to consolidate learning or to teach misconceptions. Adults use this time effectively to model, to introduce or reinforce new vocabulary and concepts and to pose questions. Through these high-quality interactions, adults can address a child's next steps in the moment. Interactions are recorded after the event and are collated as evidence and are sometimes accompanied by a photograph. Adults briefly record what they observed, what they did by using a 'T' to signify their part in the interaction and then

record the result. Records of interactions will show that 'T modelled .....explained.....provided' as examples.

## **7 Focus child system**

In both Nursery and Reception, we operate a focus child system from the second half of the autumn term. There are three children that are a focus for each week. Key workers spend time observing and interacting with these children as well as supporting those that are pursuing their own learning.

All interactions are recorded in the same way and if they are a focus child, then these observations will be used to form part of the child's learning journal for that week. We do not have focus activities and the focus child is never called over to complete an adult task. We simply carry out high quality interactions with the child in their chosen activity so that we get the most accurate picture of their independent learning.

## **8 Effective partnerships with Parents/Carers and professional agencies**

We endeavour to form partnerships with Parents and Carers right from the start as we value the knowledge they have about their child's development. Early Years teachers are all very approachable and make sure that they are available at the start and end of the sessions for informal or more formal discussions about the children.

All information is passed on at home time and we see communication as a two-way process. We encourage Parents and Carers to let us know important information. Things such as: Their child did not sleep well, or there has been a significant change in their child's life could be important information that will have an effect on their child during the day. Parents/Carers are sent a form to complete when their child is due to be a focus child. It asks them to share any important information with us about their child's progress and current interests. It also gives them the opportunity to ask us any questions about their child's development. Key workers respond by recording comments in a child's online learning journal.

Once the children start their learning journey with us in Nursery and Reception, teachers set up online learning journals using Arc Pathway Early Learning Software. These online journals provide the opportunity for staff to communicate progress and wow moments to Parents and Carers and they are a record of photographs and observations that have been made for each child. Once a child has had their focus week, their learning journal will be updated for Parents/Carers and children to view. Parents and Carers are invited to contribute to learning journals by uploading their own evidence from home or by making comments. All Parents and Carers are asked to consent to their child's photograph being taken and used to create online learning journals through a data protection form that is signed when their child first starts school. Teachers meet more formally with Parents and Carers during termly parent consultations whereby a child's progress and development can be discussed.

All Early Years adults work closely with Parents/Carers and outside agencies. They have a responsibility to make Parents/Carers aware of any delays in their child's learning. Where there are concerns, teachers will have an initial discussion with the Parents/Carers to establish their thoughts and opinions. Parents/Carers are to be involved and advised during every step and are asked to sign a consent form to allow Early Years staff to discuss their child with other professionals. When outside agencies have been involved and reports given to school, all Early Years staff must follow the guidance and put all actions into place to ensure the best provision for that child.

## **9 Assessment within our Early Years: Impact**

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress. All Early Years staff use ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. Staff effectively use information regarding a child's development, achievements and interests that is provided by home via Arc Pathway online learning journals. All of the information that is gained is used to plan learning experiences and next steps so that knowledge and skills are built cumulatively and to ensure that a whole picture is created of the individual child.

During The Early Years, staff carry out speech and language assessments using the WellComm programme and this allows staff to support children's understanding and use of language and to identify specific speech, language and communication delays as early as possible. At the beginning of a child's Reception year, teachers carry out the statutory Reception Baseline Assessment with all children. This assessment focuses on 'Language, Communication and Literacy' and 'Mathematics' and shows the progress a child makes from Reception until the end of Key Stage Two. Towards the end of the Reception year, the Early Years Foundation Stage Profile is completed for all children. Teachers assess whether the child has met each of the 17 Early Learning Goals and discussions are held with Year One teachers to establish a child's readiness for learning at the next stage. To ensure the accuracy of the judgements that are made for our children in The Early Years, we carry out internal moderation within our year group teams and Reception teachers additionally attend moderation meetings with other schools and attend annual moderation training provided by the county. Further information regarding assessments in The Early Years can be found in The Early Years Framework.

The impact of our Early Years curriculum and provision is reflected in having happy, confident and successful children transitioning into Year One. The majority of our children make expected or accelerated progress from their starting points with a high proportion achieving the Early Learning Goals and a 'Good Level of Development' at the end of Reception. Our children are well prepared for the next stage of their learning.

## **10 Roles and responsibilities**

### **10.1 The Early Years Leader's role**

The Early Years Leader will:

- Work with the Headteacher, Senior Leadership Team and Early Years Trustee to determine the strategic development of the Early Years Policy and provision in the school.
- Have day-to-day responsibility for the operation of this policy.
- Provide professional guidance and modelling to Early Years colleagues and provide staff training.
- Monitor attainment and progress of classes, groups and year groups through data analysis and provide actions to be implemented.
- Monitor teaching and learning within the Early Years and report findings to SLT.
- Line manage Early Years staff.
- Work with other agencies to ensure that children receive appropriate support and be the point of contact ensuring that effective partnerships are maintained.

### **10.2 The Board of Trustees**

The Board of Trustees will:

- Monitor the way the school implements the Early Years Curriculum.

### **10.3 The Headteacher and Senior Leadership Team**

The Headteacher and Senior Leadership Team will:

- Work with the Early Years Lead and Early Years Trustee to determine the strategic development of this policy and Early Years provision in the school.
- Have overall responsibility for the provision and progress of learners within our Early Years.

### **10.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every child in their class.
- Ensuring that where concerns about a child are present, that they are raised appropriately and with the appropriate members of staff.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with their teaching assistant to review each child's progress and development and decide on any changes to provision.

- Being a key worker for a group of children. Being a role model for the children and supporting each child in line with this policy.
- Carrying out high quality interactions and recording the progress made by the children.
- Reading thoroughly the externally provided reports and seeking guidance where necessary. Teachers have to ensure that all recommendations are carried out and evidence provided as to their effectiveness.
- Setting and reviewing targets and ensuring that targets are shared and agreed with Parents/Carers.
- Providing a learning environment in line with this policy.
- Ensuring they follow the Early Years policy.

### **10.5 Teaching assistants (See also Teaching Assistant Job Descriptions).**

Each class teaching assistant is responsible for:

- Following direction and support from the class teacher/Early Years Lead with regards to Early Years practice and provision.
- Seeking advice from the class teacher/Early Years Lead when necessary.
- Being a key worker for a group of children. Being a role model for the children and supporting each child in line with this policy.
- Carrying out high quality interactions and recording the progress made by the children.
- Contributing to planning and assessment and supporting the class teacher in providing the best provision for the children.

### **10.6 Parents/Carers**

Each Parent/Carer is responsible for:

- Sharing information about their child's development with school staff as part of the assessment process.
- Supporting their child at home with activities that have been sent by Early Years staff.
- Accessing support and guidance where necessary.

## **11 Access and review of policy**

This policy will be reviewed by Katie Flynn (EYFS Lead) every year. It will also be updated if any changes to the information are made during the year. This policy will be accessible to all staff and the community through the school's website. It will be approved by the school Trustees.

## 12 Data Protection Statement:

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy. All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
Early Years Policy	Procedures, administration and responsibilities linked to the Early Years	To ensure a consistent and effective approach to teaching and learning in our Early Years	Pupils and staff	Secure Network drive

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
<input type="checkbox"/>		



## **Home Visit Policy for our Foundation Stage Children**

### **Our Aims**

We believe that there is great value in visiting a child in their own home as we can learn so much about the child, their interest and needs and they are essential in building relationships with Parents/Carers and the child right from the start. Home visits not only support a child's well-being, but additionally provide staff with an insight into what will be required for individuals to give them the best possible start at our school. It is our aim that children feel safe, secure and happy and that they are well prepared to start their learning journey with us at The Coppice Primary School and Nursery.

### **Home Visits**

Both in Nursery and Reception, staff carry out home visits and this provides valuable information about a child. A list of appointments is left with the office so the school knows where teaching staff are throughout the day. Staff only visit homes in pairs and these visits last for around thirty minutes.

Teaching staff recognise and value the Parent/Carer's contributions and together, they complete an information sheet. There is the opportunity to play alongside the child in their own environment. Any concerns or questions can be addressed during this time. Necessary paperwork is collected so that school has all the information needed to provide the best care and education for each child. This includes information on the two-year-old check.



## Appendix 2: Toileting Policy for our Foundation Stage Children



# **Toileting Policy for our Foundation Stage Children**

## **Our Aim**

Achieving continence is a developmental milestone usually reached within the context of learning in the home before a child transfers to a nursery/school setting. However, for some children entering school, the skill of independent toileting has not been fully acquired and needs to be taught by the Parent/Carer.

In order to comply with child protection procedures, at The Coppice Primary School and Nursery we aim to exercise good practice in the toileting/changing of children who require assistance.

Staff will respect the child's privacy and cultural beliefs at all times and will encourage independence and good hygiene.

## **Expectations**

- Parents/Carers can expect that the school will provide adequate changing facilities for their child.
- Parents/Carers can expect that only staff with Disclosure and Barring Service clearance will change their child.
- It is expected that all children will be sent to school in pull-ups or ordinary pants, not nappies except in exceptional circumstances associated with a child's recognised additional needs.
- It is expected that Parents/Carers provide adequate resources for the changing of their child. For example, wipes, spare pants or pull-ups, a change of clothes.
- It is expected that Parents/Carers will seek the advice of their Health Visitor or the School Nurse for support in toilet training their child.

## **Changing/Toileting Procedures**

- Staff must report to another member of staff before taking a child to the toilet/changing area.
- Staff will follow good hand washing procedures and encourage children to do the same. Staff to wear aprons and disposable gloves whilst changing a child's soiled pull-up.
- Children will be encouraged to use the toilet at regular intervals or be checked at regular intervals by staff.

- Soiled wipes and pull-ups will be disposed of by using the bin provided and emptied at least once a day.
- A written record of children who have soiled/wet will be kept by staff and this information will be communicated to Parents/Carers.



## Appendix 3: The Leuven Scales



### The Leuven Scales

The Leuven Scales have been adapted from “A Process-Oriented Monitoring System” by Laevers et al. They are:

1. **Extremely low** – The child is clearly having a difficult time and doesn't feel happy in the setting. There are almost no instances of 'true' pleasure and they are primarily anxious or tense. Their contact with the environment is difficult and they might attack others. They are not at ease.
2. **Low** – The child shows elements of level one, but these are less pronounced.
3. **Moderate** – Here, they are neither happy or unhappy. They are often indifferent and are rarely outspoken, positively or negatively. They are rarely enthusiastic and contact with other children is pretty basic. There are no moments of real satisfaction.
4. **High** – The child shows elements of Level Five, but these are less pronounced.
5. **Extremely High** – They are clearly having fun and laugh a lot. They enjoy both what the environment has to offer and the company of others, often positively affecting the group dynamic. Any anger, unhappiness, or fear, quickly subsides and mostly, they are enjoying life to the full.



## Our Key Person System

### WHAT IS A KEY PERSON?

- A key person has a special responsibility for a set number of children. Your child's key person will ensure that their needs are recognised and met during each session.

### MAIN DUTIES

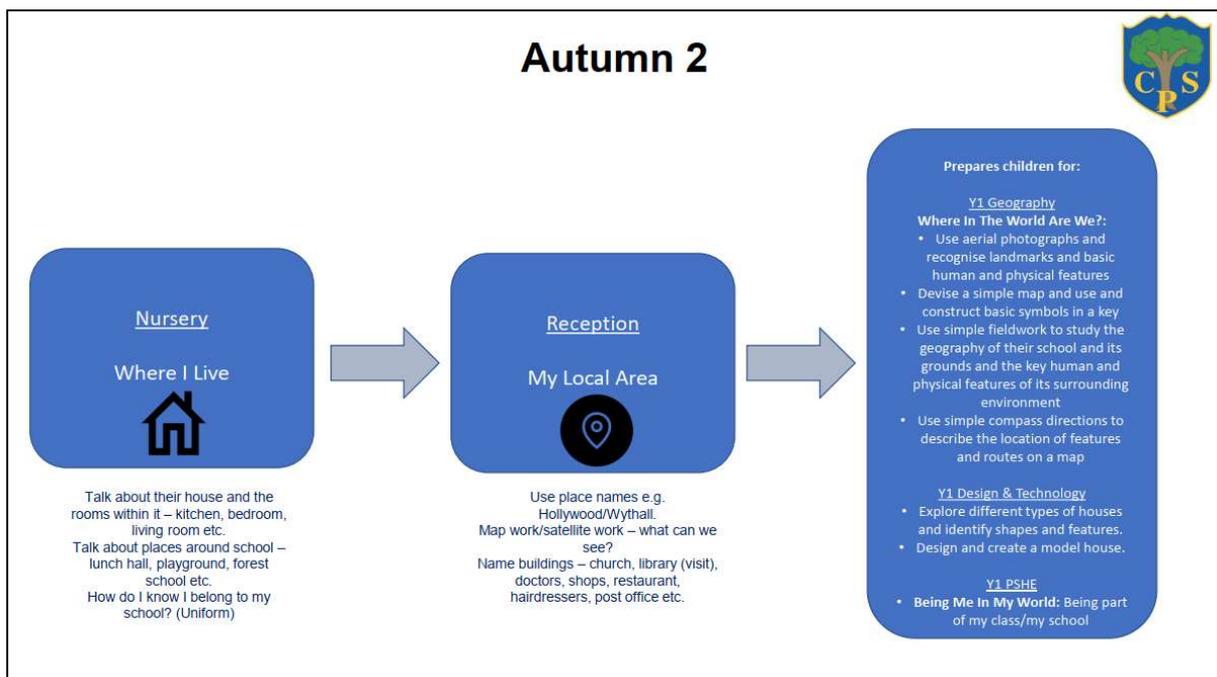
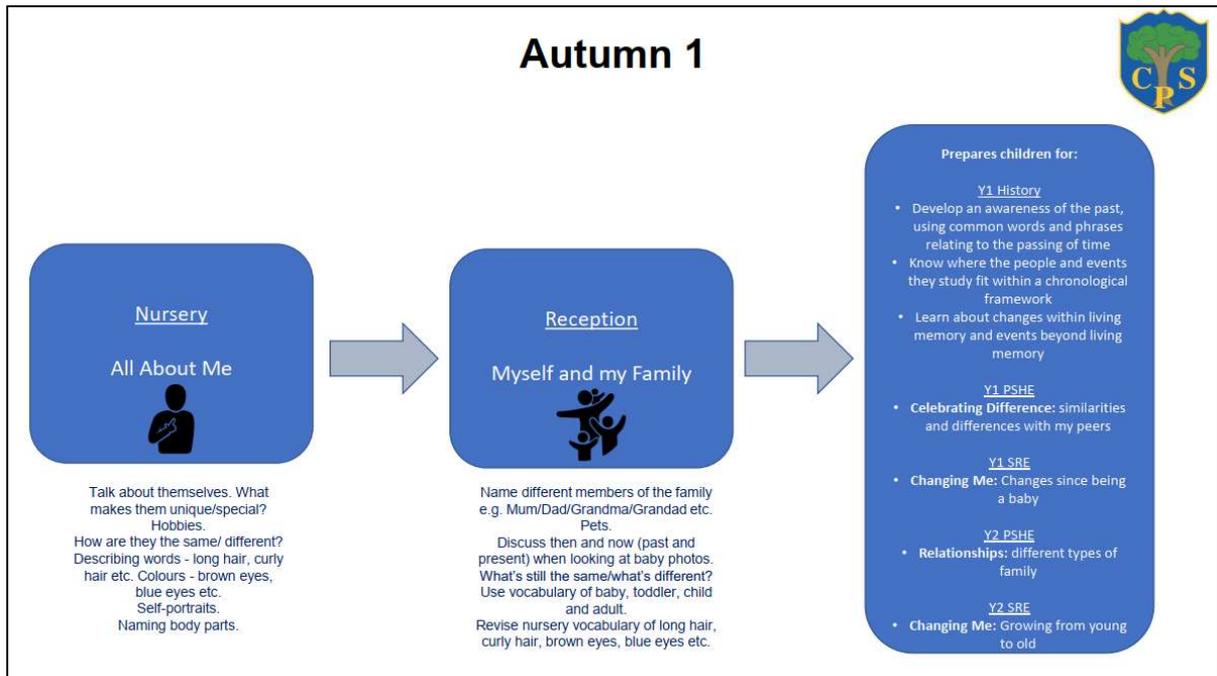
- To help your child settle in our setting.
- To build relationships with Parents/Carers and talk to them about their child.
- To assist the child in integrating into our setting if necessary.
- To provide emotional needs to your child and support them with their toileting needs when necessary.
- To make each child feel special, individual and thought about while they are away from home.
- To observe and support the teacher in monitoring the child's progress and encourage Parents/Carers to participate in their child's development. This will be via online Learning Journals and through communication at the start and end of sessions.
- To feedback information that might be important to Parents/Carers and the class teacher.
- To support the class teacher in planning the next steps for each child.

**It is important to note that your child's key person will not shadow them throughout the session and your child will work with other adults too. It is the responsibility of the class teacher to plan for and assess every child and you will need to speak to your child's teacher in order to find out how your child is progressing within the learning areas.**

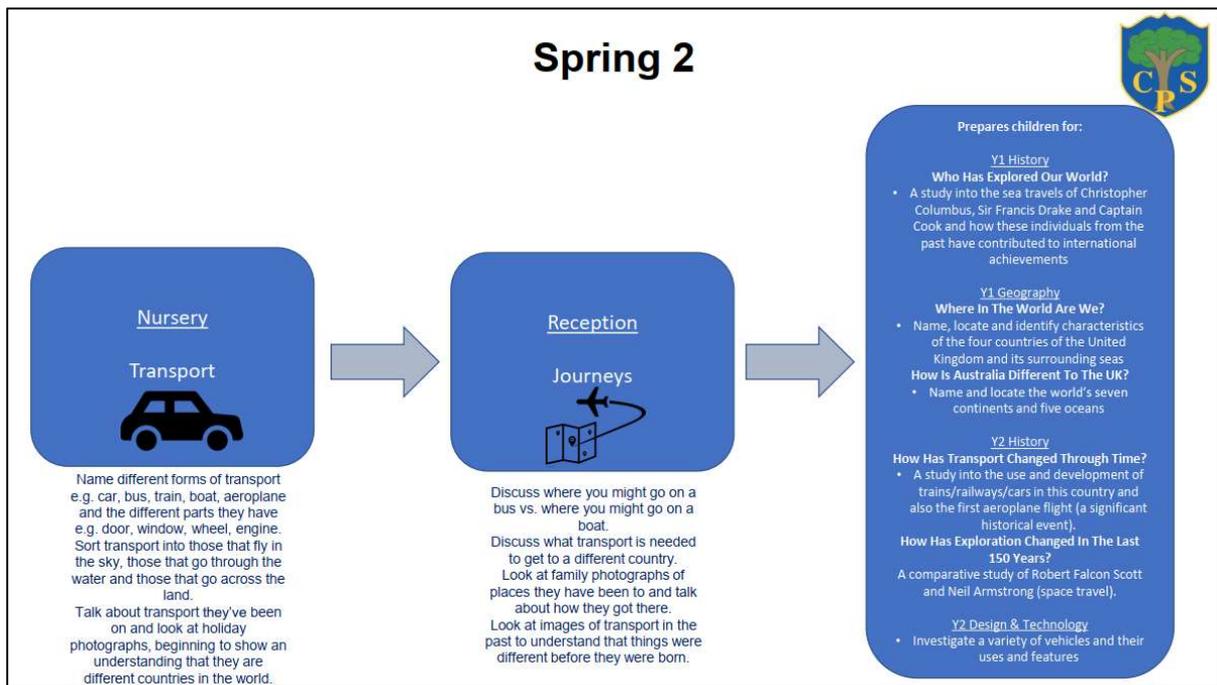
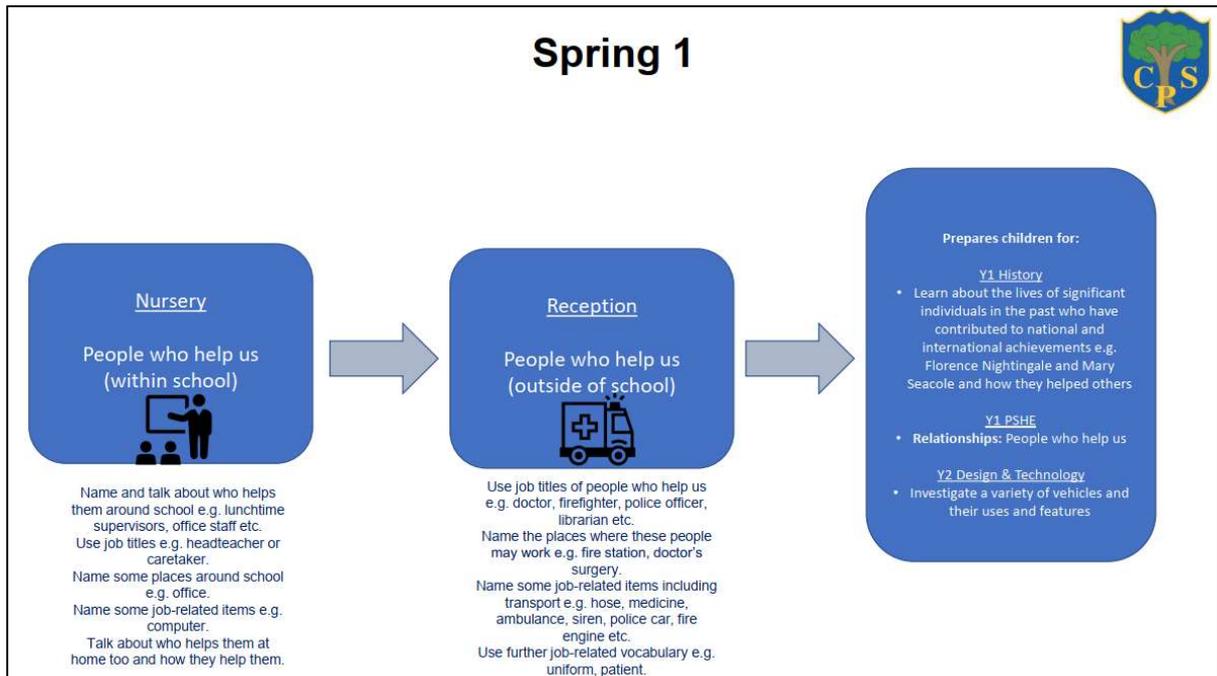
Your child \_\_\_\_\_ will have \_\_\_\_\_

as their key person this year. You can pass on important information to your child's key person at the start or end of sessions and you can record things in your child's online learning journal. We do hope that our key person system will be beneficial to your child and that it will help them settle and achieve well in our Early Years. We look forward to working with you this year.

