

**Vita et Pax Preparatory School**

**Early Years Foundation Stage Policy**

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| Policy Originator | Kate Newton *Infants Lead*  *Allana Gay Head Teacher* |
| Governor Responsible | Anna Westcott |
| Status | Statutory |
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This policy is reviewed annually and ratified by the Governing Body.

Families are encouraged to be familiar with this policy via the school website. Copies of this policy and its associated documents are available from the school office.

# School ethos

Vita et Pax Preparatory School is a co-educational environment for children from the age of three to the end of their primary education. Our school delivers a child centred and coordinated approach to nurturing character’s for the future. We aim for our children to be creative and caring learners who are happy to be in our dedicated learning environment. Our school works in strong partnership with our parents to ensure students are demonstrably safe, academically confident and well cared for physically, socially and emotionally. The school will always take actions that are in the best interest of the child and will provide positive outcomes for their development.

Vita et Pax Preparatory School is committed to creating and sustaining a learning environment that maintains respect and dignity for all. We value the diversity of our staff and students and work to provide a supportive environment in which the unique character of every individual is valued and celebrated.

## Aims and Principles

All Children are to feel secured and valued, and by doing so build positive relationships with adults and their peers. For Practitioners to provide an enabling environment that allows children to explore, take secure risks and extend and create new learning outcomes in all areas of their development. Practitioners acknowledge the holistic nature of young children’s learning, and by doing so plan appropriately, by challenging and making appropriate and enjoyable experiences, both indoors and outdoors. Practitioners must respond by delivering that will extend and differentiate all children’s needs, whether it being adult or child led activity. We must involve parents and carers

The early years is based upon the 4 principles Unique Child.

Building Positive Relationships.

Enabling environments.

Learning and development.

A unique Child From the moment your child enters the setting staff build upon your child’s interests. Allowing children to develop and share their understanding within a nurturing yet challenging environment. By observing the children daily we create and capture a stimulating learning environment using a variety of resources and materials to extend and develop new learning outcomes creating unique episodes that can be built upon.

Positive Relationships.

In the Early Years each child is designated a key person who will work closely with them in all areas of their leaning and development. Each week the children will have their focus which is built upon their interests and is delivered through an online Journal to parents and carers. Parents and carers are also encouraged to upload pictures of events that have happened in the children’s home environment allowing staff to build upon these events which develops positive relationships. At the beginning of the Academic year parents are asked to make an ‘All about Me’ book. We ask for photographs of people that are important to your child or special events that they wish to share. This tool is used for settling the child in and also used throughout the year to develop and support personal and social skills.

Enabling environments.

The EYFS classes are organised to allow children to explore and learn securely and safely. There are specific areas where the children can be creative, messy, reflective etc. Both indoors and outdoors. The children are scaffolded to take risks effectively and are encouraged to discuss how they challenged themselves to that next level through the use of open ended questioning or materials. Children learn and develop well in enabling environments and by developing rich and stimulating activities for all children it reinforces a strong partnership between practitioners, peers, parents and carers.

## Planning and Organising the Curriculum

There are seven areas of learning and development that must shape educational provision in all early years’ settings. All areas of learning and development are extremely important and interconnected and none can be delivered in isolation from the others. Within all these experiences the children are required to participate in adult led and child initiated activities in order to develop effectively and to obtain the best level of development at the end of their Reception Year. The three main prime areas that are fundamental and move through to support development in other areas are,

**Personal, Social and Emotional Development**. For Children to develop a positive sense of themselves and others, develop social skills and build and create secure relationships. Become independent learners and understand the feelings of others at times. For children to grow in confidence and develop the skill of adapting their behaviour in different situations. For children to understand the need of waiting their turn in certain situations.

**Communication and Language.** Children will be given every opportunity to discover, explore and develop their language skills, in small or large groups and independently. Children will be read to frequently and develop this skill themselves through our reading scheme. Providing a language rich environment. Children will be asked open ended questioning that will elaborate and extend their language skills.

**Physical Development.** Children will develop the understanding of the importance of exercise and how by having a balanced diet it helps us. Oral Hygiene will be introduced as this is seen as a vital part of a child’s health. Children will be given a variety of activities and resources to develop Gross and fine motor movements. Children will be given plenty of time and opportunity to create games that develop their Gross motor skills and use their bodies to balance, climb and negotiate space and that of the need of others. Jigsaws, threading, pegs and malleable materials will be used to develop control when children start to use writing implements later on.

The Specific areas include essential skills and knowledge for children to participate successfully in society are,

**Literacy.** Children will be taught to link sounds to letters and begin to read and write. Print will be displayed both in and outside the classroom and children are able to discover a wide range of reading materials within their classroom or the whole school Library. The children will use writing materials independently. Write recognisable letters which most are correctly formed and spell words through the use and knowledge of their phonic skills.

**Mathematics**. Children will be given every opportunity to develop their skills in counting, using numerals in a wide range of activities, introducing simple addition and subtraction and discovering quantities, patterns, shapes and using rhymes to have a deep understanding of a number. Numicon is used to support and develop these skills.

