



The Early Years Foundation Stage At Reckleford Infant and Nursery School

We are proud to be a UNICEF RIGHTS RESPECTING SCHOOL

INTENT

The Early Years at Reckleford begins in the Nursery and finishes at the end of Reception.

At Reckleford we believe that all children deserve the very best start to their education. They deserve a high quality provision which will give them the experiences, support, care and education that builds on each individual's wants, needs and interests. We believe that children learn best when they feel safe and happy. All children are included and we acknowledge that at times some children will need additional support so that they can achieve their best.

At Reckleford we provide a safe, stimulating environment that is based on high quality play experiences, both adult led and self-chosen, and that reflect the diversity of our school. We value the importance of our outdoor environment and believe that it offers children the opportunity to develop their thinking and problem solving skills. At Reckleford adults provide high quality interactions; they are role models for learning.

Article 29 of the UN Convention on the Rights of a Child underpins all that we do:

'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, for their parents, their own and other cultures, and the environment'

IMPLEMENTATION

In the Nursery and Reception Class we follow the Statutory Framework for the Early Years Foundation Stage 2021. Planning for the Early Years is different from The National Curriculum. All Early Years Planning starts from observing the children in order to understand and consider their interests, development and learning. We value and encourage parental input to help us to further understand and consider the child's current interests, development and learning and find out what the child's interests are at home. This helps us to plan more effectively for the individual child's needs. We use guidance called Development Matters to support our planning. However, we are currently in the process of devising our own Early Years Curriculum in which we will aim to provide our children with an active and stimulating curriculum which makes full use of our environment.

The Curriculum

The Early Years Foundation Stage has seven areas of, three Prime Areas and four Specific Areas. We plan our curriculum carefully in order to meet the needs of our children within this framework.

The Prime Areas

Personal, Social and Emotional Development (PSED) involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and have confidence in their own abilities.

Communication and Language Development (CL) involves giving children opportunities to experience a rich language environment; to develop their confidence in expressing themselves; and to speak and listen in a range of situations.

Physical Development (PD) involves providing opportunities for young children to be active and interactive; and develop their control, co-ordination and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

The Specific Areas

Literacy Development involves encouraging children to link letters and sounds and begin to read and write. We follow the 'Read, Write Inc Scheme.' Children are given access to a range of reading materials (books, poems and other written materials) to ignite their interest in books and develop a lifelong love of Reading.

Mathematical Development involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in music, art, movement, dance, role play and design and technology.

The principles which guide our work are grouped into four themes:

- A Unique Child-Every child is a unique child who is constantly learning and who can be resilient, capable, confident and self-assured.
- Positive Relationships- Children learn to be strong and independent through positive relationships.
- Enabling Environments- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between staff and parents and carers.
- Teaching and Learning (see below)

Characteristics of Effective Teaching and Learning

When planning our curriculum, we always take into account that children learn at different rates and adjust our provision to reflect this.

Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things
- Nursery

The Nursery

In the Nursery we plan challenging and stimulating activities based on the children's interest and needs and reflect the richness of our diverse nursery community . Additionally, we plan adult-led, focussed activities which are differentiated for the children's specific needs. Focussed activities include story-time, Circle Time, Mark-making/name writing and early Read, Write Inc activities. We also have a weekly PE session led by a PE coach for the older Nursery children. During snack-time we develop mathematical skills when we count children, plates etc, language and communication skills, for example, by naming colours and fruits and encouraging conversation, and personal social and emotional skills such as sharing.

We follow themes and topics which are in line with the school. However, we will also follow themes from the children's own interests.

The Reception Class

Your child's first year at school is and exciting and fun-filled time!

Reckleford School is ideally situated close to the centre of Yeovil which enables us to easily access a range of local resources and services within the community including visits to the local Fire Station, the War Memorial and Cineworld. Our location also enables us to have easy access to places of interest close to Yeovil such as a visit to a local farm to feed the baby animals!