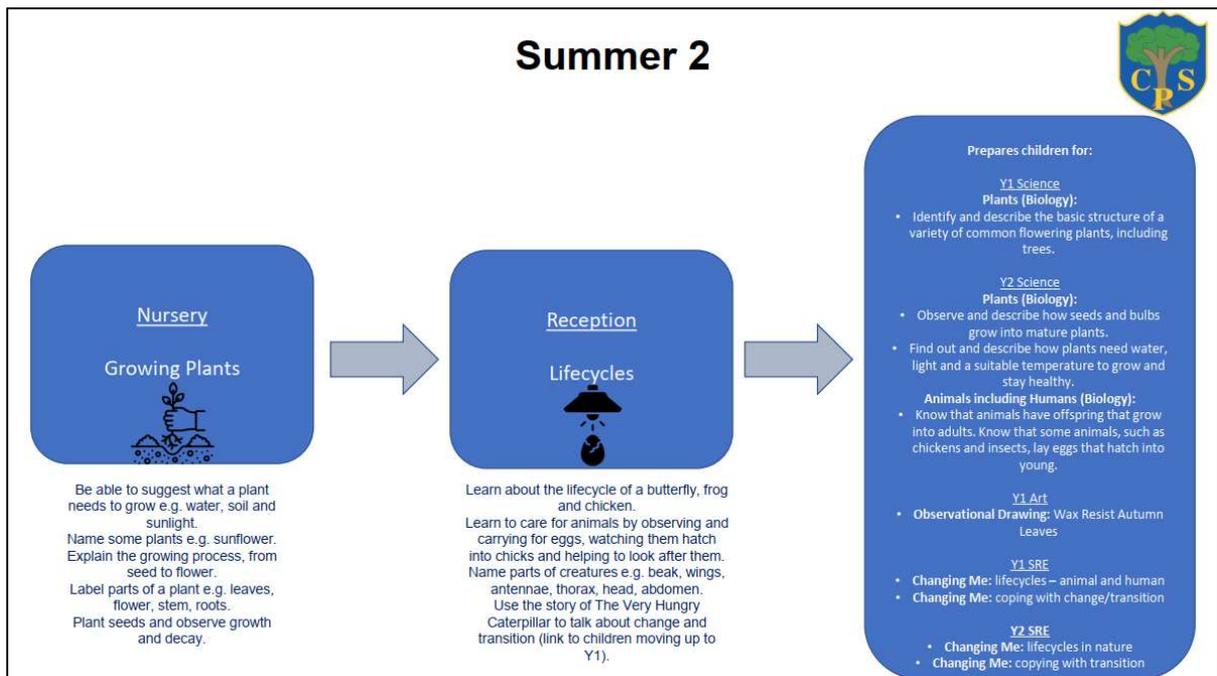
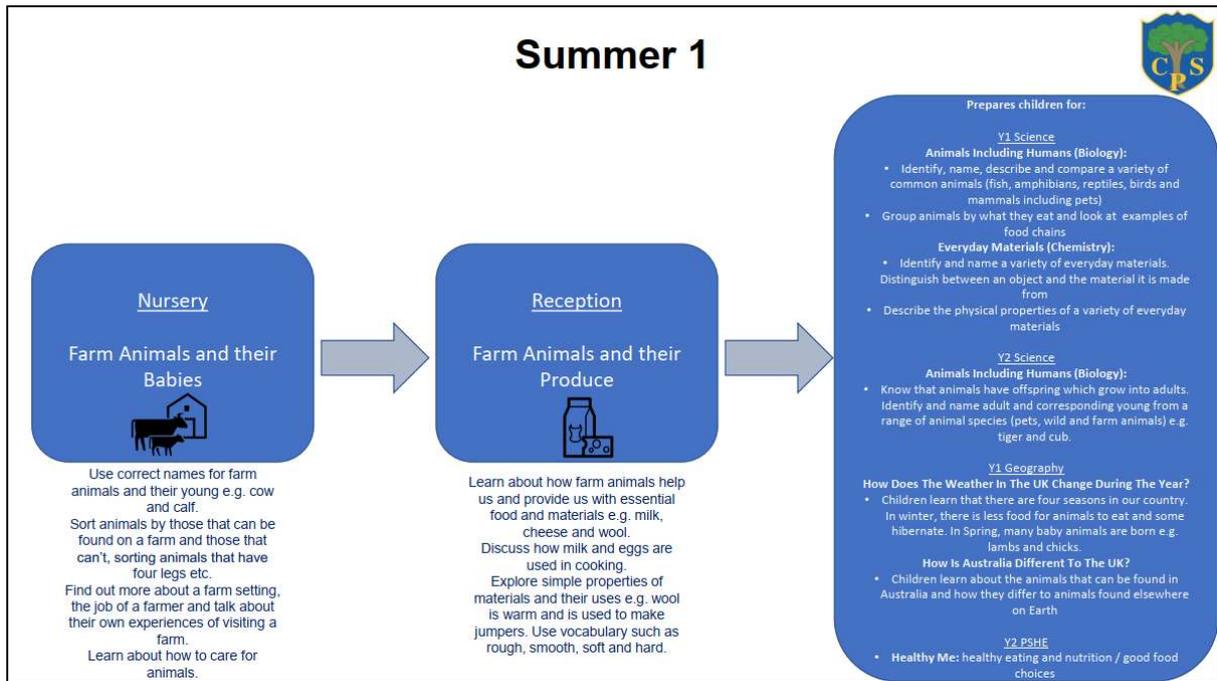
## Appendix 5: The Foundations for Our Curriculum



## Appendix 5: The Foundations for Our Curriculum (continued)



## Appendix 5: The Foundations for Our Curriculum (continued)



## Appendix 6: Speech, Language and Communication Concepts

### The Coppice Primary School Speech, Language and Communication Concepts

Our planning and teaching of concepts is based on the work of Ann Locke 1985 in the 'Living Language' programme.

'Most children pick up concepts easily and exposure to them is enough to learn them. However, for those that find learning concepts difficult they need a rigorous experiential learning experience. They need several steps of exposure to the word and its meaning in order to learn it.'

#### **Basic Concepts**

'Basic concepts are important as they underpin later learning. Thus a good understanding of basic concepts will form a foundation that children can use to learn more advanced vocabulary. Because they are so important it is useful to spend a greater amount of teaching time on them. By linking the concepts to the topic children will be exposed to the words in context and in a naturally meaningful way that require limited amounts of planning.'

#### **Teaching the Concepts**

One concept is chosen per week. Concepts will need thorough teaching so having exposure to the new word over a number of days and in a number of contexts will help the child to understand and use the new concept. We use the STAR approach when teaching new concepts.

**Select** the concept that will be focused on.

**Teach.** First, adults will introduce how the word sounds and then use an appropriate strategy to teach the concept. This is usually done through the use of a Concept Cat story and the use of objects.

**Activate** the meaning of the word by allowing the children to experience the meaning of the word independently.

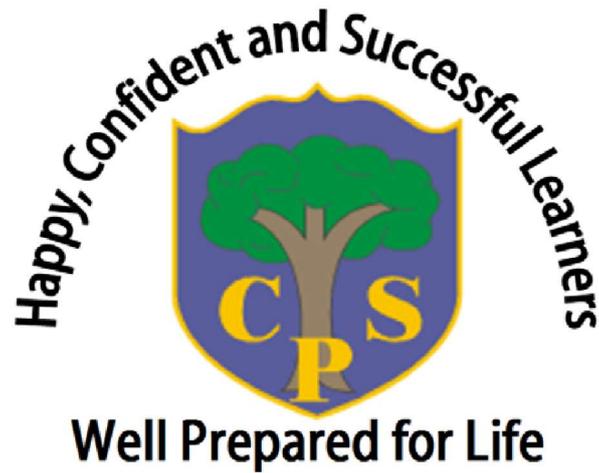
**Review** the concept. Go over the word to ensure it is retained in the child's long term memory.

### The Coppice Primary School Speech, Language and Communication Concepts Overview

	Quality	Colour	Texture	Sound	Shape	Size	Movement	Quantity	Number	Space	Time
N	Same Different		Hard Soft Dry	Noisy Quiet/ly Loud/ly		Big Heavy Little Fat Empty Full Biggest	Fast Slow	A bit Many All A lot Some		Under Next to In front of Behind Top Back Bottom Forwards	
R			Furry Rough Smooth			Long Light Short Tall Thin		Both Most Few Less	First Second Third Last	Through Straight Backwards Near Between Side Far Front High	After Soon Today Before Yesterday
Y1	Almost	Dark/er Light/er			Corner Curved Straight	Deep Thick Smallest Fattest Wide Narrow Bigger Heaviest Longest		Only Every Nearly		Above Row Across Below Together	Early Late Tomorrow Once Twice Always Later

## Appendix 7: EYFS Author and Book List

The Coppice Primary School and Nursery		EYFS Author and Book List	
Term	Year Group	Topic	Author and Books
Autumn 1	Nursery	All About Me	Nick Sharratt 
	Reception	Myself and My Family	Nick Butterworth and Mick Inkpen 
Autumn 2	Nursery	Where I Live	Eric Hill and Jill Murphy 
	Reception	My Local Area	Linley Dodd and Nick Sharratt 
Spring 1	Nursery	People Who Help Us	Information Books Rebecca Hunter 
	Reception	People Who Help Us	Information Books Rebecca Hunter 
Spring 2	Nursery	Transport	Tony Mitton and Ant Parker 
	Reception	Journeys	Oliver Jeffers 
Summer 1	Nursery	Farm Animals and Their Babies	Rod Campbell and Pat Hutchins 
	Reception	Farm Animals and Their produce	Information Books 
Summer 2	Nursery	Growing Plants	Pat Hutchins and Nick Butterworth and Mick Inkpen 
	Reception	Life Cycles	Information Books Sheridan Cain 



# **The Coppice Primary School and Nursery**

## **Early Years Foundation Stage Policy**

Written by	Katie Flynn
Approved by Trustees	May 2024
Date for Review	May 2026

## **1 School Vision:**

*'Happy, confident and successful learners that are well prepared for life'*

## **2 Purpose:**

This policy reflects the school values and philosophy in relation to our Early Years provision at The Coppice Primary School and Nursery. It sets out a framework within which teaching and non-teaching staff can operate and sets out the school expectations of planning, teaching, delivery and assessment within the Early Years Foundation Stage.

## **3 This document is intended for:**

1. All teaching and school management staff
2. All Teaching Assistants and pupil support staff
3. School Trustees
4. Parents and Carers
5. Inspection teams

## **4 Introduction**

At The Coppice Primary School and Nursery, we recognise and place great value on the development of children as individuals and providing them with the knowledge, skills and understanding necessary for lifelong learning. It is our aim to give all children the best opportunities that they can have so that they become happy, confident and successful learners that are well prepared for life.

## **5 Aims of our Early Years provision: Intent**

The Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically, form the building blocks for our children to require life-long learning. We therefore plan many and varied learning opportunities in order that our children can develop and demonstrate these essential skills.

High level involvement occurs when children are directing their own, sustained play in an enabling environment and when supported by experienced and knowledgeable adults.

It is during these valuable opportunities that our children can develop and demonstrate their play and explorative skills, their ability to learn actively and to create and think critically.

We want to ensure that our children feel happy, secure and valued and that they acquire curiosity, knowledge, resilience, ambition and empathy. We know that children develop deep level learning when they are demonstrating high levels of well-being and involvement and that this is what children require in order to be well prepared for the next phase of their education.

To enable the above to happen:

- We have a commitment to all our children and their Parents and Carers that we will place the child's individual needs at the heart of our provision. Regardless of age, race, gender, religious or cultural belief, additional needs or economic situation, all of our children will receive high quality education.
- We will ensure that all children have an equal right to enjoy and participate in all aspects of school life and to benefit from the many and varied opportunities open to them.
- We hold each child's well-being as the key to all other aspects of provision. Through building positive, nurturing relationships, through high quality interactions and by creating a safe and stimulating environment, we aim to ensure that our children are happy and that they feel valued and respected.
- We seek to ensure that our children build up resilience, independence, confidence and that they develop good communication and language skills and problem-solving skills during their time with us in these early years.
- We will plan in response to each child's needs and interests and through positive interactions, we will guide their development.
- We ensure that our curriculum provides the foundations for the next phases in a child's journey at The Coppice and, therefore, everything that we do in Early Years has this in mind. This is why we have made sure that we have carefully and thoughtfully aligned the learning that happens within the Early Years with the areas of the National Curriculum that the children will begin to encounter in Year 1 and beyond.
- We ensure that children meet their next steps in learning, that they make good progress and are well prepared for reaching the Early Learning Goals at the end of the Foundation Stage.
- We aim to develop and maintain effective partnerships with Parents and Carers and outside agencies to ensure that children receive the best possible provision and support and they reach their full potential from their various starting points.
- For those children who enter our school Nursery or join in Reception year and who are not at the typical level or enter lacking the characteristics of effective learning, we ensure that we support these children with their personal, social and emotional skills and their speech, language and communication skills in order that they can catch up as quickly as possible.

## **6 Organisation and planning of our Early Years: Implementation**

From the time they start with us, each unique child becomes the heart of our provision and practice. Valuable time is spent building up relationships with the children and their families to support children's well-being and to learn more about their previous knowledge and experiences.

We maintain partnerships with Parents/Carers and outside agencies through effective communication to ensure that we are meeting individual needs. Our Early Years environment and the learning areas within them, both indoors and outdoors, are filled

with a rich array of open-ended and easily accessible resources to fully create an enabling environment that promotes independence and critical thinking.

We have a good balance between adult-led and child-led activities and provide sustained play opportunities throughout the day. During these continuous provision times, adults facilitate and move learning on by adopting the cycle of observing, assessing and planning in the moment. Through working in this way, individual needs are met immediately and at a time when a child is displaying the characteristics of effective learning.

**6.1** Throughout our EYFS at The Coppice Primary School and Nursery, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. The framework specifies the learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. Our Early Years philosophy centres around four themes that are underpinned within the framework. These four themes are as follows:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

## **6.2 Providing for children's well-being: Induction and transitions**

We understand that for learning to take place, children need to feel safe and secure in their environment, they need to feel respected and valued by those around them and they need to be highly engaged and involved in activities.

Before starting at our setting, the children are given the opportunity to attend 'stay and play' sessions whereby they can come and play in their new classrooms with their Parents or Carers. It is during these first meetings where relationships and partnerships begin. Parents and Carers are given information to learn more about the school and can find out what their child will be learning during The Foundation Stage via our school induction website. This is a carefully planned website to aid transition for our youngest children. Parents and Carers can view welcome messages and information videos from key members of staff in school and the children can listen to stories being read by their new teachers. Video tours are included to show children their new learning environment and the key places that they will visit around school. These videos can be viewed throughout the summer months to support the children in becoming more familiar with their new setting. In addition to the induction website, Parents and Carers are invited to attend an induction meeting at school whereby staff are available to answer any questions and they have the opportunity to tour the Nursery and Reception classrooms. To further aid children when transitioning to our school and to support staff in building a partnership with home, Parents and Carers are encouraged to book a home visit appointment. (Please see Appendix one: Home Visit Policy for our Foundation Stage Children).

Staff meet, where possible, or communicate with previous settings to find out as much information about each child as possible. This gives our staff a guide to a child's starting points and their current interests.

When moving from Nursery to Reception or Reception to Year One, all staff meet to discuss children's needs and development. Numerous opportunities are carefully planned to aid transition with new teaching staff visiting children in their current classrooms and then time is given for children to play in their new classrooms with their current teachers before spending time with new adults. By the start of the new school year, children have spent time in their new classrooms and have started to build up relationships with their new teaching staff.

Once children have time to settle in their new learning environment, teaching staff use the Leuven scales to assess children's involvement and well-being and continue to use these scales throughout the year.

The information provided is used to inform planning and interventions to support the children further. (Please see Appendix three: *The Leuven Scales*.)

### **6.3 Providing for children's well-being: Key workers in Early Years**

Although class teachers have the responsibility for all of the children within their class, children are assigned a key worker as they start our Early Years. Parents/Carers are given information about who the key worker is and the role of the key worker. (Please see Appendix four: *Our Key Person System*.) This system has proven to be very effective in supporting children and Parents/Carers, particularly as a child starts their time with us. Key workers build up good relationships with their children by spending time interacting with them, teaching them in small groups and they have a good knowledge about a child's strengths, interests and next steps. All key workers have a responsibility to contribute to planning and assessment and to ensure that their key children's needs are being met. All teaching staff in our Early Years carry out high quality interactions with the children and this helps to build positive relationships. Key workers know their children really well so know the right time to intervene with learning and know the right way to deal with any situations that may arise.

### **6.4 Enabling environments**

At the Coppice Primary School and Nursery, we believe that the environment has a significant role in supporting children's learning and development across all areas of the EYFS. It is recognised that children learn and develop best in supportive environments where individual needs are met.

All of our Early Years environments have things in common and this is that they are all child-centred; they are welcoming and safe and aim to facilitate a sense of belonging. Both indoors and outdoors provide a variety of activities and resources that support individual needs of the children. There are open-ended activities to inspire and promote independence, communication and language skills, problem solving and

decision making. Within Nursery and Reception, there are learning areas that promote the prime and specific areas of learning and these areas are regularly reviewed to ensure that resources meet the needs of the children.

Resources are engaging, challenging, easily accessible and are all presented at a child's height. Silhouettes or photos and labels are provided in each area to support children's independence during tidying up time. Within child-initiated times, children can select their own resources, combine resources and find new ways to use them. Enhancements and provocations are provided in response to child interest or formative assessment. Adults play alongside the children to model how to handle and use the resources appropriately and establish rules and routines to care for resources to put them back where they belong when they are no longer required.

## 6.5 Teaching and learning in our Early Years

All areas of the EYFS curriculum are followed and planned for, to ensure that there is a broad, balanced and progressive learning environment and curriculum. Our Early Years curriculum has been carefully planned and sequenced to ensure that our children secure the knowledge and skills that they require for the next stage in their learning. National Curriculum links have been made within the different learning areas to best prepare our children for future learning. (Please see Appendix five: *EYFS - The Foundations for our Curriculum, for further information.*)

The children first acquire new knowledge and then use this to develop new skills, demonstrating understanding through the seven areas of the curriculum. These are the seven areas of learning that we use to plan children's learning and activities:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Underpinning and running throughout the seven areas of learning are the Characteristics of Effective Learning mentioned at the start of this policy. These link to our whole school 'Coppice Learners'. In both Nursery and Reception, we have three dinosaurs that help the children to focus on and understand these important skills.



**I am Explorosaurus!**

I explore and play using my senses and imagination well and enjoy trying new activities.

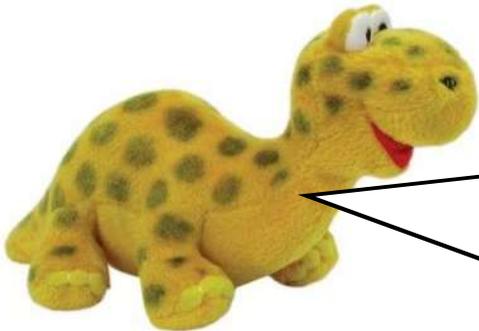
## I am Tryatops!

I really concentrate and focus and never give up when things are difficult.



## I am Thinkodocus!

I think and plan carefully.  
I solve my own problems and test out my ideas.  
I remember and use my knowledge and experiences from the past to help me learn new things.



### 6.6 Early Language, Reading and Writing

Throughout our Early Years, we create language-rich environments where children can acquire new vocabulary and are encouraged to engage in back and forth conversations with their peers and key workers. Adults model good communication skills through their interactions and introduce new concepts to the children through the use of 'Concept Cat' from The Living Language programme. (Please see Appendix six: *Speech, Language and Communication Concepts Overview for further information*.) Staff carefully plan the vocabulary that is to be covered through the curriculum, with clear links to the vocabulary that they will be taught in the next stage of their learning. Numerous opportunities are planned for this vocabulary to be revisited to aid children's understanding. Children's speech and language skills are assessed using the WellComm programme. This allows staff to quickly identify those children that have a delay in their development and provision can be planned and provided to ensure that they make good progress in this area of learning.