**Understanding of the World**. Children are encouraged to discover and explore their natural world and environment, discuss their families and friends, and experiences they have encountered past and present. The Children use a variety of materials to make changes with and are encourage to record their findings in many ways.

**Expressive Arts and Design**. Children freely use materials to develop their imagination through song, dance or a variety of media and materials. The children develop the skill of sharing each other’s ideas and taking on a variety of roles which best suits their needs.

**Computing**. The children have a suitable programme in the Early Years that covers the curriculum. They use it daily and by the end of Reception have completed several programmes successfully and confidently. We provide programmable toys for the children to be able to follow instructions and directions and use Walkie Talkies and Metal Detectors to discover new ways of learning and communication.

## Reading Scheme

The Children are introduced to the Oxford Reading Scheme and are heard to read twice a week. Children are encouraged to look at a variety of print as it carries meaning in a variety of ways.

## Specialist Teaching

Specialist teaching is delivered in Spanish, Gymnastics and Music.

* The Curriculum is planned through themes that have come from the children’s interests and planned around all areas of the curriculum. The planning can be developed daily as this enables the staff to be flexible and discover how and where activities need to be adapted to suit a child’s needs. The weekly planning will also show which children’s activities are being focused on that relevant week.
* The Medium-term plans will show ideas that have been observed by staff from the previous term that may or may not be put into place. They are evaluated weekly to see the relevant outcome and if it was successful to the children’s development.
* Short term plans are taken from previous focus weeks. Staff discuss their findings and work together to find activities to extend and differentiate children’s learning and taking the children to a new level of their development. This can also be adapted to meet outcomes shown
* Planning should show differentiation to meet all children’s needs and by doing so most children would have exceeded in completing the Early Learning Goals and ready for more formal work into class 1.

## • Whole School Resources

* Use of the Library weekly or for whole class story sessions
* Computer room, to work independently in computing
* The Hall for assemblies, gymnastics and dance.

## Classroom Organisation and Resources

The Classroom’s are organised so that all areas of the curriculum can be accessed independently or with adult support. By doing so this creates first-hand on experiences that develops play which leads to independent learners. The classroom materials are clearly labelled with print and pictures so that the children can take on the role of the adult and can set up their own activities of choosing. Displays are changed regularly throughout the Early Years and the all areas of the curriculum are seen through these displays. Visual timetables are used so that children of all abilities can recall what may happen throughout their day. The Children are encouraged to take care of their classrooms and outside learning environment by creating their own class rules within the first term and reinforcing our motto of “Care share and be fair.”

## Induction

Throughout the whole school year the public are allowed to drop in or make an appointment on a

Wednesday or a Friday morning to come and view the setting. Once enrolled the children are invited in for a taster session morning or afternoon. If the parents wish to they may have more than one taster session until their child starts within the Early Years. In the summer term families are invited in to spend an afternoon with their teachers and existing children. Families are asked to fill in an All about Me Form so that staff can plan activities from the moment the children enter the setting that they have of interest. Special books are also encouraged to be created over the summer period so the children enter the class with their book to form attachments with the adults within the class.

## Arrivals and Departures

Sessions for the Nursery are:

Morning 8.30- 12.15 Lunch and snack included

Afternoon 12.15 – 3.30

All day 8.30 -3.30

The Early Years have their own entrance and the gate is opened from 8.30am. The gate is opened again at 12.15 for children that are leaving from a morning session and the children that are entering for an afternoon session. The end of the school day is at 3.15 for the Reception class and 3.30 for the Nursey.

We have an “open door” policy at Vita et Pax school and we daily speak to parents about any concerns they have. If we feel that the question asked requires a longer explanation meeting are made quickly before and after school. If you are late at picking your child up arrangements will be made for them to go into the late club. If you can’t pick up and need some else to do this please telephone the office and let them know. Please make sure the person collecting knows your unique password which we will ask upon collection.

## Late and Non Collection of a Child

If a Child is not collected from late club a member of the Senior Lead is always on site to access the information to ring parents and carers to discuss and find out if there are any issues regarding their child not being picked up. If a child has still not been picked up after 6pm. The Senior Lead and parents/carers cannot be contacted they must ring the Local Authority Safeguarding office whose number is in the school staff room

If you wish to change your child’s day or extended their sessions with us please go to the office where you can fill in the correct session form.

## The Key Person

The Early Years Foundation stage is staffed with fully qualified teachers and teaching assistants. These persons serve as key persons for the children.

The Key Person plays an important and vital role within the Early Years. Children are able to create wonderful friendships and develop the skill in asking adults for help when they need it. The Key person obtains a great understanding of their children through observation, conversations and providing enriching and stimulating activities that will enhance and extend their learning. Parents know who their child’s key person is from the child’s learning journal and a class poster.

Safeguarding

All children need to feel safe and safeguarding them is crucial. All staff have a responsibility and are regularly checked with their safe guarding knowledge through morning briefings and kept informed of updates that they must read. Training is given and updated when needed. Staff know who the DSL team are and how to go through the procedures when listening to a child. The children are also aware of who they need to talk to in the Early Years with assemblies, circle time, and outside proffessionals.

