

Kentmere Academy and Nursery

EYFS policy



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Mission statement

We are proud to be a happy, diverse and inclusive school where everybody matters.

School Aims

- **H**elping to challenge inspire and motivate each other.
- **A**iming high, achieving excellence.
- **P**romote and value excellent progress.
- **P**ositive contributions to the school and wider community.
- **Y**OU CREATE YOUR OWN FUTURE!

Within this document, the term Early Years Foundation Stage is used to describe children who are in our Nursery and Reception classes.

2. Aim

At Kentmere, we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support

- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Provide a secure and safe learning environment indoors and out

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

The curriculum is delivered using a play-based approach as outlined by the EYFS. We plan a balance between children having time and space to engage in their own child-initiated

activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice. We create a stimulating environment to encourage children to free-flow between inside and out.

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Significant observations of children's achievements are collated in their own personal learning adventure, which are shared with parents.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks.

Mobile technology use

All staff must ensure that their mobile phones, personal cameras and recording devices are locked away, out of the reach of children during school hours. If any staff member has an emergency which requires them to keep their mobile close at hand, they should consult with their line manager and get permission for this. In this situation, any phone calls taken or made should be done so in an area of the setting away from the children. Staff should not give out personal mobile numbers to pupils or parents/carers.

Camera use

Children should only be photographed or filmed on video for the purpose of recording their development or participation in events organised by the school. Parents are asked to sign a consent form in order for this to be authorised and have access to records holding visual images of their child. Only a designated school camera is to be used to take any photo within the setting or on outings and images taken must be deemed suitable without putting the child in any compromising position that could cause embarrassment or distress. All staff are responsible for the location of the camera, which should be stored in a secure place within the unit. Images may only be uploaded with prior permission from parents to the secure school website and should never be uploaded to the internet for any other reason, including onto social networking sites (e.g. Facebook).

It is the responsibility of all members of staff to be vigilant and report any concerns to the Headteacher, Deputy Headteacher or Safeguarding Officer.

Inclusion

We value all our children as individuals at Kentmere, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Parents as Partners and the Wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care. We regularly invite parents and carers into school for themed stay and play sessions, as well as providing parent workshops in our Community Room. Learning Adventures are shared with parents and carers on a regular basis and they are encouraged to contribute to, and comment on them.

We draw on our links with the local community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and other pre-school settings.

Signed:



Sarah Isberg (headteacher)

Date: July 2017

Agreed by the Governing Body: July 2017

Review July 2019