It is the aim that our EYFS children develop the necessary knowledge and skills in order to become fluent and confident readers and that they develop an enjoyment of reading. Children in Nursery and Reception are read to and engage in book talk daily and are encouraged to choose and take books home from school to share with their family at home. Reception children are provided with books that carefully match their reading ability and read these stories at home and to their teachers. Parents and Carers are encouraged to record in their child's reading diary to inform school about the books that the children have enjoyed and to share achievements and progress.

To support our children in building up a knowledge of authors, we carefully select the books that will be covered and focused on in each topic. (Please see Appendix seven: *EYFS Author and Book List*.) In both Nursery and Reception, we focus on 'Author of the Month' where numerous stories are shared by the same author so the children can become familiar with the author's work. Parents and Carers are invited into school throughout the year to join our story at the end of the day and to watch the children perform a rhyme during a 'Rhyme Time' session. These sessions provide the opportunity for teachers to share stories that have been read in school and to share the author that has been focused on.

We use the 'Sounds Write' programme to support our planning and teaching of phonics. 'Sounds Write' supports our children with their blending, segmenting and phoneme manipulation skills in preparation for reading words and simple sentences by the end of Reception. (Please see our English policy for further information regarding our approach to the teaching of phonics.)

Mark making and writing opportunities are provided both indoors and outdoors and resources, enhancements and provocations are well linked to child interest and assessment. We follow the 'Kinetic Letters' programme to teach the formation of different marks, lower-case and upper-case letters and to ensure that the children are well prepared physically for writing and mark making tasks. Our EYFS children are supported to write for real purposes with our youngest children in Nursery learning to read and then write their name during self-registration and children in Reception writing posters to find lost items or creating labels for models that have been built. (Please see our English policy for further information regarding our approach to the teaching of handwriting.)

## **6.7 Early Mathematics**

We plan mathematical teaching and learning opportunities using The Early Years Framework and Development Matters and use the NCETM and the White Rose programmes to ensure progression and coverage throughout the year. The children experience a range of activities and solve real life problems that support their early mathematical skills. The children count as part of daily routines to build up a good knowledge of numbers and learn mathematical concepts through their continuous provision as well as through adult-directed teaching. Children in our Early Years use a range of manipulatives and resources to aid their mathematical thinking and problem solving. Resources such as: Numicon, counters, five frames and real objects are utilised in Nursery and these are additionally provided in Reception as well as ten frames, number lines and rekenreks. (Please refer to our Maths policy for further information regarding the teaching of early maths.)

## **6.8 Adult-led teaching and learning**

We ensure a balance between adult-led and child-led teaching and learning. Our adult directed teaching times are called 'Family Time' and this is where the children work

with their key worker to learn a particular skill or concept. The children then are able to apply this new skill within their own child-initiated learning. 'Family Time' sessions are always planned at the start or towards the end of sessions to enable continuous provision times to be longer and to avoid interruptions in a child's learning.

In Nursery, there are two 'Family Time' sessions at the start of the year and this increases to three sessions as the children are ready. Direct teaching and activities focus on the prime areas and then move on to focus on specific areas when the children are ready. In Reception, there are three 'Family Time' sessions. Activities are planned to support early reading, early writing and maths. Children work on a carpet area with their key worker. Adults can then work with any children that require extra support or need to consolidate their understanding at the start of continuous provision times. Adults make notes about each session and this is used to inform future planning. To support our children transitioning into Year One, the children are introduced to working at a table and sitting on a chair from the start of the summer term. Teachers model the correct seating position, encouraging children to keep their feet flat to the ground and their bodies close to the table and the children are given lots of opportunities to practise working at a table during their 'Family Time' sessions.

## **6.9 Child-initiated teaching and learning**

In both Nursery and Reception, our child-initiated learning sessions are called 'Busy Bee'. These sessions are long periods of uninterrupted play and this gives children the sustained time they need to develop their ideas, to test out, to review and change their plans as they choose to work inside or outside. During this time, children have free flow within all classrooms and can access the outside learning area. We understand that children are unique and that they learn in different ways. We ensure that children have the opportunities for outdoor learning during each session unless the weather is considered to be too dangerous. The outdoor environment offers different resources for the children and provides opportunities to experience activities on a larger scale. We choose to work in this way because we believe that children learn best when they are highly motivated and engaged and when they are directing their own learning. We constantly assess our children's 'Levels of Involvement' in order that we can regularly review our provision and adjust it accordingly.

All Early Years staff facilitate learning during these 'Busy Bee' times. As each child is initiating and leading their own learning, this means that adults do not have any pre-planned activities. Instead, they adopt a cycle of observation, planning, assessment and observation. Adults spend time working alongside the child, listening and observing and then stepping in just at the right moment to move learning on, to consolidate learning or to teach misconceptions. Adults use this time effectively to model, to introduce or reinforce new vocabulary and concepts and to pose questions. Through these high-quality interactions, adults can address a child's next steps in the moment. Interactions are recorded after the event and are collated as evidence and are sometimes accompanied by a photograph. Adults briefly record what they observed, what they did by using a 'T' to signify their part in the interaction and then

record the result. Records of interactions will show that 'T modelled .....explained.....provided' as examples.

## **7 Focus child system**

In both Nursery and Reception, we operate a focus child system from the second half of the autumn term. There are three children that are a focus for each week. Key workers spend time observing and interacting with these children as well as supporting those that are pursuing their own learning.

All interactions are recorded in the same way and if they are a focus child, then these observations will be used to form part of the child's learning journal for that week. We do not have focus activities and the focus child is never called over to complete an adult task. We simply carry out high quality interactions with the child in their chosen activity so that we get the most accurate picture of their independent learning.

## **8 Effective partnerships with Parents/Carers and professional agencies**

We endeavour to form partnerships with Parents and Carers right from the start as we value the knowledge they have about their child's development. Early Years teachers are all very approachable and make sure that they are available at the start and end of the sessions for informal or more formal discussions about the children.

All information is passed on at home time and we see communication as a two-way process. We encourage Parents and Carers to let us know important information. Things such as: Their child did not sleep well, or there has been a significant change in their child's life could be important information that will have an effect on their child during the day. Parents/Carers are sent a form to complete when their child is due to be a focus child. It asks them to share any important information with us about their child's progress and current interests. It also gives them the opportunity to ask us any questions about their child's development. Key workers respond by recording comments in a child's online learning journal.

Once the children start their learning journey with us in Nursery and Reception, teachers set up online learning journals using Arc Pathway Early Learning Software. These online journals provide the opportunity for staff to communicate progress and wow moments to Parents and Carers and they are a record of photographs and observations that have been made for each child. Once a child has had their focus week, their learning journal will be updated for Parents/Carers and children to view. Parents and Carers are invited to contribute to learning journals by uploading their own evidence from home or by making comments. All Parents and Carers are asked to consent to their child's photograph being taken and used to create online learning journals through a data protection form that is signed when their child first starts school. Teachers meet more formally with Parents and Carers during termly parent consultations whereby a child's progress and development can be discussed.

All Early Years adults work closely with Parents/Carers and outside agencies. They have a responsibility to make Parents/Carers aware of any delays in their child's learning. Where there are concerns, teachers will have an initial discussion with the Parents/Carers to establish their thoughts and opinions. Parents/Carers are to be involved and advised during every step and are asked to sign a consent form to allow Early Years staff to discuss their child with other professionals. When outside agencies have been involved and reports given to school, all Early Years staff must follow the guidance and put all actions into place to ensure the best provision for that child.

## **9 Assessment within our Early Years: Impact**

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress. All Early Years staff use ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. Staff effectively use information regarding a child's development, achievements and interests that is provided by home via Arc Pathway online learning journals. All of the information that is gained is used to plan learning experiences and next steps so that knowledge and skills are built cumulatively and to ensure that a whole picture is created of the individual child.

During The Early Years, staff carry out speech and language assessments using the WellComm programme and this allows staff to support children's understanding and use of language and to identify specific speech, language and communication delays as early as possible. At the beginning of a child's Reception year, teachers carry out the statutory Reception Baseline Assessment with all children. This assessment focuses on 'Language, Communication and Literacy' and 'Mathematics' and shows the progress a child makes from Reception until the end of Key Stage Two. Towards the end of the Reception year, the Early Years Foundation Stage Profile is completed for all children. Teachers assess whether the child has met each of the 17 Early Learning Goals and discussions are held with Year One teachers to establish a child's readiness for learning at the next stage. To ensure the accuracy of the judgements that are made for our children in The Early Years, we carry out internal moderation within our year group teams and Reception teachers additionally attend moderation meetings with other schools and attend annual moderation training provided by the county. Further information regarding assessments in The Early Years can be found in The Early Years Framework.

The impact of our Early Years curriculum and provision is reflected in having happy, confident and successful children transitioning into Year One. The majority of our children make expected or accelerated progress from their starting points with a high proportion achieving the Early Learning Goals and a 'Good Level of Development' at the end of Reception. Our children are well prepared for the next stage of their learning.

## **10 Roles and responsibilities**

### **10.1 The Early Years Leader's role**

The Early Years Leader will:

- Work with the Headteacher, Senior Leadership Team and Early Years Trustee to determine the strategic development of the Early Years Policy and provision in the school.
- Have day-to-day responsibility for the operation of this policy.
- Provide professional guidance and modelling to Early Years colleagues and provide staff training.
- Monitor attainment and progress of classes, groups and year groups through data analysis and provide actions to be implemented.
- Monitor teaching and learning within the Early Years and report findings to SLT.
- Line manage Early Years staff.
- Work with other agencies to ensure that children receive appropriate support and be the point of contact ensuring that effective partnerships are maintained.

### **10.2 The Board of Trustees**

The Board of Trustees will:

- Monitor the way the school implements the Early Years Curriculum.

### **10.3 The Headteacher and Senior Leadership Team**

The Headteacher and Senior Leadership Team will:

- Work with the Early Years Lead and Early Years Trustee to determine the strategic development of this policy and Early Years provision in the school.
- Have overall responsibility for the provision and progress of learners within our Early Years.

### **10.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every child in their class.
- Ensuring that where concerns about a child are present, that they are raised appropriately and with the appropriate members of staff.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with their teaching assistant to review each child's progress and development and decide on any changes to provision.

- Being a key worker for a group of children. Being a role model for the children and supporting each child in line with this policy.
- Carrying out high quality interactions and recording the progress made by the children.
- Reading thoroughly the externally provided reports and seeking guidance where necessary. Teachers have to ensure that all recommendations are carried out and evidence provided as to their effectiveness.
- Setting and reviewing targets and ensuring that targets are shared and agreed with Parents/Carers.
- Providing a learning environment in line with this policy.
- Ensuring they follow the Early Years policy.

### **10.5 Teaching assistants (See also Teaching Assistant Job Descriptions).**

Each class teaching assistant is responsible for:

- Following direction and support from the class teacher/Early Years Lead with regards to Early Years practice and provision.
- Seeking advice from the class teacher/Early Years Lead when necessary.
- Being a key worker for a group of children. Being a role model for the children and supporting each child in line with this policy.
- Carrying out high quality interactions and recording the progress made by the children.
- Contributing to planning and assessment and supporting the class teacher in providing the best provision for the children.

### **10.6 Parents/Carers**

Each Parent/Carer is responsible for:

- Sharing information about their child's development with school staff as part of the assessment process.
- Supporting their child at home with activities that have been sent by Early Years staff.
- Accessing support and guidance where necessary.

## **11 Access and review of policy**

This policy will be reviewed by Katie Flynn (EYFS Lead) every year. It will also be updated if any changes to the information are made during the year. This policy will be accessible to all staff and the community through the school's website. It will be approved by the school Trustees.

## 12 Data Protection Statement:

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy. All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
Early Years Policy	Procedures, administration and responsibilities linked to the Early Years	To ensure a consistent and effective approach to teaching and learning in our Early Years	Pupils and staff	Secure Network drive

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
<input type="checkbox"/>		



## **Home Visit Policy for our Foundation Stage Children**

### **Our Aims**

We believe that there is great value in visiting a child in their own home as we can learn so much about the child, their interest and needs and they are essential in building relationships with Parents/Carers and the child right from the start. Home visits not only support a child's well-being, but additionally provide staff with an insight into what will be required for individuals to give them the best possible start at our school. It is our aim that children feel safe, secure and happy and that they are well prepared to start their learning journey with us at The Coppice Primary School and Nursery.

### **Home Visits**

Both in Nursery and Reception, staff carry out home visits and this provides valuable information about a child. A list of appointments is left with the office so the school knows where teaching staff are throughout the day. Staff only visit homes in pairs and these visits last for around thirty minutes.

Teaching staff recognise and value the Parent/Carer's contributions and together, they complete an information sheet. There is the opportunity to play alongside the child in their own environment. Any concerns or questions can be addressed during this time. Necessary paperwork is collected so that school has all the information needed to provide the best care and education for each child. This includes information on the two-year-old check.



## Appendix 2: Toileting Policy for our Foundation Stage Children



# **Toileting Policy for our Foundation Stage Children**

## **Our Aim**

Achieving continence is a developmental milestone usually reached within the context of learning in the home before a child transfers to a nursery/school setting. However, for some children entering school, the skill of independent toileting has not been fully acquired and needs to be taught by the Parent/Carer.

In order to comply with child protection procedures, at The Coppice Primary School and Nursery we aim to exercise good practice in the toileting/changing of children who require assistance.

Staff will respect the child's privacy and cultural beliefs at all times and will encourage independence and good hygiene.

## **Expectations**

- Parents/Carers can expect that the school will provide adequate changing facilities for their child.
- Parents/Carers can expect that only staff with Disclosure and Barring Service clearance will change their child.
- It is expected that all children will be sent to school in pull-ups or ordinary pants, not nappies except in exceptional circumstances associated with a child's recognised additional needs.
- It is expected that Parents/Carers provide adequate resources for the changing of their child. For example, wipes, spare pants or pull-ups, a change of clothes.
- It is expected that Parents/Carers will seek the advice of their Health Visitor or the School Nurse for support in toilet training their child.

## **Changing/Toileting Procedures**

- Staff must report to another member of staff before taking a child to the toilet/changing area.
- Staff will follow good hand washing procedures and encourage children to do the same. Staff to wear aprons and disposable gloves whilst changing a child's soiled pull-up.
- Children will be encouraged to use the toilet at regular intervals or be checked at regular intervals by staff.

- Soiled wipes and pull-ups will be disposed of by using the bin provided and emptied at least once a day.
- A written record of children who have soiled/wet will be kept by staff and this information will be communicated to Parents/Carers.



## Appendix 3: The Leuven Scales



### The Leuven Scales

The Leuven Scales have been adapted from “A Process-Oriented Monitoring System” by Laevers et al. They are:

1. **Extremely low** – The child is clearly having a difficult time and doesn't feel happy in the setting. There are almost no instances of 'true' pleasure and they are primarily anxious or tense. Their contact with the environment is difficult and they might attack others. They are not at ease.
2. **Low** – The child shows elements of level one, but these are less pronounced.
3. **Moderate** – Here, they are neither happy or unhappy. They are often indifferent and are rarely outspoken, positively or negatively. They are rarely enthusiastic and contact with other children is pretty basic. There are no moments of real satisfaction.
4. **High** – The child shows elements of Level Five, but these are less pronounced.
5. **Extremely High** – They are clearly having fun and laugh a lot. They enjoy both what the environment has to offer and the company of others, often positively affecting the group dynamic. Any anger, unhappiness, or fear, quickly subsides and mostly, they are enjoying life to the full.



## Our Key Person System

### WHAT IS A KEY PERSON?

- A key person has a special responsibility for a set number of children. Your child's key person will ensure that their needs are recognised and met during each session.

### MAIN DUTIES

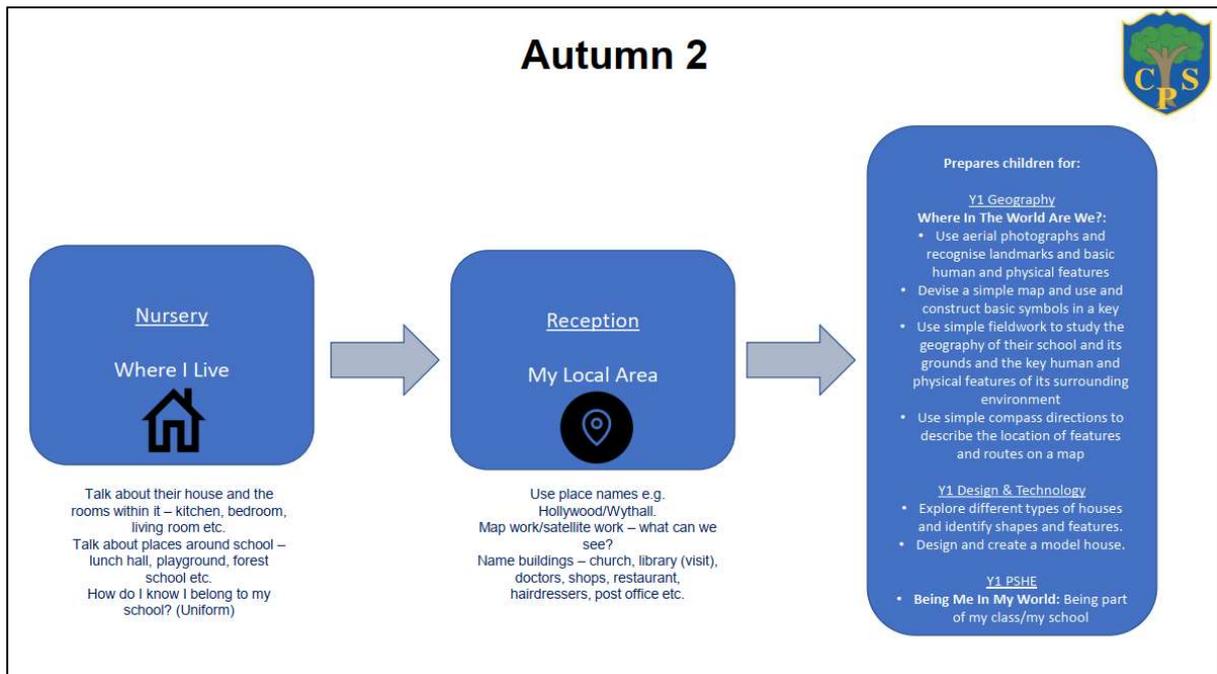
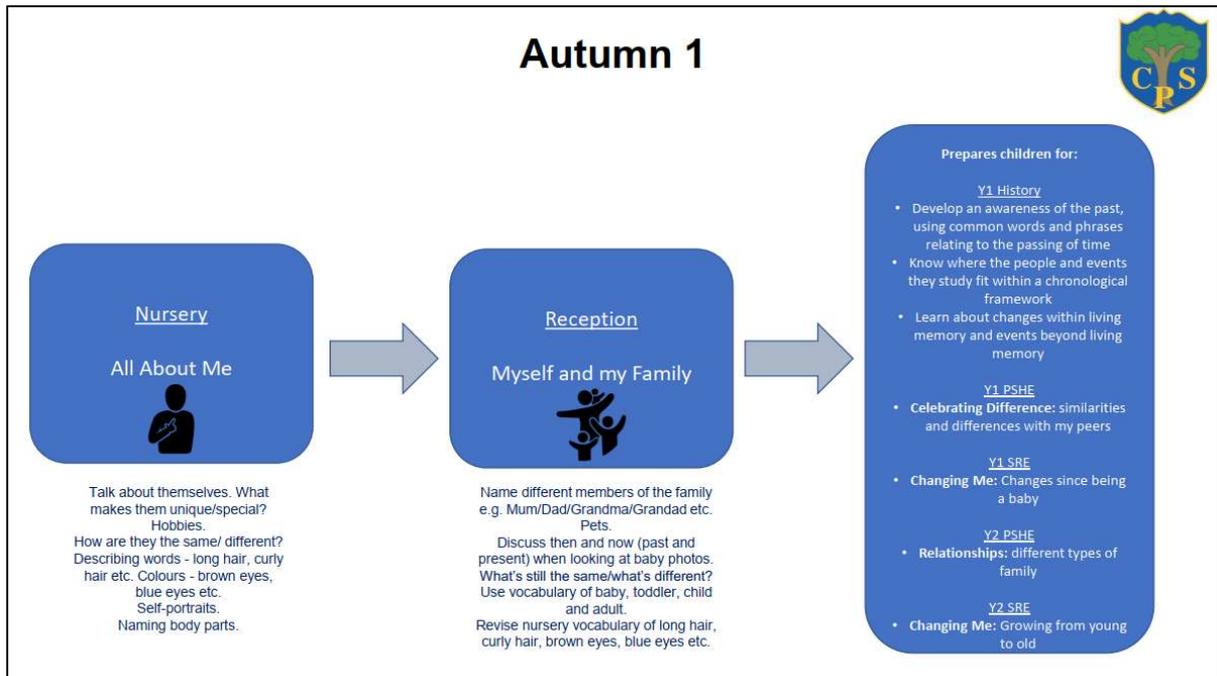
- To help your child settle in our setting.
- To build relationships with Parents/Carers and talk to them about their child.
- To assist the child in integrating into our setting if necessary.
- To provide emotional needs to your child and support them with their toileting needs when necessary.
- To make each child feel special, individual and thought about while they are away from home.
- To observe and support the teacher in monitoring the child's progress and encourage Parents/Carers to participate in their child's development. This will be via online Learning Journals and through communication at the start and end of sessions.
- To feedback information that might be important to Parents/Carers and the class teacher.
- To support the class teacher in planning the next steps for each child.

