



TOWN CLOSE SCHOOL

NORWICH'S FINEST PREP SCHOOL • FOR GIRLS & BOYS • 3-13 YEARS

POLICY FOR EARLY YEARS FOUNDATION STAGE CLASSES (INCORPORATING THE CURRICULUM POLICY) v1.3

Organisation

Children aged 3-5 years follow the Foundation Stage curriculum.

- The Nursery (Little Acorns) is for children aged 3-4 years and
- Reception classes are for children aged 4-5 years.

Our Nursery has one teacher and several teaching assistants to support the children's learning and development. Each Reception class has one teacher and one teaching assistant to work with the children. Each child belongs to a particular class and is assigned a key person. This key person has particular responsibility for a child's welfare and learning. The key person for each child in the Reception classes is their class teacher. The teachers work with the teaching assistants to plan and deliver the curriculum and to report to and liaise with parents.

Our EYFS curriculum is delivered in the classrooms as well as outside, in one of our many outdoor learning areas. The children are provided with a wide range of diverse learning experiences and plenty of opportunities to engage in teacher led and child-initiated activities. Playful learning is actively promoted throughout the day and our children tend to develop positive attitudes to their learning.

Specialist teachers are used to teach swimming (once weekly), dance (once weekly) and music (twice weekly).

In our Reception classes, literacy skills are usually taught with the children in groups according to their individual needs and levels of development. This means that we are better able to meet the learning needs of all the children and to progress their learning at a suitable pace.

Our Learning Support Department provides support and guidance for individual pupils and their parents. We also provide extension activities for those children who show special aptitudes in certain curriculum areas.

The Curriculum Content

The children are encouraged to play and explore, investigating and experiencing things and developing an enquiring attitude. The children are given the time to be active learners, allowing them to concentrate and to keep on trying if they encounter difficulties and to enjoy their achievements. The children are encouraged to create and to think critically and creatively. The children have and develop their own ideas; they make links between ideas, and develop strategies for doing things.

There are seven areas of learning and development that shape the Early Years curriculum. All areas of learning and development are important and interconnected. 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, the prime areas, are: communication and language; physical development; and personal, social and emotional development. There are a further four specific areas through which the three prime areas are strengthened and applied. These specific areas are: literacy; mathematics; understanding the world; and expressive arts and design.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

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

Personal, social and emotional development 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; to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

Mathematics 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 art, music, movement, dance, role-play, and design and technology.

Curriculum Planning

Outline plans for the delivery of the curriculum are made available for parents in a variety of ways throughout the year. The teachers plan collaboratively, sharing ideas and resources. They meet weekly to ensure that their planning is responsive to the current needs of the children.

Recording a Child's Progress

Children are assessed for what they know, understand and can do and then plans are made to help them progress, develop and learn. All the children's work, apart from their literacy group work, is recorded in their Special Books that go home every weekend.

Parents are given plenty of opportunities to discuss their child's progress and achievements either informally or at our special meetings for parents. A written report is sent home at the end of each year. In Reception this includes the child's Foundation Stage Profile report.

The Daily timetable

8.00am	Stop and drop starts Children and parents are able to come into the classrooms
8.25am	Registration
8.35am	Assembly or hymn practice
9.00am - 10.00am	Activities, lessons and mid-morning snack
10.00am - 10.20am	Morning break for Reception
10.20am - 12.00pm	Activities and lessons
11.45am - 12.15pm	Nursery lunch is served
12.00pm - 12.30pm	Reception lunch is served
12.30pm - 1.20pm	Lunch playtime
1.20pm	Afternoon activities and lessons begin
1.30pm	Registration
3.20pm	Nursery and Reception school day ends
3.20pm - 4pm	Parents collect children from the classrooms

The school day ends at 3.20 pm for Nursery children and Reception children.

Children who are not collected at the end of the school day are cared for in our After School Facility. Parents are contacted and our children are cared for until

collected. (Further details are available in our After School Care Policy.) Details of how to book a child into Pre Prep After School Care are given in the Information Booklet for Parents.

Written permission must be given if you wish your child to go home with anyone other than the child's parent/carer.

Assemblies

Assemblies are held regularly. The Nursery children attend a few assemblies during the year.

Assemblies are occasions which foster the development of a collective spirit and fundamental British values. These encompass democracy and making decisions together, respect for the rule of law and understanding rules, individual liberty and freedom for all, mutual respect and a tolerance of different faiths and beliefs. Our local vicar leads a few assemblies for us.

Assemblies provide an excellent public setting in which to commend children for special work, acts of kindness or helpfulness, and to reward them with special certificates. It is also a time in which children might share an extra-curricular achievement of theirs with the rest of the School.

Every child's birthday is shared with the Pre Prep and candles are lit as part of the celebration.

Bird Families

The children in the Pre Prep from the Reception classes to Year 2 classes are allocated a Bird Family. The four Bird families are the Avocets (red), the Barn Owls (yellow), the Peregrines (green) and the Kingfishers (blue). The Bird families meet once a week and have a planned programme for personal, social and emotional development activities. The children are rewarded for kind acts, consideration for others and good manners with bird tokens throughout the week. These are collected for a Bird family assembly on Fridays when the token totals are revealed.

Educational Visits

We organise various trips out of school to augment the curriculum. We will keep parents fully informed about such excursions. Copies of our policy for EYFS children on school trips are available on request or can be seen on the School's website. We also invite outside speakers to come in to talk to the children or to lead workshops at school.

Working with Parents

We actively encourage frequent communication between home and school. We operate an open door policy and parents are very welcome in the class rooms at the appropriate times.

Parents are encouraged to deliver their children to the class rooms each day and to keep in touch with the teacher. Email communication is sometimes easier for working parents and staff will respond to messages and queries sent in this way. Letters are sent to parents through an e-mail system although parents are given the choice as to whether they would prefer correspondence electronically or a hard copy version.

Parents Evenings

Parents are invited into school to discuss their child's progress. They can book an appointment with their child's teacher so that information about the child's learning and development can be shared. They are also encouraged to visit the classrooms throughout the year so that they can see some of the information, photographs and 'work' on display. There are opportunities for parents to look at the work with their child in their classroom.

Curriculum Information Meetings

Information sessions for parents are provided at the start of the year, when the Early Years Foundation Stage curriculum is explained to parents. We also hold special information evenings at various times during the year.

Home Learning Links

Curriculum information letters are emailed out to our children's families every Friday. They outline the activities that have been undertaken that week at school and suggest ways in which parents can support their child's learning at home.

Special Books in Reception

Each child is given a special book. Its purpose is to facilitate the exchange of learning between home and school for that particular child.

Reading

All the children have an allocated weekly library slot when they are able to choose and take home a library book to share with their parents at home.

As children learn to read, we send home books, letters and 'tricky' words so that parents/carers can help to reinforce their child's learning.

In Reception Reading record books are sent between home and school throughout the year so that parents can keep in touch with their child's teacher and help to reinforce their child's learning of the various complex skills needed for reading.

Other Links

Parents are sometimes invited in to school to tell the children about their place of work, the work they do or to share their skills and interests. These visits often provide important links with the curriculum and give our parents a valuable opportunity to work in partnership with the staff.

There are regular Coffee Mornings held at the start of the school day, when parents can meet socially and then visit the classrooms.

*Last reviewed February 2018
Next review February 2019*