At the beginning of the year the Reception Classroom will look very similar to the Nursery or Pre-School environment, with many of the activities being play based. As the children settle and develop there will be an increase in adult led activities. The Early Years Foundation Stage has seven areas of learning and we plan our curriculum carefully in order to meet the needs of our children within this framework.

Teaching and Learning

Teaching takes place through topic and themes in addition to dedicated Literacy and Maths Skills sessions. Some popular themes are Traditional Tales, Ourselves, My Town and Growth.

Children in the Reception Class learn through play and being active and involved in their tasks. There are activities set up to encourage curiosity and their love of learning both inside and outside the classroom. These activities encourage and develop a range of key skills across the curriculum. All children are given the opportunity to work independently and work in adult led activities throughout the week.

We encourage a love of books and stories from the very first day at school. Reading is key to learning. We follow the 'Read, Write Inc Scheme' which is a literacy programme teaching letter sounds, reading and writing. It is taught daily using a multisensory, interactive approach and reinforced through learning in Literacy Skills and other sessions throughout the day.

Mathematic teaching is supported through the use of 'White Rose' and 'Mastering Maths' schemes.

There will be information and meetings with the reception teacher to help you support your child with reading at home. At Reckleford School the children have access to a range of quality fiction and nonfiction books.

IMPACT

By the end of Nursery, we expect that the majority of the children will be 'school Ready'; they will have developed the skills necessary to enable them to continue their education in Reception.

Likewise, at the end of Reception our aim is that all the children will have the skills necessary so that they will thrive in the next stage of their education in KS1.

Our vulnerable and SEND children will continue to receive the support that need in order that they reach their potential.

Assessment and Reporting to Parents and Carers.

Nursery

All staff are continuously assessing the children's progress and attainment and adapting provision to cater for individual needs. Long and short observations of every child are recorded digitally using a system called Tapestry. We provide all parents with a unique log in code to their child's Tapestry account, which enables you to follow your child's progress and contribute to observations on-line. From these observations staff create 'next steps' which are shared with parents. Each child's progress including any concerns is discussed during nursery staff meetings.

The Key Person meets with parents formally 3 times a year including an initial meeting before the child starts nursery. However, concerns and achievements are discussed informally on a regular basis.

Once a term the senior teacher reports to the Headteacher on attainment and progress.

During the first few weeks after a child has started at Nursery the key person will spend time getting to know their key child. During this time, in collaboration with parents and senior staff, the key person will establish if there are any concerns about the child's development including any additional needs the child might have.

Two Year Old Check

If the child has started as a Two Year Old a specific check is carried out. This outlines the child's strengths and any concerns we may have. The report is then shared with parents.

End of Nursery Report

This report which details the children's progress and a statement about how their child learns, (Characteristics of Learning) is given to parents in July.

Reception

The Reception Baseline Assessment (RBA) is a statutory assessment, taken in the first six weeks in which a child starts reception.

However, the class teacher also uses information from the nursery/pre-school and her own observations to provide a baseline which is then reported to the Headteacher and parents.

Throughout the year the children are assessed using the Development Matters Guidance and at the end of the year against the EYFS Early Learning Goals through the **Early Years Foundation Stage Profile (EYFSP)**.

Some observations are uploaded onto Tapestry. Evidence is also recorded in a Learning Journal as well as in workbooks.

There are Parent's Meetings in September which help establish the child's interests and establish a baseline. There are two further meetings in the year to enable staff to share progress and next step targets. An end of year report detailing their child's progress and a statement about how their child learns, (Characteristics of Learning) is given to parents in July. However, we want to involve you continually in your child's education so parents are encouraged to contribute to Tapestry and talk with us to share your child's successes. We believe your involvement from day one is crucial to your child's happiness and learning.

Article 29 Education must develop every child's personality talents and abilities to the full.

Article 28 All children have a right to an education which should be free.

(UN CONVENTION ON THE RIGHTS OF A CHILD)