**It is important to note that your child's key person will not shadow them throughout the session and your child will work with other adults too. It is the responsibility of the class teacher to plan for and assess every child and you will need to speak to your child's teacher in order to find out how your child is progressing within the learning areas.**

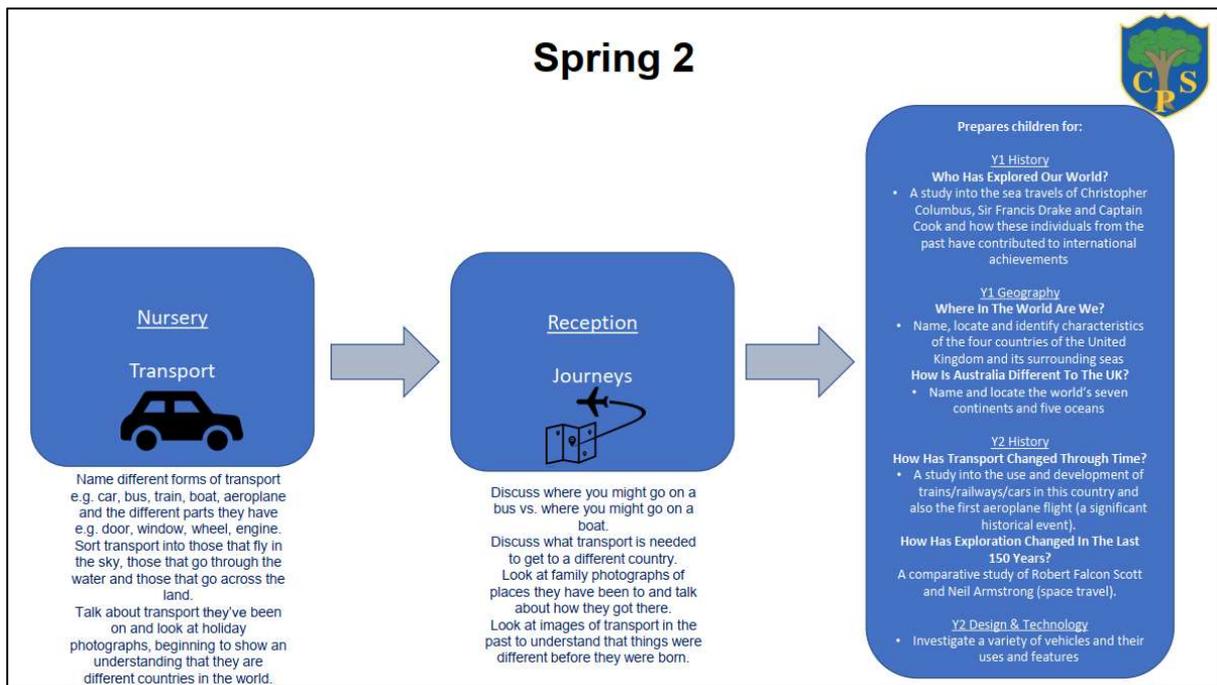
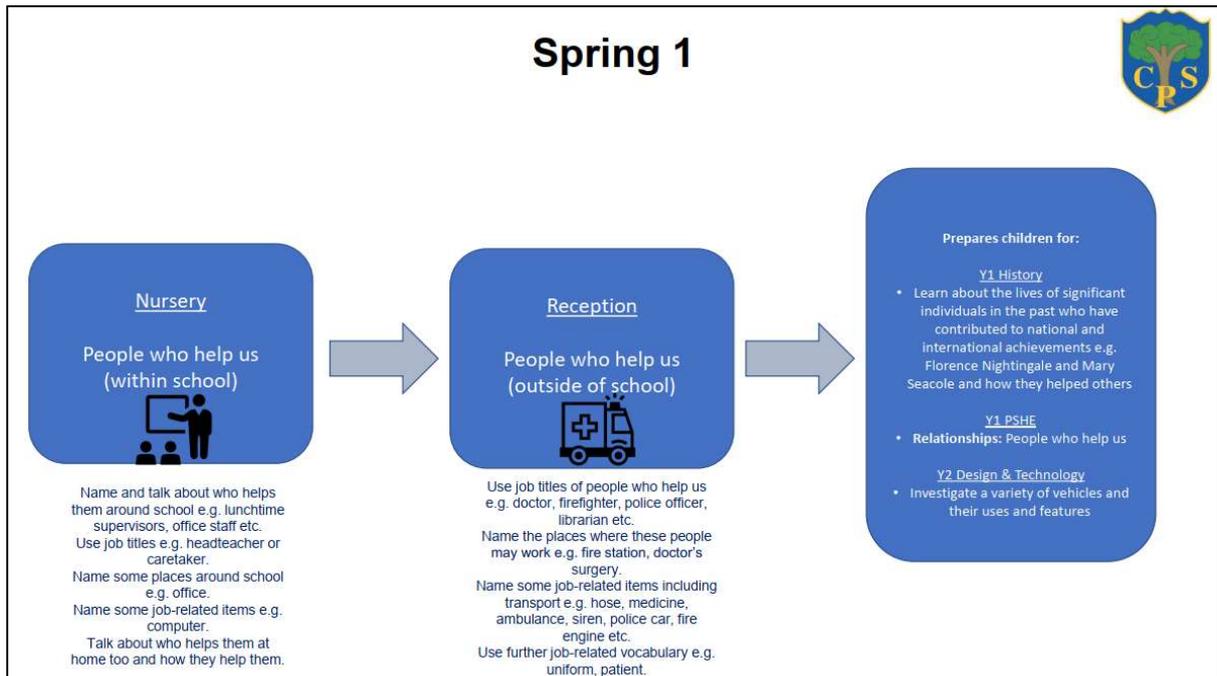
Your child \_\_\_\_\_ will have \_\_\_\_\_

as their key person this year. You can pass on important information to your child's key person at the start or end of sessions and you can record things in your child's online learning journal. We do hope that our key person system will be beneficial to your child and that it will help them settle and achieve well in our Early Years. We look forward to working with you this year.

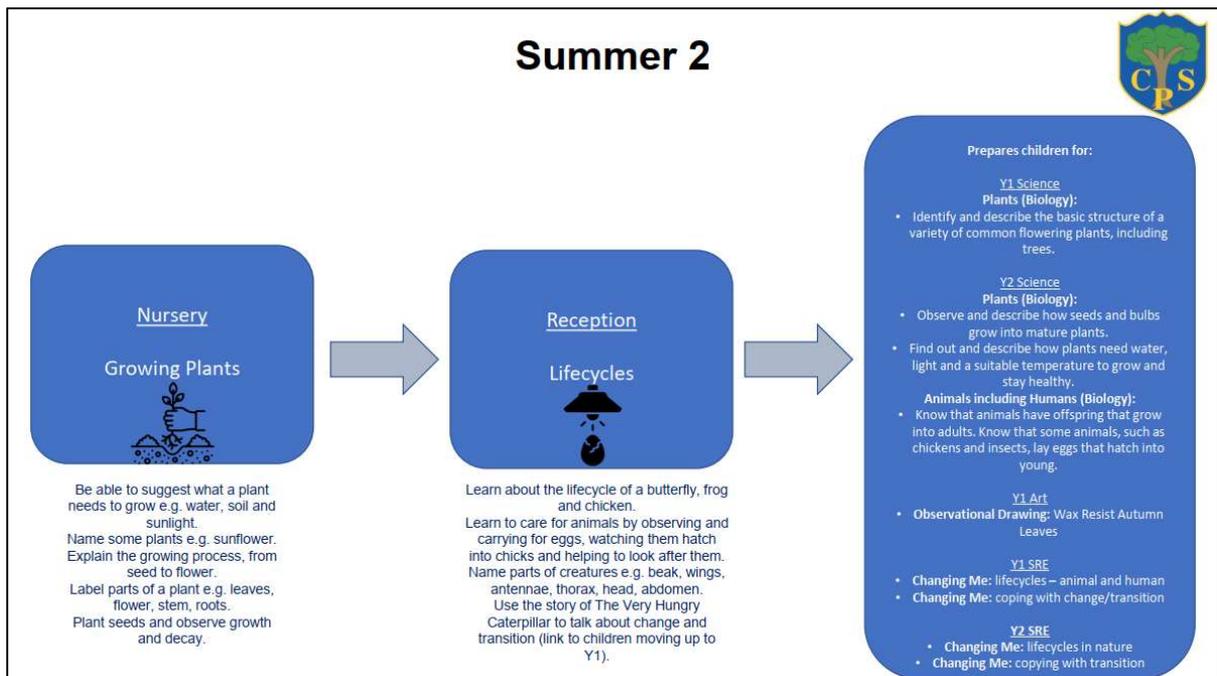
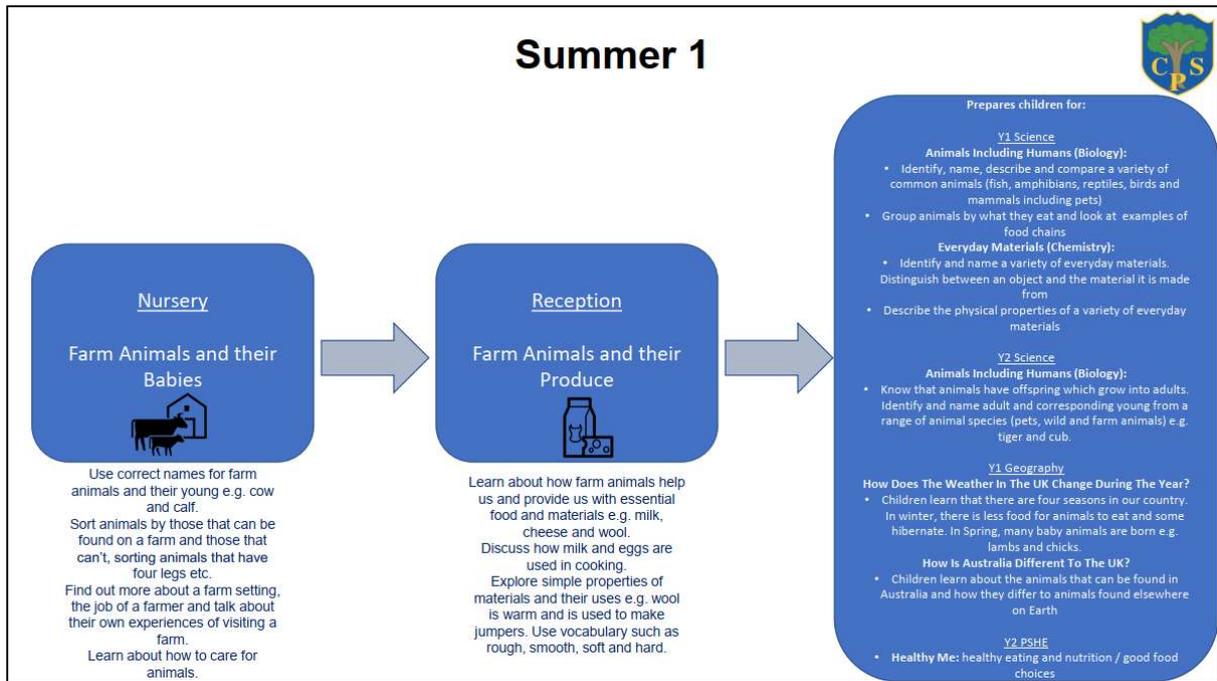
## Appendix 5: The Foundations for Our Curriculum



## Appendix 5: The Foundations for Our Curriculum (continued)



## Appendix 5: The Foundations for Our Curriculum (continued)



## Appendix 6: Speech, Language and Communication Concepts

### The Coppice Primary School Speech, Language and Communication Concepts

Our planning and teaching of concepts is based on the work of Ann Locke 1985 in the 'Living Language' programme.

'Most children pick up concepts easily and exposure to them is enough to learn them. However, for those that find learning concepts difficult they need a rigorous experiential learning experience. They need several steps of exposure to the word and its meaning in order to learn it.'

#### **Basic Concepts**

'Basic concepts are important as they underpin later learning. Thus a good understanding of basic concepts will form a foundation that children can use to learn more advanced vocabulary. Because they are so important it is useful to spend a greater amount of teaching time on them. By linking the concepts to the topic children will be exposed to the words in context and in a naturally meaningful way that require limited amounts of planning.'

#### **Teaching the Concepts**

One concept is chosen per week. Concepts will need thorough teaching so having exposure to the new word over a number of days and in a number of contexts will help the child to understand and use the new concept. We use the STAR approach when teaching new concepts.

**Select** the concept that will be focused on.

**Teach.** First, adults will introduce how the word sounds and then use an appropriate strategy to teach the concept. This is usually done through the use of a Concept Cat story and the use of objects.

**Activate** the meaning of the word by allowing the children to experience the meaning of the word independently.

**Review** the concept. Go over the word to ensure it is retained in the child's long term memory.

### The Coppice Primary School Speech, Language and Communication Concepts Overview

	Quality	Colour	Texture	Sound	Shape	Size	Movement	Quantity	Number	Space	Time
N	Same Different		Hard Soft Dry	Noisy Quiet/ly Loud/ly		Big Heavy Little Fat Empty Full Biggest	Fast Slow	A bit Many All A lot Some		Under Next to In front of Behind Top Back Bottom Forwards	
R			Furry Rough Smooth			Long Light Short Tall Thin		Both Most Few Less	First Second Third Last	Through Straight Backwards Near Between Side Far Front High	After Soon Today Before Yesterday
Y1	Almost	Dark/er Light/er			Corner Curved Straight	Deep Thick Smallest Fattest Wide Narrow Bigger Heaviest Longest		Only Every Nearly		Above Row Across Below Together	Early Late Tomorrow Once Twice Always Later

## Appendix 7: EYFS Author and Book List

The Coppice Primary School and Nursery		EYFS Author and Book List	
Term	Year Group	Topic	Author and Books
Autumn 1	Nursery	All About Me	Nick Sharratt 
	Reception	Myself and My Family	Nick Butterworth and Mick Inkpen 
Autumn 2	Nursery	Where I Live	Eric Hill and Jill Murphy 
	Reception	My Local Area	Linley Dodd and Nick Sharratt 
Spring 1	Nursery	People Who Help Us	Information Books Rebecca Hunter 
	Reception	People Who Help Us	Information Books Rebecca Hunter 
Spring 2	Nursery	Transport	Tony Mitton and Ant Parker 
	Reception	Journeys	Oliver Jeffers 
Summer 1	Nursery	Farm Animals and Their Babies	Rod Campbell and Pat Hutchins 
	Reception	Farm Animals and Their produce	Information Books 
Summer 2	Nursery	Growing Plants	Pat Hutchins and Nick Butterworth and Mick Inkpen 
	Reception	Life Cycles	Information Books Sheridan Cain 



# **The Coppice Primary School and Nursery**

## **Early Years Foundation Stage Policy**

Written by	Katie Flynn
Approved by Trustees	May 2024
Date for Review	May 2026

## **1 School Vision:**

*'Happy, confident and successful learners that are well prepared for life'*

## **2 Purpose:**

This policy reflects the school values and philosophy in relation to our Early Years provision at The Coppice Primary School and Nursery. It sets out a framework within which teaching and non-teaching staff can operate and sets out the school expectations of planning, teaching, delivery and assessment within the Early Years Foundation Stage.

## **3 This document is intended for:**

1. All teaching and school management staff
2. All Teaching Assistants and pupil support staff
3. School Trustees
4. Parents and Carers
5. Inspection teams

## **4 Introduction**

At The Coppice Primary School and Nursery, we recognise and place great value on the development of children as individuals and providing them with the knowledge, skills and understanding necessary for lifelong learning. It is our aim to give all children the best opportunities that they can have so that they become happy, confident and successful learners that are well prepared for life.

## **5 Aims of our Early Years provision: Intent**

The Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically, form the building blocks for our children to require life-long learning. We therefore plan many and varied learning opportunities in order that our children can develop and demonstrate these essential skills.

High level involvement occurs when children are directing their own, sustained play in an enabling environment and when supported by experienced and knowledgeable adults.

It is during these valuable opportunities that our children can develop and demonstrate their play and explorative skills, their ability to learn actively and to create and think critically.

We want to ensure that our children feel happy, secure and valued and that they acquire curiosity, knowledge, resilience, ambition and empathy. We know that children develop deep level learning when they are demonstrating high levels of well-being and involvement and that this is what children require in order to be well prepared for the next phase of their education.

To enable the above to happen:

- We have a commitment to all our children and their Parents and Carers that we will place the child's individual needs at the heart of our provision. Regardless of age, race, gender, religious or cultural belief, additional needs or economic situation, all of our children will receive high quality education.
- We will ensure that all children have an equal right to enjoy and participate in all aspects of school life and to benefit from the many and varied opportunities open to them.
- We hold each child's well-being as the key to all other aspects of provision. Through building positive, nurturing relationships, through high quality interactions and by creating a safe and stimulating environment, we aim to ensure that our children are happy and that they feel valued and respected.
- We seek to ensure that our children build up resilience, independence, confidence and that they develop good communication and language skills and problem-solving skills during their time with us in these early years.
- We will plan in response to each child's needs and interests and through positive interactions, we will guide their development.
- We ensure that our curriculum provides the foundations for the next phases in a child's journey at The Coppice and, therefore, everything that we do in Early Years has this in mind. This is why we have made sure that we have carefully and thoughtfully aligned the learning that happens within the Early Years with the areas of the National Curriculum that the children will begin to encounter in Year 1 and beyond.
- We ensure that children meet their next steps in learning, that they make good progress and are well prepared for reaching the Early Learning Goals at the end of the Foundation Stage.
- We aim to develop and maintain effective partnerships with Parents and Carers and outside agencies to ensure that children receive the best possible provision and support and they reach their full potential from their various starting points.
- For those children who enter our school Nursery or join in Reception year and who are not at the typical level or enter lacking the characteristics of effective learning, we ensure that we support these children with their personal, social and emotional skills and their speech, language and communication skills in order that they can catch up as quickly as possible.

## **6 Organisation and planning of our Early Years: Implementation**

From the time they start with us, each unique child becomes the heart of our provision and practice. Valuable time is spent building up relationships with the children and their families to support children's well-being and to learn more about their previous knowledge and experiences.

We maintain partnerships with Parents/Carers and outside agencies through effective communication to ensure that we are meeting individual needs. Our Early Years environment and the learning areas within them, both indoors and outdoors, are filled

with a rich array of open-ended and easily accessible resources to fully create an enabling environment that promotes independence and critical thinking.

We have a good balance between adult-led and child-led activities and provide sustained play opportunities throughout the day. During these continuous provision times, adults facilitate and move learning on by adopting the cycle of observing, assessing and planning in the moment. Through working in this way, individual needs are met immediately and at a time when a child is displaying the characteristics of effective learning.

**6.1** Throughout our EYFS at The Coppice Primary School and Nursery, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. The framework specifies the learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. Our Early Years philosophy centres around four themes that are underpinned within the framework. These four themes are as follows:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

## **6.2 Providing for children's well-being: Induction and transitions**

We understand that for learning to take place, children need to feel safe and secure in their environment, they need to feel respected and valued by those around them and they need to be highly engaged and involved in activities.

Before starting at our setting, the children are given the opportunity to attend 'stay and play' sessions whereby they can come and play in their new classrooms with their Parents or Carers. It is during these first meetings where relationships and partnerships begin. Parents and Carers are given information to learn more about the school and can find out what their child will be learning during The Foundation Stage via our school induction website. This is a carefully planned website to aid transition for our youngest children. Parents and Carers can view welcome messages and information videos from key members of staff in school and the children can listen to stories being read by their new teachers. Video tours are included to show children their new learning environment and the key places that they will visit around school. These videos can be viewed throughout the summer months to support the children in becoming more familiar with their new setting. In addition to the induction website, Parents and Carers are invited to attend an induction meeting at school whereby staff are available to answer any questions and they have the opportunity to tour the Nursery and Reception classrooms. To further aid children when transitioning to our school and to support staff in building a partnership with home, Parents and Carers are encouraged to book a home visit appointment. (Please see Appendix one: Home Visit Policy for our Foundation Stage Children).

Staff meet, where possible, or communicate with previous settings to find out as much information about each child as possible. This gives our staff a guide to a child's starting points and their current interests.

When moving from Nursery to Reception or Reception to Year One, all staff meet to discuss children's needs and development. Numerous opportunities are carefully planned to aid transition with new teaching staff visiting children in their current classrooms and then time is given for children to play in their new classrooms with their current teachers before spending time with new adults. By the start of the new school year, children have spent time in their new classrooms and have started to build up relationships with their new teaching staff.

Once children have time to settle in their new learning environment, teaching staff use the Leuven scales to assess children's involvement and well-being and continue to use these scales throughout the year.

The information provided is used to inform planning and interventions to support the children further. (Please see Appendix three: *The Leuven Scales*.)

### **6.3 Providing for children's well-being: Key workers in Early Years**

Although class teachers have the responsibility for all of the children within their class, children are assigned a key worker as they start our Early Years. Parents/Carers are given information about who the key worker is and the role of the key worker. (Please see Appendix four: *Our Key Person System*.) This system has proven to be very effective in supporting children and Parents/Carers, particularly as a child starts their time with us. Key workers build up good relationships with their children by spending time interacting with them, teaching them in small groups and they have a good knowledge about a child's strengths, interests and next steps. All key workers have a responsibility to contribute to planning and assessment and to ensure that their key children's needs are being met. All teaching staff in our Early Years carry out high quality interactions with the children and this helps to build positive relationships. Key workers know their children really well so know the right time to intervene with learning and know the right way to deal with any situations that may arise.

### **6.4 Enabling environments**

At the Coppice Primary School and Nursery, we believe that the environment has a significant role in supporting children's learning and development across all areas of the EYFS. It is recognised that children learn and develop best in supportive environments where individual needs are met.

