



Russell Street School

Early Years Policy, incorporating the Induction Policy

This policy is informed by our School Aims and by our Curriculum and Assessment Policies

Welfare Requirements

The safeguarding and welfare requirements set out in The Statutory Framework for the Early Years Foundation Stage can be found in the following school policies and procedures: Child Protection, Food, First Aid, Health and Safety, General Risk Assessment, Safer Recruitment, DBS, Code of Conduct, Educational Visits and Journeys, Curriculum, Behaviour, Assessment, Complaints, GDPR.

Organisation

We have a 39 place nursery class. Allocation of places and organisation of times are outlined in our Nursery Admissions Policy. Nursery is staffed with a teacher, 2 nursery nurses and 1 or 2 teaching assistants to maintain ratios of 1:10. A teaching assistant supports individuals and groups where needs are identified. The children are divided into key worker groups. Nursery has indoor and outdoor learning spaces.

We have a 90 place intake into school. Reception is staffed with 3 teachers, 1 nursery nurse and 4 teaching assistants. The children are divided into key worker groups of 15. Reception has indoor and outdoor learning spaces.

Both Nursery and Reception also have access to the school library and music room, hall, orchard, Science garden, wildlife area and playgrounds.

The most important factor contributing to high quality provision is the quality of the workforce. All key workers are qualified teachers or have Level 3 qualifications. Practitioners in the Foundation Stage share responsibility for creating a continuously improving setting.

Inclusion

Our practice is inclusive, with children valued as unique individuals and all diversity is respected. We actively promote equal opportunities and anti-discriminatory practice, ensuring that every child and every family feels included, safe and valued.

Induction Policy

We aim to ensure that all children have a positive, safe and happy start to school and that their parents feel confident with and well supported by the school.

The induction process includes:

- A teacher/parent meeting for parents to talk to staff and ask any questions they have
- An induction evening where the parents can learn about the school and the induction process
- Stay and play sessions where children can play alongside their parents and become familiar with the school environment
- In Nursery, there are visits to the setting in small groups for a settling in period so that children can have the attention they need to support their well-being
- In Reception, children have two half days before full time is offered. The full time offer is not compulsory if individual children need a longer settling in period.

Session times

Nursery:

Morning 9:00am – 12.00pm

Full day 9.00am – 3.00pm

2.5 days, 3 days, 4 days and full time places are available.

Reception:

8:50am – 2:50pm (doors open at 8:40)

(If children are part time initially, they have lunch at school and leave at 1.00pm).

Snacks and lunchtime

Nursery:

Children can bring in a packed lunch or parents can opt to pay for a cooked lunch if their child stays all day.

Fruit and water is available for snack time. With the permission of parents, the school will sign up for school milk, which is free until children are five.

Reception:

Fruit and water is available throughout the day. Free hot lunches are available, parents need to fill out a form in advance. Parents can sign up for school milk.

Lunch is part of the school day with key worker groups taking turns to have lunch. Teachers and support staff have lunch on a rota so that teaching staff maintain the high quality provision throughout the school day.

Curriculum

A long term plan is in place, establishing a framework within which to work. This plan is built from our Curriculum Policy and the Early Years Foundation Stage Curriculum. Whilst it sets a basis for a single year's cycle of learning and teaching, practitioners will take into account children's interests **within this context**, and plan accordingly. By working from a common framework and planning together we are able to track continuity and progression of teaching and learning.

In Nursery, the teacher ensures that the four seasons are at the core of the planning, including special events and key festivals. The interests of the children are also accounted for and the Nursery staff will endeavour to incorporate these in to the weekly plans.

Reception follows the same 6 themes across the year, exploring different age-appropriate aspects and interests, grounded in the Early Years Framework.

There is provision for the seven areas of the Early Years Foundation Curriculum in the outside and inside environments.

Curriculum delivery

Play underpins all development and learning for our children.

Teaching staff provide well-planned play-based experiences that facilitate children's learning. We ensure a balance of child-initiated and adult-led learning across the setting. Even our most 'formal' adult-led teaching, such as whole class phonics or numeracy, or any small group work, is playful in its nature. Hence, we strongly advocate the use of puppets and props, song, music and action to make it accessible for our young audience. Children are taught in key worker groups.

It is a fundamental requirement for us all to be able to communicate effectively, so talk features very heavily in our curriculum. As children develop their speaking and listening skills, they build the foundations of all learning, including literacy. From very early on children are expected and supported to talk with their peers, to share their own thoughts and ideas and to acquire new vocabulary. This is encouraged during class and group teaching through the use of 'Learning Partners'. There is also a daily talking circle planned for and this is closely linked with the topic or our school values.

Children learn by practising new skills until they perfect them. Consequently our curriculum caters for this. We often return to concepts, or revisit them in a different context to encourage the children to make connections and build on what they already know.

We know how well the children are doing in our setting from their responses to our provision. This necessitates a flexible approach that responds to the children's needs and interests, but also their outcomes. Quality first provision leads to every child achieving their potential.

Assessment, Recording and Reporting

Before a child enters the setting, we aim to gather as much information about the child, from previous settings and their families.

At every stage practitioners ensure effective continuity and progression by sharing all relevant information with those concerned.

Baseline assessments are made on entry to Nursery and Reception. These assessments inform future planning and provision and are used to measure progress from starting points. Throughout the year, progress is tracked to ensure that children are making good or better progress.

We use "2 Simple Build a Profile" software to record observations and photos as evidence for each child's progress. Parents' contributions are encouraged. The profile is emailed to or printed for parents each half term.

Moderation within the EYFS, across the school, and with the LA ensures the reliability of teacher assessments.

Parents have termly parents' meetings including a meeting with their child's future KS1 teacher to discuss their needs and next steps. In the summer term, Reception parents receive an end of year report summarising their child's strengths and targets in the seven areas of the curriculum.

Nursery parents have a termly parent consultation.

Parents are encouraged to make regular visits to school during the teaching day to observe their child and their learning.

Partnership with parents

When parents and practitioners work together the results have a positive impact on children's development and learning.

We create a welcoming atmosphere with approachable staff to facilitate effective communication, a two-way flow of information, knowledge and expertise around the child. We are continually communicating informally with parents about their children, and there are more 'formal' opportunities offered – at consultation evenings and in our parent interviews in September. Parents are encouraged to talk openly about their child, providing us with any information they feel to be important. We also ask parents to tell us how they feel, expressing any concerns or worries. We want to ensure a quick and effective response to any area of particular difficulty.

Parents are encouraged to come into school, to join in with our day, to understand more about teaching and learning in our setting. The school also runs workshops on important topics such as phonics, reading and maths.

We encourage parents to come into school to help out with daily activities, such as cooking and sewing, gardening and physical play. We regularly give out an open invitation to come in and be with us, and to get involved with our work.

We put up bright and informative displays for parents so that they can gain another insight into our practice.

Links with other settings

We work closely with our local pre-schools and nurseries. Where relevant, practitioners liaise with and visit the other settings in our area. We forge strong links with our colleagues in these settings to ensure happy and smooth transitions for the children.