SEND

Vita et Pax are committed to ensuring that every child has an opportunity to thrive and benefit as fully as possible from the moment they enter the school. The staff have a duty of care to provide activities, materials and classroom space for disabled children who have different medical conditions.

All staff work with outside agencies such as speech therapists, dieticians, audiologists and art therapists, supporting the child with their guidance and the parents. Children who need support are given extra intervention with staff enabling them to grasp and gather new learning concepts.

Equal Opportunities

At Vita et Pax the staff encourage the children to understand how we are all different, but all equal. In circle time books are shared about how families are unique and no two maybe the same. We value all cultures and encourage families to share their faiths at all times. Children are encouraged to respect one another and recognise the diverse society we live in through discussions, books or posters. Parents are encouraged to come into school to share their culture and talents.

## Involving Parents

At Vita et Pax Early Years we feel that the parents are the child’s first educator and we are an extension to enable new learning and share past and present learning experiences. When Parents/Carers work together the results have a positive impact on the child’s development. We aim to develop this by:

* By delivering what the Early Years curriculum covers before their child starts at the setting through presentation and knowledge of this area.
* Keeping parents informed daily using the class Dojo app.
* Keeping them informed by half termly newsletters that outline the curriculum and asking parents for their contribution
* Listening and taking into account comments written on their Childs Leaning Journal.
* Informing parents who their Child’s key worker is Electronically, on their books and in the classroom.
* Where the children are in their stages of development and what we will be focusing on next using a style of report from the child’s on line journal.
* Inviting parents in to share stories, their roles and talents.
* Encouraging them to come into the class to share what their child has achieved that day.
* Having an up to date Notice board sharing new ideas that may benefit their child.
* Asking the parents to make an All About Me book with their child before they come to the setting, as this is a fantastic tool for settling a child as well as developing all areas of the curriculum.
* Inviting future parents and children to whole school events.

## Snacks and Lunch

Fresh Fruit and milk are provided for the morning break. Children can bring in their own fruit and water bottle if they wish to. We deliver a healthy eating lunch at Vita et Pax and children are encouraged to have a colourful plate. We reinforce the importance of diet daily by staff sitting and eating with their classes. This also encourages excellent table manners. We are a Nut free school and all dietary requirements are catered for. Children that require these wear a badge so that if new staff are ever present they are aware of this. At lunch time staff sit and eat with the children. Staff ensure that all children can be seen for First Aid reasons such as choking.

Food Handling

The Staff are all undertaken training in food handling and training is updated annually. When handling food staff make sure they tie their hair back, wash hands and wear gloves. Staff are fully aware of allergies that children may have to certain foods and badges are worn at lunch times.

Medication

If your child requires medication that needs to be taken within the class day it will be kept in the school office. Only medication that is prescribed by the doctor, dentist or Pharmacist it can be administered. Staff who are trained and hold an up to date Paediatric First aid qualification are highlighted in red and a document is in place in the classroom to show this. Staff are aware of allergies from the medical register which is shown in their classroom. Staff are aware that their own self-medication is locked away at all times in their own personal locker.

A First Aid box is located in the Early Years and is checked and refreshed weekly. First aid bags are taken out into the garden area as well as trips.

Trips and Visits

Visits are created from the curriculum of the child’s interests or through topics they have been covering

Parents are invited to join us on these visits and are given DBS checks through the school office. See Safeguarding Policy 2023. Thorough Risk Assessments are carried out before the visits and can be found on the school system. They are given 10 days before the visit. Staff also visit the chosen site previously to see for suitability. A staff member who holds a full paediatric certificate will always attend the trips.

Assessments

The Children’s development levels are assessed for their ages using a tracking system provided by 2 Simple. The balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas. In the summer term the Reception children will be assessed using the GLR assessments that will be continued into year 1.

Transitions into Year 1

As we work very closely as an Early Years Unit we feel that the transition from Nursery to Reception class runs very smoothly. With Children that come from previous settings we ask them to come in for a taster session and speaking or meeting up with professionals that they have had from their previous class. We always ask for a report from previous teachers so we have a good understanding of where that child is in their development. Reception and Year One teachers meet in the summer term where they will discuss any issues that need to be discussed or materials that need to be put in place for all of the children. Reception children will also start to use the large playground in the summer term so that they establish their new routine. At the beginning of the academic year Class One children will have a short afternoon break and be encouraged to select activities of their choosing.

## Use of Mobile Phones, Cameras and Computers

All Mobile Phones should be kept in lockers and only looked at in the Staff Room or off the premises. Parents should be informed of using media when the children are performing in school assemblies and whole school productions. For More information please see The Safeguarding Policy 2023.

Well Being

The well-being of our staff, children and their families is a very important factor. At Vita et Pax staff have completed training in Mental Health which will be updated annually. Posters are placed around the school to show who the wellbeing team are and in assemblies and circle times children have open ended discussions about their own personal feelings. We will work closely with families, staff and individuals about worries they have in starting school, whilst at school or experiences they have endured whilst not attending school. For More information see The Health & Safety Policy 2023.