All of our Early Years environments have things in common and this is that they are all child-centred; they are welcoming and safe and aim to facilitate a sense of belonging. Both indoors and outdoors provide a variety of activities and resources that support individual needs of the children. There are open-ended activities to inspire and promote independence, communication and language skills, problem solving and

decision making. Within Nursery and Reception, there are learning areas that promote the prime and specific areas of learning and these areas are regularly reviewed to ensure that resources meet the needs of the children.

Resources are engaging, challenging, easily accessible and are all presented at a child's height. Silhouettes or photos and labels are provided in each area to support children's independence during tidying up time. Within child-initiated times, children can select their own resources, combine resources and find new ways to use them. Enhancements and provocations are provided in response to child interest or formative assessment. Adults play alongside the children to model how to handle and use the resources appropriately and establish rules and routines to care for resources to put them back where they belong when they are no longer required.

## 6.5 Teaching and learning in our Early Years

All areas of the EYFS curriculum are followed and planned for, to ensure that there is a broad, balanced and progressive learning environment and curriculum. Our Early Years curriculum has been carefully planned and sequenced to ensure that our children secure the knowledge and skills that they require for the next stage in their learning. National Curriculum links have been made within the different learning areas to best prepare our children for future learning. (Please see Appendix five: *EYFS - The Foundations for our Curriculum, for further information.*)

The children first acquire new knowledge and then use this to develop new skills, demonstrating understanding through the seven areas of the curriculum. These are the seven areas of learning that we use to plan children's learning and activities:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Underpinning and running throughout the seven areas of learning are the Characteristics of Effective Learning mentioned at the start of this policy. These link to our whole school 'Coppice Learners'. In both Nursery and Reception, we have three dinosaurs that help the children to focus on and understand these important skills.



**I am Explorosaurus!**

I explore and play using my senses and imagination well and enjoy trying new activities.

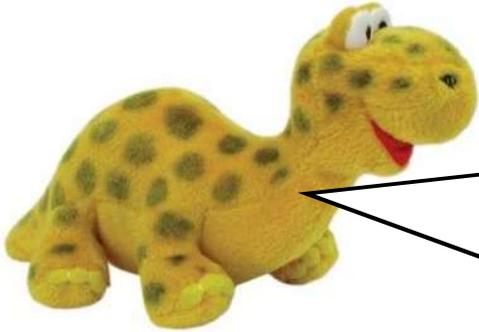
## I am Tryatops!

I really concentrate and focus and never give up when things are difficult.



## I am Thinkodocus!

I think and plan carefully.  
I solve my own problems and test out my ideas.  
I remember and use my knowledge and experiences from the past to help me learn new things.



### 6.6 Early Language, Reading and Writing

Throughout our Early Years, we create language-rich environments where children can acquire new vocabulary and are encouraged to engage in back and forth conversations with their peers and key workers. Adults model good communication skills through their interactions and introduce new concepts to the children through the use of 'Concept Cat' from The Living Language programme. (Please see Appendix six: *Speech, Language and Communication Concepts Overview for further information*.) Staff carefully plan the vocabulary that is to be covered through the curriculum, with clear links to the vocabulary that they will be taught in the next stage of their learning. Numerous opportunities are planned for this vocabulary to be revisited to aid children's understanding. Children's speech and language skills are assessed using the WellComm programme. This allows staff to quickly identify those children that have a delay in their development and provision can be planned and provided to ensure that they make good progress in this area of learning.

It is the aim that our EYFS children develop the necessary knowledge and skills in order to become fluent and confident readers and that they develop an enjoyment of reading. Children in Nursery and Reception are read to and engage in book talk daily and are encouraged to choose and take books home from school to share with their family at home. Reception children are provided with books that carefully match their reading ability and read these stories at home and to their teachers. Parents and Carers are encouraged to record in their child's reading diary to inform school about the books that the children have enjoyed and to share achievements and progress.

To support our children in building up a knowledge of authors, we carefully select the books that will be covered and focused on in each topic. (Please see Appendix seven: *EYFS Author and Book List*.) In both Nursery and Reception, we focus on 'Author of the Month' where numerous stories are shared by the same author so the children can become familiar with the author's work. Parents and Carers are invited into school throughout the year to join our story at the end of the day and to watch the children perform a rhyme during a 'Rhyme Time' session. These sessions provide the opportunity for teachers to share stories that have been read in school and to share the author that has been focused on.

We use the 'Sounds Write' programme to support our planning and teaching of phonics. 'Sounds Write' supports our children with their blending, segmenting and phoneme manipulation skills in preparation for reading words and simple sentences by the end of Reception. (Please see our English policy for further information regarding our approach to the teaching of phonics.)

Mark making and writing opportunities are provided both indoors and outdoors and resources, enhancements and provocations are well linked to child interest and assessment. We follow the 'Kinetic Letters' programme to teach the formation of different marks, lower-case and upper-case letters and to ensure that the children are well prepared physically for writing and mark making tasks. Our EYFS children are supported to write for real purposes with our youngest children in Nursery learning to read and then write their name during self-registration and children in Reception writing posters to find lost items or creating labels for models that have been built. (Please see our English policy for further information regarding our approach to the teaching of handwriting.)

## **6.7 Early Mathematics**

We plan mathematical teaching and learning opportunities using The Early Years Framework and Development Matters and use the NCETM and the White Rose programmes to ensure progression and coverage throughout the year. The children experience a range of activities and solve real life problems that support their early mathematical skills. The children count as part of daily routines to build up a good knowledge of numbers and learn mathematical concepts through their continuous provision as well as through adult-directed teaching. Children in our Early Years use a range of manipulatives and resources to aid their mathematical thinking and problem solving. Resources such as: Numicon, counters, five frames and real objects are utilised in Nursery and these are additionally provided in Reception as well as ten frames, number lines and rekenreks. (Please refer to our Maths policy for further information regarding the teaching of early maths.)

## **6.8 Adult-led teaching and learning**

We ensure a balance between adult-led and child-led teaching and learning. Our adult directed teaching times are called 'Family Time' and this is where the children work

with their key worker to learn a particular skill or concept. The children then are able to apply this new skill within their own child-initiated learning. 'Family Time' sessions are always planned at the start or towards the end of sessions to enable continuous provision times to be longer and to avoid interruptions in a child's learning.

In Nursery, there are two 'Family Time' sessions at the start of the year and this increases to three sessions as the children are ready. Direct teaching and activities focus on the prime areas and then move on to focus on specific areas when the children are ready. In Reception, there are three 'Family Time' sessions. Activities are planned to support early reading, early writing and maths. Children work on a carpet area with their key worker. Adults can then work with any children that require extra support or need to consolidate their understanding at the start of continuous provision times. Adults make notes about each session and this is used to inform future planning. To support our children transitioning into Year One, the children are introduced to working at a table and sitting on a chair from the start of the summer term. Teachers model the correct seating position, encouraging children to keep their feet flat to the ground and their bodies close to the table and the children are given lots of opportunities to practise working at a table during their 'Family Time' sessions.

## **6.9 Child-initiated teaching and learning**

In both Nursery and Reception, our child-initiated learning sessions are called 'Busy Bee'. These sessions are long periods of uninterrupted play and this gives children the sustained time they need to develop their ideas, to test out, to review and change their plans as they choose to work inside or outside. During this time, children have free flow within all classrooms and can access the outside learning area. We understand that children are unique and that they learn in different ways. We ensure that children have the opportunities for outdoor learning during each session unless the weather is considered to be too dangerous. The outdoor environment offers different resources for the children and provides opportunities to experience activities on a larger scale. We choose to work in this way because we believe that children learn best when they are highly motivated and engaged and when they are directing their own learning. We constantly assess our children's 'Levels of Involvement' in order that we can regularly review our provision and adjust it accordingly.

All Early Years staff facilitate learning during these 'Busy Bee' times. As each child is initiating and leading their own learning, this means that adults do not have any pre-planned activities. Instead, they adopt a cycle of observation, planning, assessment and observation. Adults spend time working alongside the child, listening and observing and then stepping in just at the right moment to move learning on, to consolidate learning or to teach misconceptions. Adults use this time effectively to model, to introduce or reinforce new vocabulary and concepts and to pose questions. Through these high-quality interactions, adults can address a child's next steps in the moment. Interactions are recorded after the event and are collated as evidence and are sometimes accompanied by a photograph. Adults briefly record what they observed, what they did by using a 'T' to signify their part in the interaction and then

record the result. Records of interactions will show that 'T modelled .....explained.....provided' as examples.

## **7 Focus child system**

In both Nursery and Reception, we operate a focus child system from the second half of the autumn term. There are three children that are a focus for each week. Key workers spend time observing and interacting with these children as well as supporting those that are pursuing their own learning.

All interactions are recorded in the same way and if they are a focus child, then these observations will be used to form part of the child's learning journal for that week. We do not have focus activities and the focus child is never called over to complete an adult task. We simply carry out high quality interactions with the child in their chosen activity so that we get the most accurate picture of their independent learning.

## **8 Effective partnerships with Parents/Carers and professional agencies**

We endeavour to form partnerships with Parents and Carers right from the start as we value the knowledge they have about their child's development. Early Years teachers are all very approachable and make sure that they are available at the start and end of the sessions for informal or more formal discussions about the children.

All information is passed on at home time and we see communication as a two-way process. We encourage Parents and Carers to let us know important information. Things such as: Their child did not sleep well, or there has been a significant change in their child's life could be important information that will have an effect on their child during the day. Parents/Carers are sent a form to complete when their child is due to be a focus child. It asks them to share any important information with us about their child's progress and current interests. It also gives them the opportunity to ask us any questions about their child's development. Key workers respond by recording comments in a child's online learning journal.

Once the children start their learning journey with us in Nursery and Reception, teachers set up online learning journals using Arc Pathway Early Learning Software. These online journals provide the opportunity for staff to communicate progress and wow moments to Parents and Carers and they are a record of photographs and observations that have been made for each child. Once a child has had their focus week, their learning journal will be updated for Parents/Carers and children to view. Parents and Carers are invited to contribute to learning journals by uploading their own evidence from home or by making comments. All Parents and Carers are asked to consent to their child's photograph being taken and used to create online learning journals through a data protection form that is signed when their child first starts school. Teachers meet more formally with Parents and Carers during termly parent consultations whereby a child's progress and development can be discussed.

All Early Years adults work closely with Parents/Carers and outside agencies. They have a responsibility to make Parents/Carers aware of any delays in their child's learning. Where there are concerns, teachers will have an initial discussion with the Parents/Carers to establish their thoughts and opinions. Parents/Carers are to be involved and advised during every step and are asked to sign a consent form to allow Early Years staff to discuss their child with other professionals. When outside agencies have been involved and reports given to school, all Early Years staff must follow the guidance and put all actions into place to ensure the best provision for that child.

## **9 Assessment within our Early Years: Impact**

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress. All Early Years staff use ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. Staff effectively use information regarding a child's development, achievements and interests that is provided by home via Arc Pathway online learning journals. All of the information that is gained is used to plan learning experiences and next steps so that knowledge and skills are built cumulatively and to ensure that a whole picture is created of the individual child.

During The Early Years, staff carry out speech and language assessments using the WellComm programme and this allows staff to support children's understanding and use of language and to identify specific speech, language and communication delays as early as possible. At the beginning of a child's Reception year, teachers carry out the statutory Reception Baseline Assessment with all children. This assessment focuses on 'Language, Communication and Literacy' and 'Mathematics' and shows the progress a child makes from Reception until the end of Key Stage Two. Towards the end of the Reception year, the Early Years Foundation Stage Profile is completed for all children. Teachers assess whether the child has met each of the 17 Early Learning Goals and discussions are held with Year One teachers to establish a child's readiness for learning at the next stage. To ensure the accuracy of the judgements that are made for our children in The Early Years, we carry out internal moderation within our year group teams and Reception teachers additionally attend moderation meetings with other schools and attend annual moderation training provided by the county. Further information regarding assessments in The Early Years can be found in The Early Years Framework.

The impact of our Early Years curriculum and provision is reflected in having happy, confident and successful children transitioning into Year One. The majority of our children make expected or accelerated progress from their starting points with a high proportion achieving the Early Learning Goals and a 'Good Level of Development' at the end of Reception. Our children are well prepared for the next stage of their learning.

## **10 Roles and responsibilities**

### **10.1 The Early Years Leader's role**

The Early Years Leader will:

- Work with the Headteacher, Senior Leadership Team and Early Years Trustee to determine the strategic development of the Early Years Policy and provision in the school.
- Have day-to-day responsibility for the operation of this policy.
- Provide professional guidance and modelling to Early Years colleagues and provide staff training.
- Monitor attainment and progress of classes, groups and year groups through data analysis and provide actions to be implemented.
- Monitor teaching and learning within the Early Years and report findings to SLT.
- Line manage Early Years staff.
- Work with other agencies to ensure that children receive appropriate support and be the point of contact ensuring that effective partnerships are maintained.

### **10.2 The Board of Trustees**

The Board of Trustees will:

- Monitor the way the school implements the Early Years Curriculum.

### **10.3 The Headteacher and Senior Leadership Team**

The Headteacher and Senior Leadership Team will:

- Work with the Early Years Lead and Early Years Trustee to determine the strategic development of this policy and Early Years provision in the school.
- Have overall responsibility for the provision and progress of learners within our Early Years.

### **10.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every child in their class.
- Ensuring that where concerns about a child are present, that they are raised appropriately and with the appropriate members of staff.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with their teaching assistant to review each child's progress and development and decide on any changes to provision.

- Being a key worker for a group of children. Being a role model for the children and supporting each child in line with this policy.
- Carrying out high quality interactions and recording the progress made by the children.
- Reading thoroughly the externally provided reports and seeking guidance where necessary. Teachers have to ensure that all recommendations are carried out and evidence provided as to their effectiveness.
- Setting and reviewing targets and ensuring that targets are shared and agreed with Parents/Carers.
- Providing a learning environment in line with this policy.
- Ensuring they follow the Early Years policy.

### **10.5 Teaching assistants (See also Teaching Assistant Job Descriptions).**

Each class teaching assistant is responsible for:

- Following direction and support from the class teacher/Early Years Lead with regards to Early Years practice and provision.
- Seeking advice from the class teacher/Early Years Lead when necessary.
- Being a key worker for a group of children. Being a role model for the children and supporting each child in line with this policy.
- Carrying out high quality interactions and recording the progress made by the children.
- Contributing to planning and assessment and supporting the class teacher in providing the best provision for the children.

### **10.6 Parents/Carers**

Each Parent/Carer is responsible for:

- Sharing information about their child's development with school staff as part of the assessment process.
- Supporting their child at home with activities that have been sent by Early Years staff.
- Accessing support and guidance where necessary.

## **11 Access and review of policy**

This policy will be reviewed by Katie Flynn (EYFS Lead) every year. It will also be updated if any changes to the information are made during the year. This policy will be accessible to all staff and the community through the school's website. It will be approved by the school Trustees.

## 12 Data Protection Statement:

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy. All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
Early Years Policy	Procedures, administration and responsibilities linked to the Early Years	To ensure a consistent and effective approach to teaching and learning in our Early Years	Pupils and staff	Secure Network drive

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
<input type="checkbox"/>		



## **Home Visit Policy for our Foundation Stage Children**

### **Our Aims**

We believe that there is great value in visiting a child in their own home as we can learn so much about the child, their interest and needs and they are essential in building relationships with Parents/Carers and the child right from the start. Home visits not only support a child's well-being, but additionally provide staff with an insight into what will be required for individuals to give them the best possible start at our school. It is our aim that children feel safe, secure and happy and that they are well prepared to start their learning journey with us at The Coppice Primary School and Nursery.

### **Home Visits**

Both in Nursery and Reception, staff carry out home visits and this provides valuable information about a child. A list of appointments is left with the office so the school knows where teaching staff are throughout the day. Staff only visit homes in pairs and these visits last for around thirty minutes.

Teaching staff recognise and value the Parent/Carer's contributions and together, they complete an information sheet. There is the opportunity to play alongside the child in their own environment. Any concerns or questions can be addressed during this time. Necessary paperwork is collected so that school has all the information needed to provide the best care and education for each child. This includes information on the two-year-old check.



## Appendix 2: Toileting Policy for our Foundation Stage Children



# **Toileting Policy for our Foundation Stage Children**

## **Our Aim**

Achieving continence is a developmental milestone usually reached within the context of learning in the home before a child transfers to a nursery/school setting. However, for some children entering school, the skill of independent toileting has not been fully acquired and needs to be taught by the Parent/Carer.

In order to comply with child protection procedures, at The Coppice Primary School and Nursery we aim to exercise good practice in the toileting/changing of children who require assistance.

Staff will respect the child's privacy and cultural beliefs at all times and will encourage independence and good hygiene.

## **Expectations**

- Parents/Carers can expect that the school will provide adequate changing facilities for their child.
- Parents/Carers can expect that only staff with Disclosure and Barring Service clearance will change their child.
- It is expected that all children will be sent to school in pull-ups or ordinary pants, not nappies except in exceptional circumstances associated with a child's recognised additional needs.
- It is expected that Parents/Carers provide adequate resources for the changing of their child. For example, wipes, spare pants or pull-ups, a change of clothes.
- It is expected that Parents/Carers will seek the advice of their Health Visitor or the School Nurse for support in toilet training their child.

## **Changing/Toileting Procedures**

- Staff must report to another member of staff before taking a child to the toilet/changing area.
- Staff will follow good hand washing procedures and encourage children to do the same. Staff to wear aprons and disposable gloves whilst changing a child's soiled pull-up.
- Children will be encouraged to use the toilet at regular intervals or be checked at regular intervals by staff.

- Soiled wipes and pull-ups will be disposed of by using the bin provided and emptied at least once a day.
- A written record of children who have soiled/wet will be kept by staff and this information will be communicated to Parents/Carers.



## Appendix 3: The Leuven Scales



### The Leuven Scales

The Leuven Scales have been adapted from “A Process-Oriented Monitoring System” by Laevers et al. They are:

1. **Extremely low** – The child is clearly having a difficult time and doesn't feel happy in the setting. There are almost no instances of 'true' pleasure and they are primarily anxious or tense. Their contact with the environment is difficult and they might attack others. They are not at ease.
2. **Low** – The child shows elements of level one, but these are less pronounced.
3. **Moderate** – Here, they are neither happy or unhappy. They are often indifferent and are rarely outspoken, positively or negatively. They are rarely enthusiastic and contact with other children is pretty basic. There are no moments of real satisfaction.
4. **High** – The child shows elements of Level Five, but these are less pronounced.
5. **Extremely High** – They are clearly having fun and laugh a lot. They enjoy both what the environment has to offer and the company of others, often positively affecting the group dynamic. Any anger, unhappiness, or fear, quickly subsides and mostly, they are enjoying life to the full.



## Our Key Person System

### WHAT IS A KEY PERSON?

- A key person has a special responsibility for a set number of children. Your child's key person will ensure that their needs are recognised and met during each session.

### MAIN DUTIES

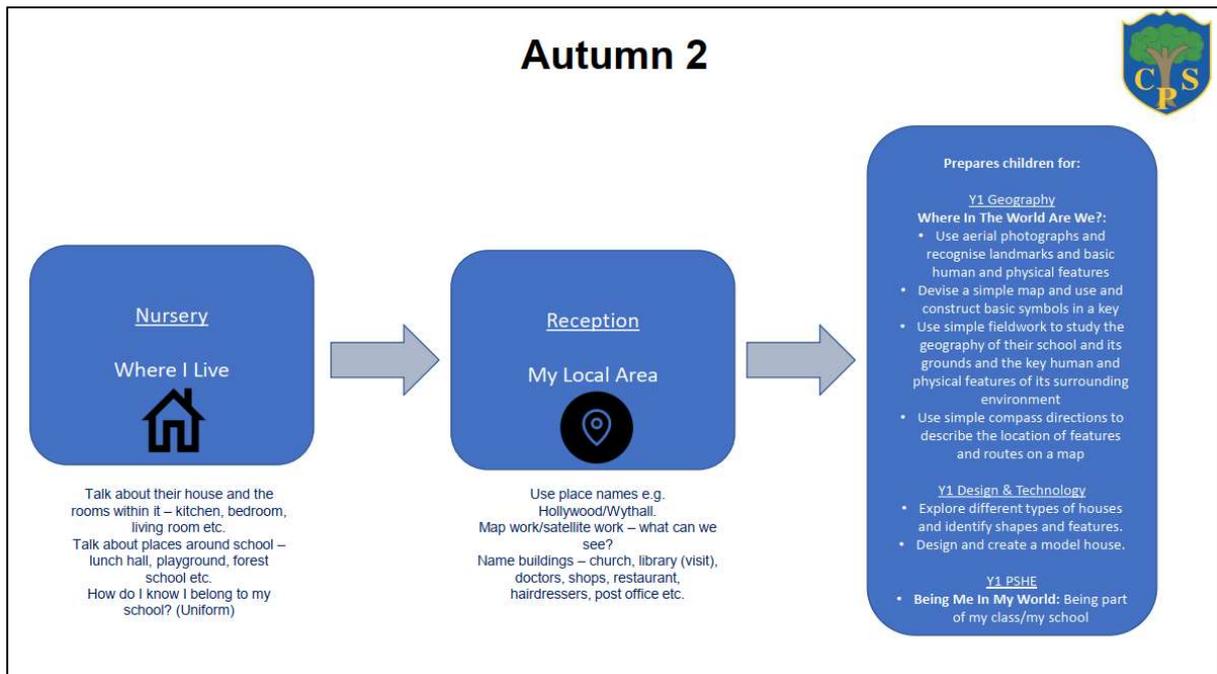
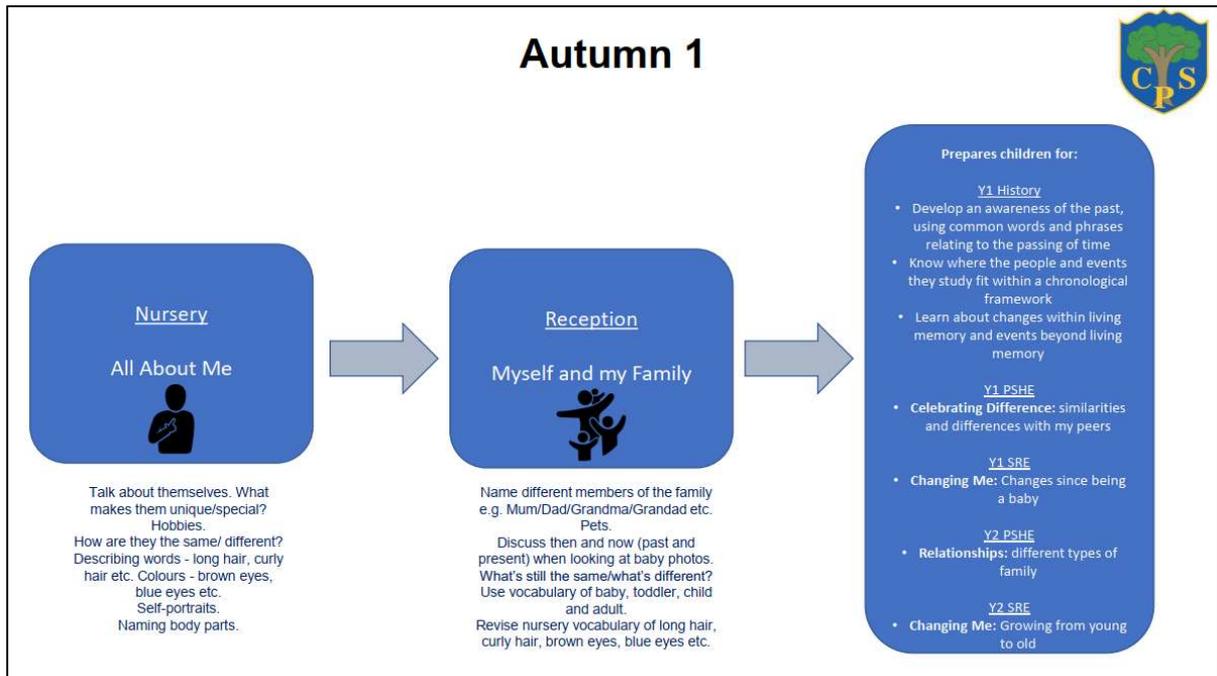
- To help your child settle in our setting.
- To build relationships with Parents/Carers and talk to them about their child.
- To assist the child in integrating into our setting if necessary.
- To provide emotional needs to your child and support them with their toileting needs when necessary.
- To make each child feel special, individual and thought about while they are away from home.
- To observe and support the teacher in monitoring the child's progress and encourage Parents/Carers to participate in their child's development. This will be via online Learning Journals and through communication at the start and end of sessions.
- To feedback information that might be important to Parents/Carers and the class teacher.
- To support the class teacher in planning the next steps for each child.

**It is important to note that your child's key person will not shadow them throughout the session and your child will work with other adults too. It is the responsibility of the class teacher to plan for and assess every child and you will need to speak to your child's teacher in order to find out how your child is progressing within the learning areas.**

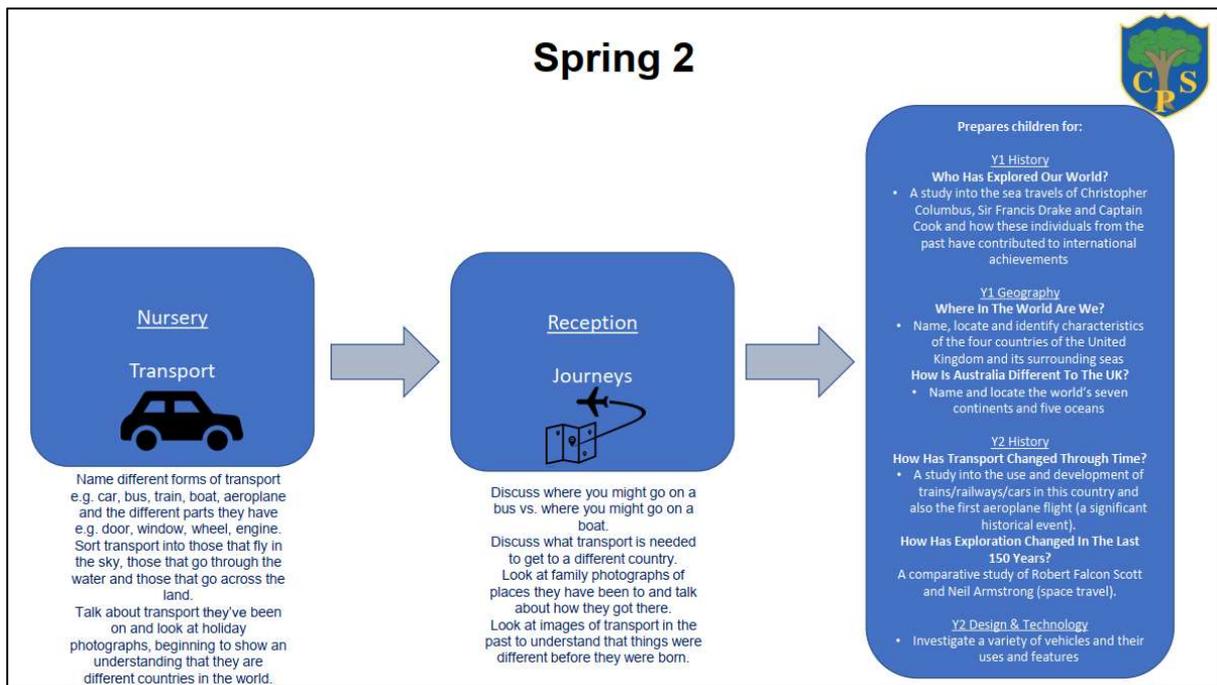
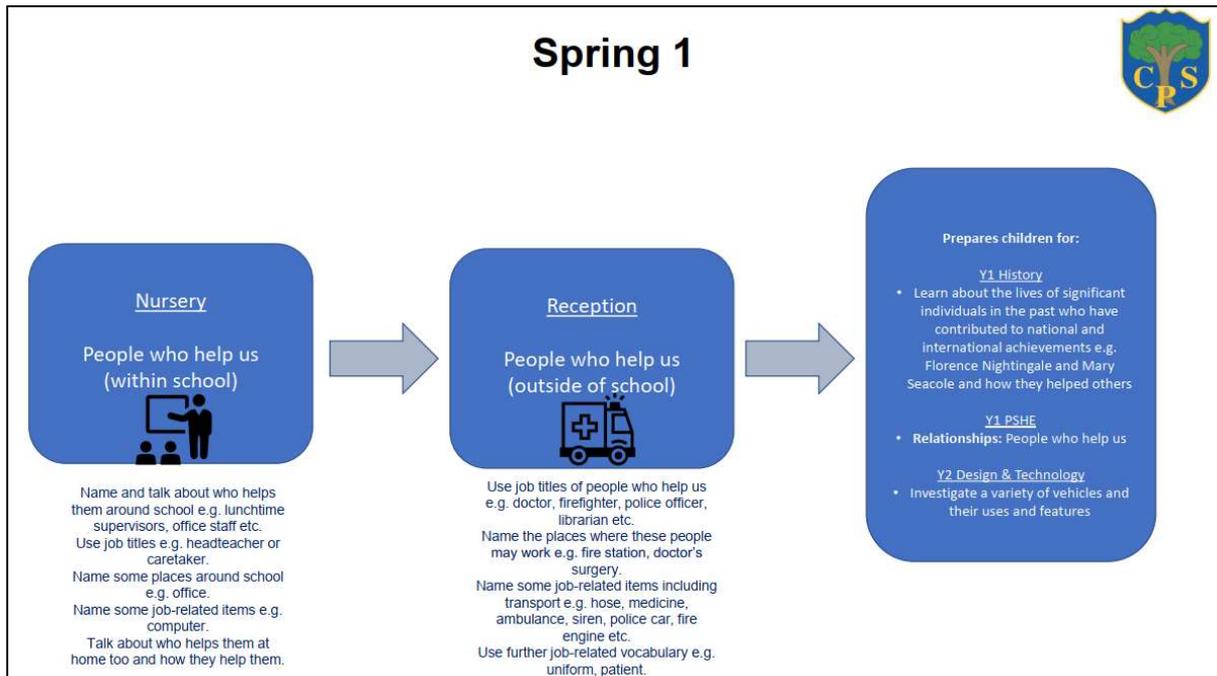
Your child \_\_\_\_\_ will have \_\_\_\_\_

as their key person this year. You can pass on important information to your child's key person at the start or end of sessions and you can record things in your child's online learning journal. We do hope that our key person system will be beneficial to your child and that it will help them settle and achieve well in our Early Years. We look forward to working with you this year.

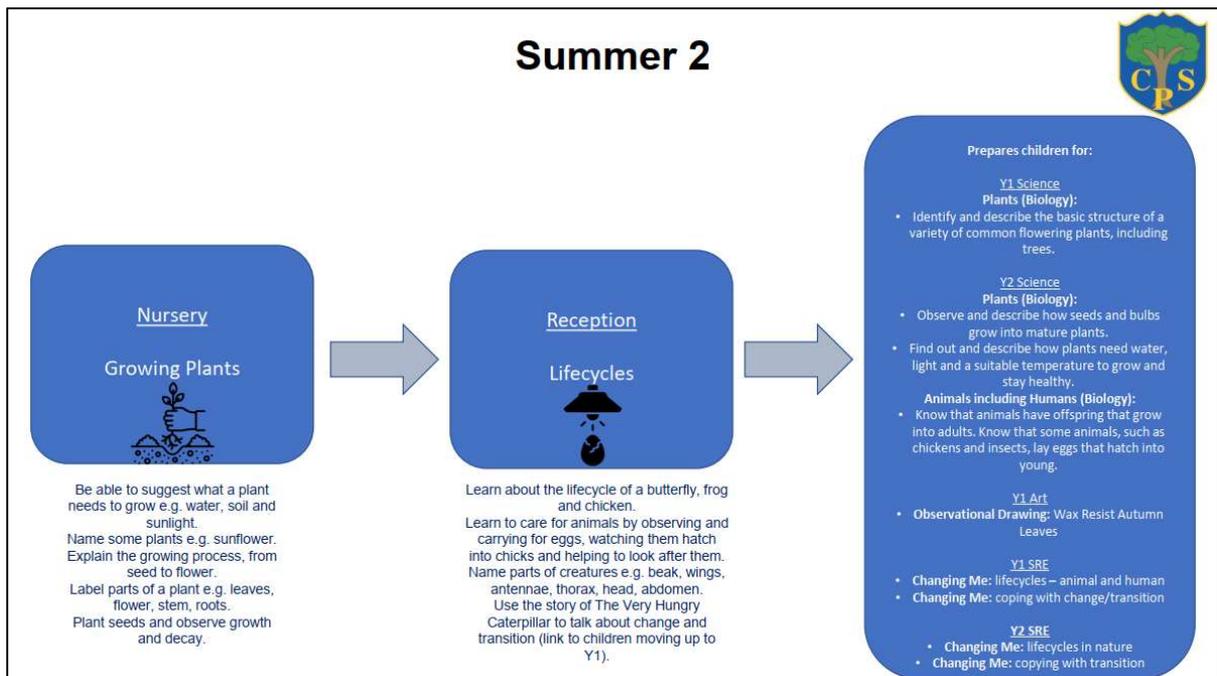
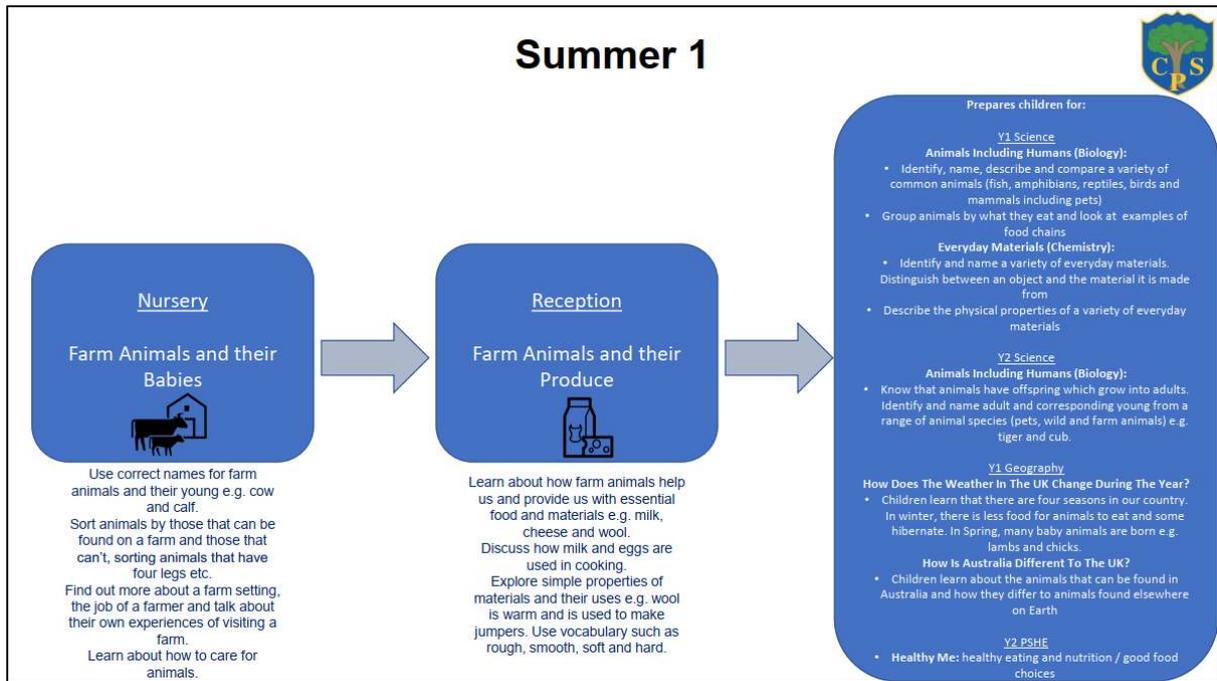
## Appendix 5: The Foundations for Our Curriculum



## Appendix 5: The Foundations for Our Curriculum (continued)



## Appendix 5: The Foundations for Our Curriculum (continued)



## Appendix 6: Speech, Language and Communication Concepts

### The Coppice Primary School Speech, Language and Communication Concepts

Our planning and teaching of concepts is based on the work of Ann Locke 1985 in the 'Living Language' programme.

'Most children pick up concepts easily and exposure to them is enough to learn them. However, for those that find learning concepts difficult they need a rigorous experiential learning experience. They need several steps of exposure to the word and its meaning in order to learn it.'

#### **Basic Concepts**

'Basic concepts are important as they underpin later learning. Thus a good understanding of basic concepts will form a foundation that children can use to learn more advanced vocabulary. Because they are so important it is useful to spend a greater amount of teaching time on them. By linking the concepts to the topic children will be exposed to the words in context and in a naturally meaningful way that require limited amounts of planning.'

#### **Teaching the Concepts**

One concept is chosen per week. Concepts will need thorough teaching so having exposure to the new word over a number of days and in a number of contexts will help the child to understand and use the new concept. We use the STAR approach when teaching new concepts.

**Select** the concept that will be focused on.

**Teach.** First, adults will introduce how the word sounds and then use an appropriate strategy to teach the concept. This is usually done through the use of a Concept Cat story and the use of objects.

**Activate** the meaning of the word by allowing the children to experience the meaning of the word independently.

**Review** the concept. Go over the word to ensure it is retained in the child's long term memory.

### The Coppice Primary School Speech, Language and Communication Concepts Overview

	Quality	Colour	Texture	Sound	Shape	Size	Movement	Quantity	Number	Space	Time
N	Same Different		Hard Soft Dry	Noisy Quiet/ly Loud/ly		Big Heavy Little Fat Empty Full Biggest	Fast Slow	A bit Many All A lot Some		Under Next to In front of Behind Top Back Bottom Forwards	
R			Furry Rough Smooth			Long Light Short Tall Thin		Both Most Few Less	First Second Third Last	Through Straight Backwards Near Between Side Far Front High	After Soon Today Before Yesterday
Y1	Almost	Dark/er Light/er			Corner Curved Straight	Deep Thick Smallest Fattest Wide Narrow Bigger Heaviest Longest		Only Every Nearly		Above Row Across Below Together	Early Late Tomorrow Once Twice Always Later

## Appendix 7: EYFS Author and Book List

The Coppice Primary School and Nursery		EYFS Author and Book List	
Term	Year Group	Topic	Author and Books
Autumn 1	Nursery	All About Me	Nick Sharratt 
	Reception	Myself and My Family	Nick Butterworth and Mick Inkpen 
Autumn 2	Nursery	Where I Live	Eric Hill and Jill Murphy 
	Reception	My Local Area	Linley Dodd and Nick Sharratt 
Spring 1	Nursery	People Who Help Us	Information Books Rebecca Hunter 
	Reception	People Who Help Us	Information Books Rebecca Hunter 
Spring 2	Nursery	Transport	Tony Mitton and Ant Parker 
	Reception	Journeys	Oliver Jeffers 
Summer 1	Nursery	Farm Animals and Their Babies	Rod Campbell and Pat Hutchins 
	Reception	Farm Animals and Their produce	Information Books 
Summer 2	Nursery	Growing Plants	Pat Hutchins and Nick Butterworth and Mick Inkpen 
	Reception	Life Cycles	Information Books Sheridan Cain 



# **The Coppice Primary School and Nursery**

## **Early Years Foundation Stage Policy**

Written by	Katie Flynn
Approved by Trustees	May 2024
Date for Review	May 2026

## **1 School Vision:**

*'Happy, confident and successful learners that are well prepared for life'*

## **2 Purpose:**

This policy reflects the school values and philosophy in relation to our Early Years provision at The Coppice Primary School and Nursery. It sets out a framework within which teaching and non-teaching staff can operate and sets out the school expectations of planning, teaching, delivery and assessment within the Early Years Foundation Stage.

## **3 This document is intended for:**

1. All teaching and school management staff
2. All Teaching Assistants and pupil support staff
3. School Trustees
4. Parents and Carers
5. Inspection teams

## **4 Introduction**

At The Coppice Primary School and Nursery, we recognise and place great value on the development of children as individuals and providing them with the knowledge, skills and understanding necessary for lifelong learning. It is our aim to give all children the best opportunities that they can have so that they become happy, confident and successful learners that are well prepared for life.

## **5 Aims of our Early Years provision: Intent**

The Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically, form the building blocks for our children to require life-long learning. We therefore plan many and varied learning opportunities in order that our children can develop and demonstrate these essential skills.

High level involvement occurs when children are directing their own, sustained play in an enabling environment and when supported by experienced and knowledgeable adults.

It is during these valuable opportunities that our children can develop and demonstrate their play and explorative skills, their ability to learn actively and to create and think critically.

We want to ensure that our children feel happy, secure and valued and that they acquire curiosity, knowledge, resilience, ambition and empathy. We know that children develop deep level learning when they are demonstrating high levels of well-being and involvement and that this is what children require in order to be well prepared for the next phase of their education.

To enable the above to happen:

- We have a commitment to all our children and their Parents and Carers that we will place the child's individual needs at the heart of our provision. Regardless of age, race, gender, religious or cultural belief, additional needs or economic situation, all of our children will receive high quality education.
- We will ensure that all children have an equal right to enjoy and participate in all aspects of school life and to benefit from the many and varied opportunities open to them.
- We hold each child's well-being as the key to all other aspects of provision. Through building positive, nurturing relationships, through high quality interactions and by creating a safe and stimulating environment, we aim to ensure that our children are happy and that they feel valued and respected.
- We seek to ensure that our children build up resilience, independence, confidence and that they develop good communication and language skills and problem-solving skills during their time with us in these early years.
- We will plan in response to each child's needs and interests and through positive interactions, we will guide their development.
- We ensure that our curriculum provides the foundations for the next phases in a child's journey at The Coppice and, therefore, everything that we do in Early Years has this in mind. This is why we have made sure that we have carefully and thoughtfully aligned the learning that happens within the Early Years with the areas of the National Curriculum that the children will begin to encounter in Year 1 and beyond.
- We ensure that children meet their next steps in learning, that they make good progress and are well prepared for reaching the Early Learning Goals at the end of the Foundation Stage.
- We aim to develop and maintain effective partnerships with Parents and Carers and outside agencies to ensure that children receive the best possible provision and support and they reach their full potential from their various starting points.
- For those children who enter our school Nursery or join in Reception year and who are not at the typical level or enter lacking the characteristics of effective learning, we ensure that we support these children with their personal, social and emotional skills and their speech, language and communication skills in order that they can catch up as quickly as possible.

## **6 Organisation and planning of our Early Years: Implementation**

From the time they start with us, each unique child becomes the heart of our provision and practice. Valuable time is spent building up relationships with the children and their families to support children's well-being and to learn more about their previous knowledge and experiences.

We maintain partnerships with Parents/Carers and outside agencies through effective communication to ensure that we are meeting individual needs. Our Early Years environment and the learning areas within them, both indoors and outdoors, are filled

with a rich array of open-ended and easily accessible resources to fully create an enabling environment that promotes independence and critical thinking.

We have a good balance between adult-led and child-led activities and provide sustained play opportunities throughout the day. During these continuous provision times, adults facilitate and move learning on by adopting the cycle of observing, assessing and planning in the moment. Through working in this way, individual needs are met immediately and at a time when a child is displaying the characteristics of effective learning.

**6.1** Throughout our EYFS at The Coppice Primary School and Nursery, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. The framework specifies the learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. Our Early Years philosophy centres around four themes that are underpinned within the framework. These four themes are as follows:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

## **6.2 Providing for children's well-being: Induction and transitions**

We understand that for learning to take place, children need to feel safe and secure in their environment, they need to feel respected and valued by those around them and they need to be highly engaged and involved in activities.

Before starting at our setting, the children are given the opportunity to attend 'stay and play' sessions whereby they can come and play in their new classrooms with their Parents or Carers. It is during these first meetings where relationships and partnerships begin. Parents and Carers are given information to learn more about the school and can find out what their child will be learning during The Foundation Stage via our school induction website. This is a carefully planned website to aid transition for our youngest children. Parents and Carers can view welcome messages and information videos from key members of staff in school and the children can listen to stories being read by their new teachers. Video tours are included to show children their new learning environment and the key places that they will visit around school. These videos can be viewed throughout the summer months to support the children in becoming more familiar with their new setting. In addition to the induction website, Parents and Carers are invited to attend an induction meeting at school whereby staff are available to answer any questions and they have the opportunity to tour the Nursery and Reception classrooms. To further aid children when transitioning to our school and to support staff in building a partnership with home, Parents and Carers are encouraged to book a home visit appointment. (Please see Appendix one: Home Visit Policy for our Foundation Stage Children).

Staff meet, where possible, or communicate with previous settings to find out as much information about each child as possible. This gives our staff a guide to a child's starting points and their current interests.

When moving from Nursery to Reception or Reception to Year One, all staff meet to discuss children's needs and development. Numerous opportunities are carefully planned to aid transition with new teaching staff visiting children in their current classrooms and then time is given for children to play in their new classrooms with their current teachers before spending time with new adults. By the start of the new school year, children have spent time in their new classrooms and have started to build up relationships with their new teaching staff.

Once children have time to settle in their new learning environment, teaching staff use the Leuven scales to assess children's involvement and well-being and continue to use these scales throughout the year.

The information provided is used to inform planning and interventions to support the children further. (Please see Appendix three: *The Leuven Scales*.)

### **6.3 Providing for children's well-being: Key workers in Early Years**

Although class teachers have the responsibility for all of the children within their class, children are assigned a key worker as they start our Early Years. Parents/Carers are given information about who the key worker is and the role of the key worker. (Please see Appendix four: *Our Key Person System*.) This system has proven to be very effective in supporting children and Parents/Carers, particularly as a child starts their time with us. Key workers build up good relationships with their children by spending time interacting with them, teaching them in small groups and they have a good knowledge about a child's strengths, interests and next steps. All key workers have a responsibility to contribute to planning and assessment and to ensure that their key children's needs are being met. All teaching staff in our Early Years carry out high quality interactions with the children and this helps to build positive relationships. Key workers know their children really well so know the right time to intervene with learning and know the right way to deal with any situations that may arise.

### **6.4 Enabling environments**

At the Coppice Primary School and Nursery, we believe that the environment has a significant role in supporting children's learning and development across all areas of the EYFS. It is recognised that children learn and develop best in supportive environments where individual needs are met.

All of our Early Years environments have things in common and this is that they are all child-centred; they are welcoming and safe and aim to facilitate a sense of belonging. Both indoors and outdoors provide a variety of activities and resources that support individual needs of the children. There are open-ended activities to inspire and promote independence, communication and language skills, problem solving and

decision making. Within Nursery and Reception, there are learning areas that promote the prime and specific areas of learning and these areas are regularly reviewed to ensure that resources meet the needs of the children.

Resources are engaging, challenging, easily accessible and are all presented at a child's height. Silhouettes or photos and labels are provided in each area to support children's independence during tidying up time. Within child-initiated times, children can select their own resources, combine resources and find new ways to use them. Enhancements and provocations are provided in response to child interest or formative assessment. Adults play alongside the children to model how to handle and use the resources appropriately and establish rules and routines to care for resources to put them back where they belong when they are no longer required.

## 6.5 Teaching and learning in our Early Years

All areas of the EYFS curriculum are followed and planned for, to ensure that there is a broad, balanced and progressive learning environment and curriculum. Our Early Years curriculum has been carefully planned and sequenced to ensure that our children secure the knowledge and skills that they require for the next stage in their learning. National Curriculum links have been made within the different learning areas to best prepare our children for future learning. (Please see Appendix five: *EYFS - The Foundations for our Curriculum, for further information.*)

The children first acquire new knowledge and then use this to develop new skills, demonstrating understanding through the seven areas of the curriculum. These are the seven areas of learning that we use to plan children's learning and activities:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Underpinning and running throughout the seven areas of learning are the Characteristics of Effective Learning mentioned at the start of this policy. These link to our whole school 'Coppice Learners'. In both Nursery and Reception, we have three dinosaurs that help the children to focus on and understand these important skills.



**I am Explorosaurus!**

I explore and play using my senses and imagination well and enjoy trying new activities.

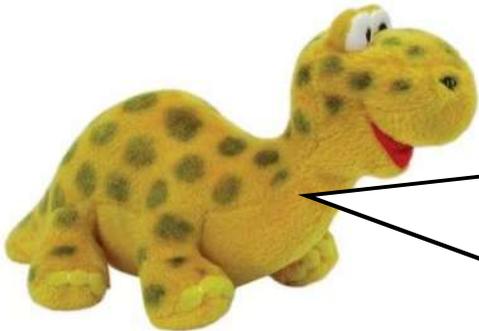
## I am Tryatops!

I really concentrate and focus and never give up when things are difficult.



## I am Thinkodocus!

I think and plan carefully.  
I solve my own problems and test out my ideas.  
I remember and use my knowledge and experiences from the past to help me learn new things.



### 6.6 Early Language, Reading and Writing

Throughout our Early Years, we create language-rich environments where children can acquire new vocabulary and are encouraged to engage in back and forth conversations with their peers and key workers. Adults model good communication skills through their interactions and introduce new concepts to the children through the use of 'Concept Cat' from The Living Language programme. (Please see Appendix six: *Speech, Language and Communication Concepts Overview for further information*.) Staff carefully plan the vocabulary that is to be covered through the curriculum, with clear links to the vocabulary that they will be taught in the next stage of their learning. Numerous opportunities are planned for this vocabulary to be revisited to aid children's understanding. Children's speech and language skills are assessed using the WellComm programme. This allows staff to quickly identify those children that have a delay in their development and provision can be planned and provided to ensure that they make good progress in this area of learning.

It is the aim that our EYFS children develop the necessary knowledge and skills in order to become fluent and confident readers and that they develop an enjoyment of reading. Children in Nursery and Reception are read to and engage in book talk daily and are encouraged to choose and take books home from school to share with their family at home. Reception children are provided with books that carefully match their reading ability and read these stories at home and to their teachers. Parents and Carers are encouraged to record in their child's reading diary to inform school about the books that the children have enjoyed and to share achievements and progress.

To support our children in building up a knowledge of authors, we carefully select the books that will be covered and focused on in each topic. (Please see Appendix seven: *EYFS Author and Book List*.) In both Nursery and Reception, we focus on 'Author of the Month' where numerous stories are shared by the same author so the children can become familiar with the author's work. Parents and Carers are invited into school throughout the year to join our story at the end of the day and to watch the children perform a rhyme during a 'Rhyme Time' session. These sessions provide the opportunity for teachers to share stories that have been read in school and to share the author that has been focused on.

We use the 'Sounds Write' programme to support our planning and teaching of phonics. 'Sounds Write' supports our children with their blending, segmenting and phoneme manipulation skills in preparation for reading words and simple sentences by the end of Reception. (Please see our English policy for further information regarding our approach to the teaching of phonics.)

Mark making and writing opportunities are provided both indoors and outdoors and resources, enhancements and provocations are well linked to child interest and assessment. We follow the 'Kinetic Letters' programme to teach the formation of different marks, lower-case and upper-case letters and to ensure that the children are well prepared physically for writing and mark making tasks. Our EYFS children are supported to write for real purposes with our youngest children in Nursery learning to read and then write their name during self-registration and children in Reception writing posters to find lost items or creating labels for models that have been built. (Please see our English policy for further information regarding our approach to the teaching of handwriting.)

## **6.7 Early Mathematics**

We plan mathematical teaching and learning opportunities using The Early Years Framework and Development Matters and use the NCETM and the White Rose programmes to ensure progression and coverage throughout the year. The children experience a range of activities and solve real life problems that support their early mathematical skills. The children count as part of daily routines to build up a good knowledge of numbers and learn mathematical concepts through their continuous provision as well as through adult-directed teaching. Children in our Early Years use a range of manipulatives and resources to aid their mathematical thinking and problem solving. Resources such as: Numicon, counters, five frames and real objects are utilised in Nursery and these are additionally provided in Reception as well as ten frames, number lines and rekenreks. (Please refer to our Maths policy for further information regarding the teaching of early maths.)

## **6.8 Adult-led teaching and learning**

We ensure a balance between adult-led and child-led teaching and learning. Our adult directed teaching times are called 'Family Time' and this is where the children work

with their key worker to learn a particular skill or concept. The children then are able to apply this new skill within their own child-initiated learning. 'Family Time' sessions are always planned at the start or towards the end of sessions to enable continuous provision times to be longer and to avoid interruptions in a child's learning.

In Nursery, there are two 'Family Time' sessions at the start of the year and this increases to three sessions as the children are ready. Direct teaching and activities focus on the prime areas and then move on to focus on specific areas when the children are ready. In Reception, there are three 'Family Time' sessions. Activities are planned to support early reading, early writing and maths. Children work on a carpet area with their key worker. Adults can then work with any children that require extra support or need to consolidate their understanding at the start of continuous provision times. Adults make notes about each session and this is used to inform future planning. To support our children transitioning into Year One, the children are introduced to working at a table and sitting on a chair from the start of the summer term. Teachers model the correct seating position, encouraging children to keep their feet flat to the ground and their bodies close to the table and the children are given lots of opportunities to practise working at a table during their 'Family Time' sessions.

## **6.9 Child-initiated teaching and learning**

In both Nursery and Reception, our child-initiated learning sessions are called 'Busy Bee'. These sessions are long periods of uninterrupted play and this gives children the sustained time they need to develop their ideas, to test out, to review and change their plans as they choose to work inside or outside. During this time, children have free flow within all classrooms and can access the outside learning area. We understand that children are unique and that they learn in different ways. We ensure that children have the opportunities for outdoor learning during each session unless the weather is considered to be too dangerous. The outdoor environment offers different resources for the children and provides opportunities to experience activities on a larger scale. We choose to work in this way because we believe that children learn best when they are highly motivated and engaged and when they are directing their own learning. We constantly assess our children's 'Levels of Involvement' in order that we can regularly review our provision and adjust it accordingly.

All Early Years staff facilitate learning during these 'Busy Bee' times. As each child is initiating and leading their own learning, this means that adults do not have any pre-planned activities. Instead, they adopt a cycle of observation, planning, assessment and observation. Adults spend time working alongside the child, listening and observing and then stepping in just at the right moment to move learning on, to consolidate learning or to teach misconceptions. Adults use this time effectively to model, to introduce or reinforce new vocabulary and concepts and to pose questions. Through these high-quality interactions, adults can address a child's next steps in the moment. Interactions are recorded after the event and are collated as evidence and are sometimes accompanied by a photograph. Adults briefly record what they observed, what they did by using a 'T' to signify their part in the interaction and then

record the result. Records of interactions will show that 'T modelled .....explained.....provided' as examples.

## **7 Focus child system**

In both Nursery and Reception, we operate a focus child system from the second half of the autumn term. There are three children that are a focus for each week. Key workers spend time observing and interacting with these children as well as supporting those that are pursuing their own learning.

All interactions are recorded in the same way and if they are a focus child, then these observations will be used to form part of the child's learning journal for that week. We do not have focus activities and the focus child is never called over to complete an adult task. We simply carry out high quality interactions with the child in their chosen activity so that we get the most accurate picture of their independent learning.

## **8 Effective partnerships with Parents/Carers and professional agencies**

We endeavour to form partnerships with Parents and Carers right from the start as we value the knowledge they have about their child's development. Early Years teachers are all very approachable and make sure that they are available at the start and end of the sessions for informal or more formal discussions about the children.

All information is passed on at home time and we see communication as a two-way process. We encourage Parents and Carers to let us know important information. Things such as: Their child did not sleep well, or there has been a significant change in their child's life could be important information that will have an effect on their child during the day. Parents/Carers are sent a form to complete when their child is due to be a focus child. It asks them to share any important information with us about their child's progress and current interests. It also gives them the opportunity to ask us any questions about their child's development. Key workers respond by recording comments in a child's online learning journal.

Once the children start their learning journey with us in Nursery and Reception, teachers set up online learning journals using Arc Pathway Early Learning Software. These online journals provide the opportunity for staff to communicate progress and wow moments to Parents and Carers and they are a record of photographs and observations that have been made for each child. Once a child has had their focus week, their learning journal will be updated for Parents/Carers and children to view. Parents and Carers are invited to contribute to learning journals by uploading their own evidence from home or by making comments. All Parents and Carers are asked to consent to their child's photograph being taken and used to create online learning journals through a data protection form that is signed when their child first starts school. Teachers meet more formally with Parents and Carers during termly parent consultations whereby a child's progress and development can be discussed.

All Early Years adults work closely with Parents/Carers and outside agencies. They have a responsibility to make Parents/Carers aware of any delays in their child's learning. Where there are concerns, teachers will have an initial discussion with the Parents/Carers to establish their thoughts and opinions. Parents/Carers are to be involved and advised during every step and are asked to sign a consent form to allow Early Years staff to discuss their child with other professionals. When outside agencies have been involved and reports given to school, all Early Years staff must follow the guidance and put all actions into place to ensure the best provision for that child.

## **9 Assessment within our Early Years: Impact**

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress. All Early Years staff use ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. Staff effectively use information regarding a child's development, achievements and interests that is provided by home via Arc Pathway online learning journals. All of the information that is gained is used to plan learning experiences and next steps so that knowledge and skills are built cumulatively and to ensure that a whole picture is created of the individual child.

During The Early Years, staff carry out speech and language assessments using the WellComm programme and this allows staff to support children's understanding and use of language and to identify specific speech, language and communication delays as early as possible. At the beginning of a child's Reception year, teachers carry out the statutory Reception Baseline Assessment with all children. This assessment focuses on 'Language, Communication and Literacy' and 'Mathematics' and shows the progress a child makes from Reception until the end of Key Stage Two. Towards the end of the Reception year, the Early Years Foundation Stage Profile is completed for all children. Teachers assess whether the child has met each of the 17 Early Learning Goals and discussions are held with Year One teachers to establish a child's readiness for learning at the next stage. To ensure the accuracy of the judgements that are made for our children in The Early Years, we carry out internal moderation within our year group teams and Reception teachers additionally attend moderation meetings with other schools and attend annual moderation training provided by the county. Further information regarding assessments in The Early Years can be found in The Early Years Framework.

The impact of our Early Years curriculum and provision is reflected in having happy, confident and successful children transitioning into Year One. The majority of our children make expected or accelerated progress from their starting points with a high proportion achieving the Early Learning Goals and a 'Good Level of Development' at the end of Reception. Our children are well prepared for the next stage of their learning.

## **10 Roles and responsibilities**

### **10.1 The Early Years Leader's role**

The Early Years Leader will:

- Work with the Headteacher, Senior Leadership Team and Early Years Trustee to determine the strategic development of the Early Years Policy and provision in the school.
- Have day-to-day responsibility for the operation of this policy.
- Provide professional guidance and modelling to Early Years colleagues and provide staff training.
- Monitor attainment and progress of classes, groups and year groups through data analysis and provide actions to be implemented.
- Monitor teaching and learning within the Early Years and report findings to SLT.
- Line manage Early Years staff.
- Work with other agencies to ensure that children receive appropriate support and be the point of contact ensuring that effective partnerships are maintained.

### **10.2 The Board of Trustees**

The Board of Trustees will:

- Monitor the way the school implements the Early Years Curriculum.

### **10.3 The Headteacher and Senior Leadership Team**

The Headteacher and Senior Leadership Team will:

- Work with the Early Years Lead and Early Years Trustee to determine the strategic development of this policy and Early Years provision in the school.
- Have overall responsibility for the provision and progress of learners within our Early Years.

### **10.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every child in their class.
- Ensuring that where concerns about a child are present, that they are raised appropriately and with the appropriate members of staff.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with their teaching assistant to review each child's progress and development and decide on any changes to provision.

- Being a key worker for a group of children. Being a role model for the children and supporting each child in line with this policy.
- Carrying out high quality interactions and recording the progress made by the children.
- Reading thoroughly the externally provided reports and seeking guidance where necessary. Teachers have to ensure that all recommendations are carried out and evidence provided as to their effectiveness.
- Setting and reviewing targets and ensuring that targets are shared and agreed with Parents/Carers.
- Providing a learning environment in line with this policy.
- Ensuring they follow the Early Years policy.

### **10.5 Teaching assistants (See also Teaching Assistant Job Descriptions).**

Each class teaching assistant is responsible for:

- Following direction and support from the class teacher/Early Years Lead with regards to Early Years practice and provision.
- Seeking advice from the class teacher/Early Years Lead when necessary.
- Being a key worker for a group of children. Being a role model for the children and supporting each child in line with this policy.
- Carrying out high quality interactions and recording the progress made by the children.
- Contributing to planning and assessment and supporting the class teacher in providing the best provision for the children.

### **10.6 Parents/Carers**

Each Parent/Carer is responsible for:

- Sharing information about their child's development with school staff as part of the assessment process.
- Supporting their child at home with activities that have been sent by Early Years staff.
- Accessing support and guidance where necessary.

## **11 Access and review of policy**

This policy will be reviewed by Katie Flynn (EYFS Lead) every year. It will also be updated if any changes to the information are made during the year. This policy will be accessible to all staff and the community through the school's website. It will be approved by the school Trustees.

## 12 Data Protection Statement:

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy. All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
Early Years Policy	Procedures, administration and responsibilities linked to the Early Years	To ensure a consistent and effective approach to teaching and learning in our Early Years	Pupils and staff	Secure Network drive

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
<input type="checkbox"/>		



## **Home Visit Policy for our Foundation Stage Children**

### **Our Aims**

We believe that there is great value in visiting a child in their own home as we can learn so much about the child, their interest and needs and they are essential in building relationships with Parents/Carers and the child right from the start. Home visits not only support a child's well-being, but additionally provide staff with an insight into what will be required for individuals to give them the best possible start at our school. It is our aim that children feel safe, secure and happy and that they are well prepared to start their learning journey with us at The Coppice Primary School and Nursery.

### **Home Visits**

Both in Nursery and Reception, staff carry out home visits and this provides valuable information about a child. A list of appointments is left with the office so the school knows where teaching staff are throughout the day. Staff only visit homes in pairs and these visits last for around thirty minutes.

Teaching staff recognise and value the Parent/Carer's contributions and together, they complete an information sheet. There is the opportunity to play alongside the child in their own environment. Any concerns or questions can be addressed during this time. Necessary paperwork is collected so that school has all the information needed to provide the best care and education for each child. This includes information on the two-year-old check.



## Appendix 2: Toileting Policy for our Foundation Stage Children



# **Toileting Policy for our Foundation Stage Children**

## **Our Aim**

Achieving continence is a developmental milestone usually reached within the context of learning in the home before a child transfers to a nursery/school setting. However, for some children entering school, the skill of independent toileting has not been fully acquired and needs to be taught by the Parent/Carer.

In order to comply with child protection procedures, at The Coppice Primary School and Nursery we aim to exercise good practice in the toileting/changing of children who require assistance.

Staff will respect the child's privacy and cultural beliefs at all times and will encourage independence and good hygiene.

## **Expectations**

- Parents/Carers can expect that the school will provide adequate changing facilities for their child.
- Parents/Carers can expect that only staff with Disclosure and Barring Service clearance will change their child.
- It is expected that all children will be sent to school in pull-ups or ordinary pants, not nappies except in exceptional circumstances associated with a child's recognised additional needs.
- It is expected that Parents/Carers provide adequate resources for the changing of their child. For example, wipes, spare pants or pull-ups, a change of clothes.
- It is expected that Parents/Carers will seek the advice of their Health Visitor or the School Nurse for support in toilet training their child.

## **Changing/Toileting Procedures**

- Staff must report to another member of staff before taking a child to the toilet/changing area.
- Staff will follow good hand washing procedures and encourage children to do the same. Staff to wear aprons and disposable gloves whilst changing a child's soiled pull-up.
- Children will be encouraged to use the toilet at regular intervals or be checked at regular intervals by staff.

- Soiled wipes and pull-ups will be disposed of by using the bin provided and emptied at least once a day.
- A written record of children who have soiled/wet will be kept by staff and this information will be communicated to Parents/Carers.



## Appendix 3: The Leuven Scales



### The Leuven Scales

The Leuven Scales have been adapted from “A Process-Oriented Monitoring System” by Laevers et al. They are:

1. **Extremely low** – The child is clearly having a difficult time and doesn't feel happy in the setting. There are almost no instances of 'true' pleasure and they are primarily anxious or tense. Their contact with the environment is difficult and they might attack others. They are not at ease.
2. **Low** – The child shows elements of level one, but these are less pronounced.
3. **Moderate** – Here, they are neither happy or unhappy. They are often indifferent and are rarely outspoken, positively or negatively. They are rarely enthusiastic and contact with other children is pretty basic. There are no moments of real satisfaction.
4. **High** – The child shows elements of Level Five, but these are less pronounced.
5. **Extremely High** – They are clearly having fun and laugh a lot. They enjoy both what the environment has to offer and the company of others, often positively affecting the group dynamic. Any anger, unhappiness, or fear, quickly subsides and mostly, they are enjoying life to the full.



## Our Key Person System

### WHAT IS A KEY PERSON?

- A key person has a special responsibility for a set number of children. Your child's key person will ensure that their needs are recognised and met during each session.

### MAIN DUTIES

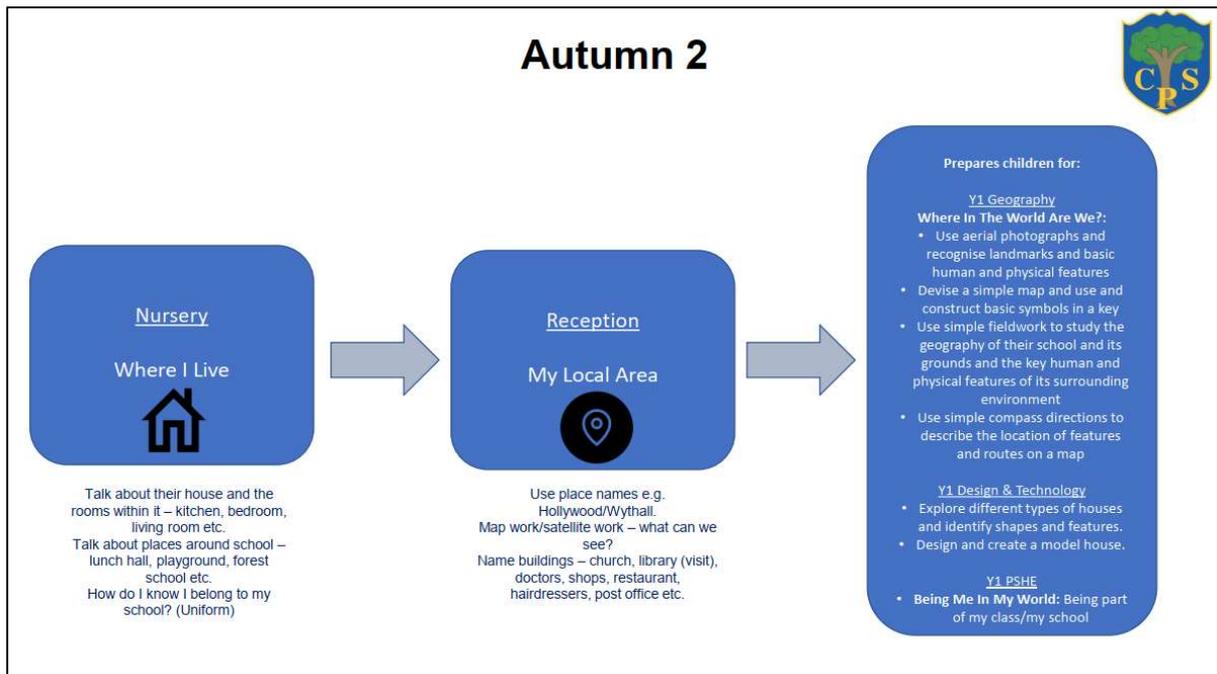
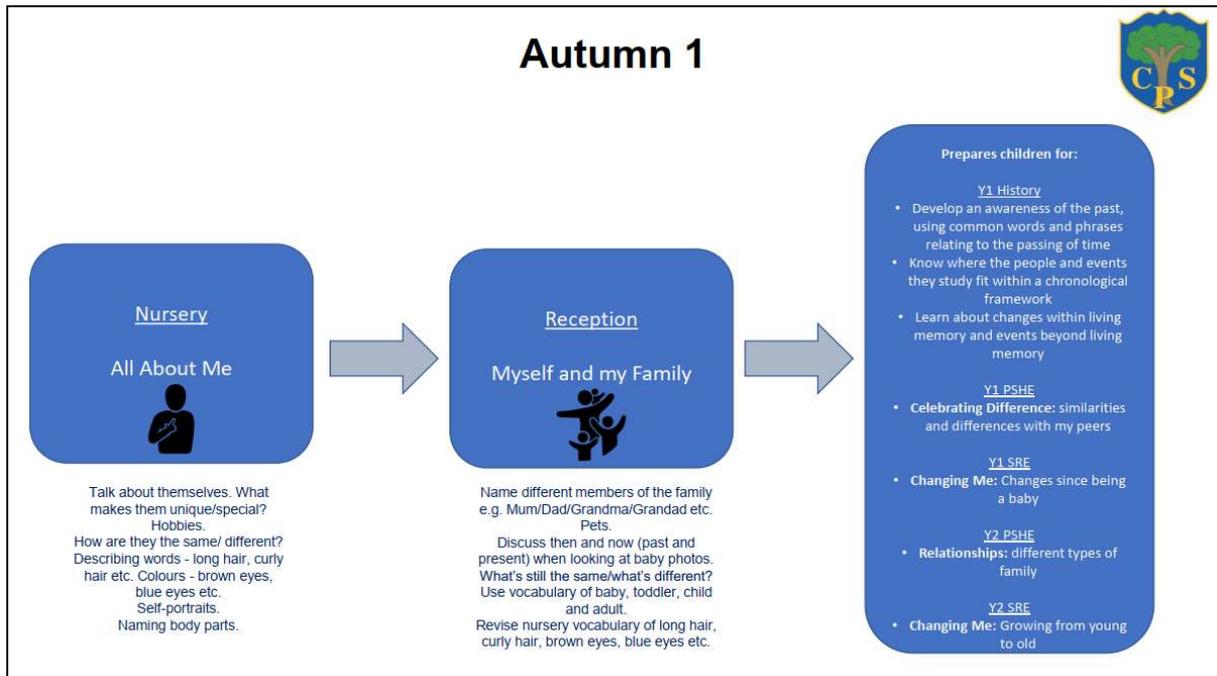
- To help your child settle in our setting.
- To build relationships with Parents/Carers and talk to them about their child.
- To assist the child in integrating into our setting if necessary.
- To provide emotional needs to your child and support them with their toileting needs when necessary.
- To make each child feel special, individual and thought about while they are away from home.
- To observe and support the teacher in monitoring the child's progress and encourage Parents/Carers to participate in their child's development. This will be via online Learning Journals and through communication at the start and end of sessions.
- To feedback information that might be important to Parents/Carers and the class teacher.
- To support the class teacher in planning the next steps for each child.

**It is important to note that your child's key person will not shadow them throughout the session and your child will work with other adults too. It is the responsibility of the class teacher to plan for and assess every child and you will need to speak to your child's teacher in order to find out how your child is progressing within the learning areas.**

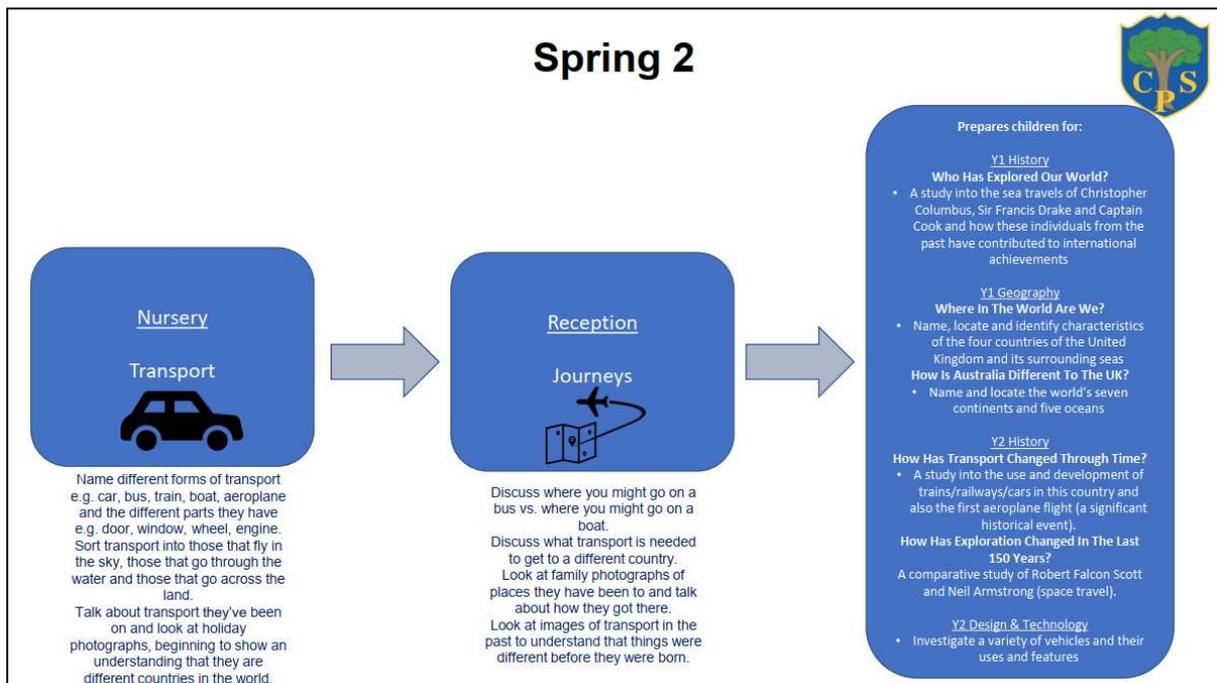
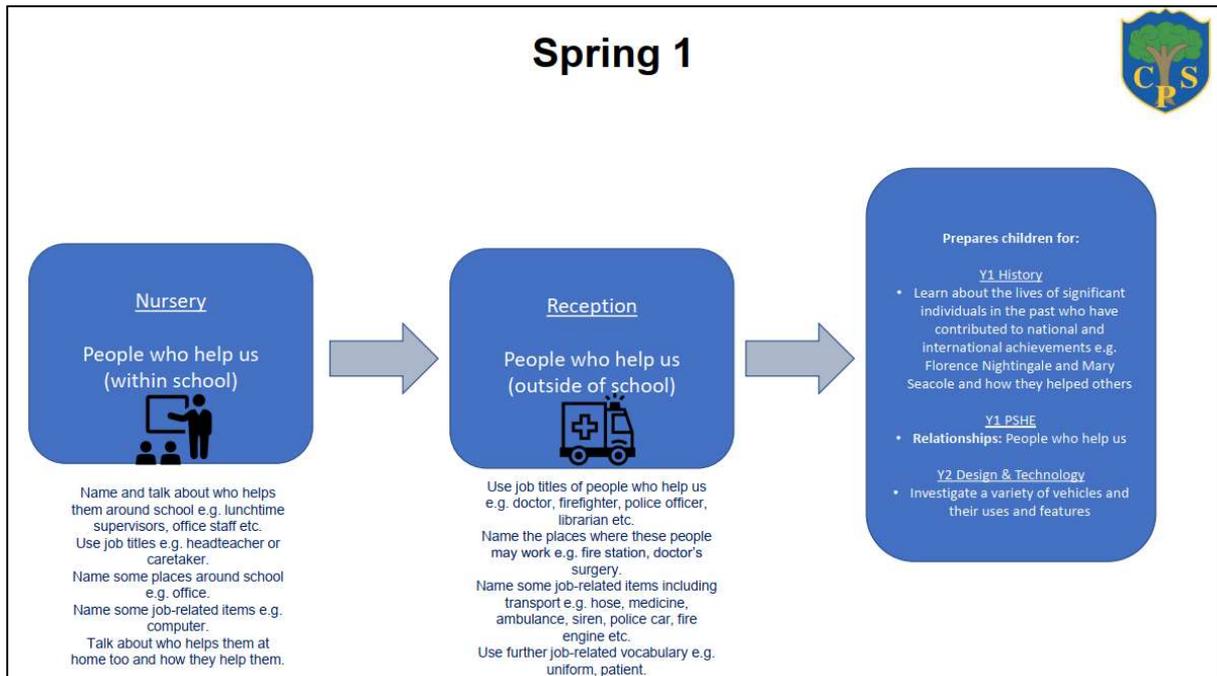
Your child \_\_\_\_\_ will have \_\_\_\_\_

as their key person this year. You can pass on important information to your child's key person at the start or end of sessions and you can record things in your child's online learning journal. We do hope that our key person system will be beneficial to your child and that it will help them settle and achieve well in our Early Years. We look forward to working with you this year.

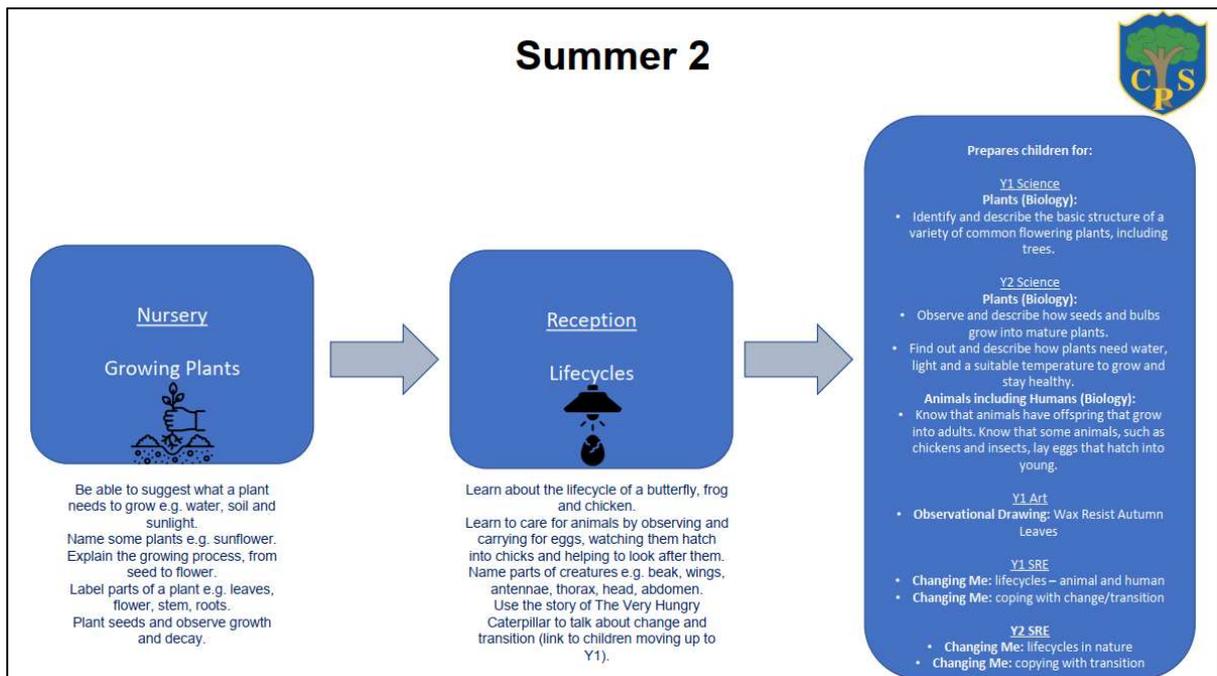
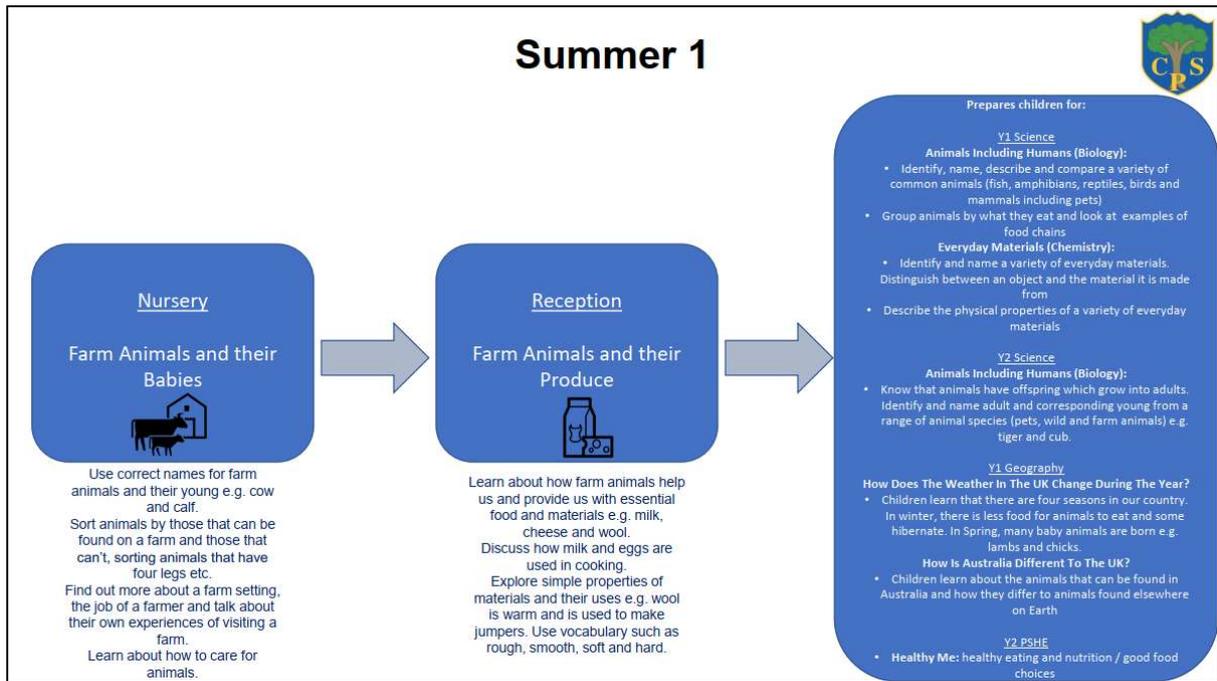
## Appendix 5: The Foundations for Our Curriculum



## Appendix 5: The Foundations for Our Curriculum (continued)



## Appendix 5: The Foundations for Our Curriculum (continued)



## Appendix 6: Speech, Language and Communication Concepts

### The Coppice Primary School Speech, Language and Communication Concepts

Our planning and teaching of concepts is based on the work of Ann Locke 1985 in the 'Living Language' programme.

'Most children pick up concepts easily and exposure to them is enough to learn them. However, for those that find learning concepts difficult they need a rigorous experiential learning experience. They need several steps of exposure to the word and its meaning in order to learn it.'

#### Basic Concepts

'Basic concepts are important as they underpin later learning. Thus a good understanding of basic concepts will form a foundation that children can use to learn more advanced vocabulary. Because they are so important it is useful to spend a greater amount of teaching time on them. By linking the concepts to the topic children will be exposed to the words in context and in a naturally meaningful way that require limited amounts of planning.'

#### Teaching the Concepts

One concept is chosen per week. Concepts will need thorough teaching so having exposure to the new word over a number of days and in a number of contexts will help the child to understand and use the new concept. We use the STAR approach when teaching new concepts.

**Select** the concept that will be focused on.

**Teach.** First, adults will introduce how the word sounds and then use an appropriate strategy to teach the concept. This is usually done through the use of a Concept Cat story and the use of objects.

**Activate** the meaning of the word by allowing the children to experience the meaning of the word independently.

**Review** the concept. Go over the word to ensure it is retained in the child's long term memory.

### The Coppice Primary School Speech, Language and Communication Concepts Overview

	Quality	Colour	Texture	Sound	Shape	Size	Movement	Quantity	Number	Space	Time
N	Same Different		Hard Soft Dry	Noisy Quiet/ly Loud/ly		Big Heavy Little Fat Empty Full Biggest	Fast Slow	A bit Many All A lot Some		Under Next to In front of Behind Top Back Bottom Forwards	
R			Furry Rough Smooth			Long Light Short Tall Thin		Both Most Few Less	First Second Third Last	Through Straight Backwards Near Between Side Far Front High	After Soon Today Before Yesterday
Y1	Almost	Dark/er Light/er			Corner Curved Straight	Deep Thick Smallest Fattest Wide Narrow Bigger Heaviest Longest		Only Every Nearly		Above Row Across Below Together	Early Late Tomorrow Once Twice Always Later

## Appendix 7: EYFS Author and Book List

The Coppice Primary School and Nursery		EYFS Author and Book List	
Term	Year Group	Topic	Author and Books
Autumn 1	Nursery	All About Me	Nick Sharratt 
	Reception	Myself and My Family	Nick Butterworth and Mick Inkpen 
Autumn 2	Nursery	Where I Live	Eric Hill and Jill Murphy 
	Reception	My Local Area	Linley Dodd and Nick Sharratt 
Spring 1	Nursery	People Who Help Us	Information Books Rebecca Hunter 
	Reception	People Who Help Us	Information Books Rebecca Hunter 
Spring 2	Nursery	Transport	Tony Mitton and Ant Parker 
	Reception	Journeys	Oliver Jeffers 
Summer 1	Nursery	Farm Animals and Their Babies	Rod Campbell and Pat Hutchins 
	Reception	Farm Animals and Their produce	Information Books 
Summer 2	Nursery	Growing Plants	Pat Hutchins and Nick Butterworth and Mick Inkpen 
	Reception	Life Cycles	Information Books Sheridan Cain 