



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) v1.5

This policy should be read alongside all other relevant school policies including the Code of Conduct and Staff Handbook. Reference should also be made to the statutory Early Years Foundation Stage Framework.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

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 taught according to the individual needs and development levels of the children. This means that we are better able to meet the learning needs of all the children and to progress their learning at an appropriate pace.

Our Learning Support Department provides support and guidance for individual pupils and their parents, when help is needed beyond the classroom. Within the classroom, 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. In Reception, all the children's 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

Little Acorns Nursery

8.00am – 8.20am	Doors open, children arrive. Free-flow morning activities. Self-registration
8.25am – 9am	Free-flow activities
9.00am	Morning welcome on the carpet Continued free flow and focused activities inside/outside Rolling snack in groups
11.45am – 12.15pm	Lunch is served
12.30pm – 1.30pm	Outdoor play session

12.30	Morning only children go home
1.30pm -	Rest time
2.00pm – 3.30pm	Activities
3.30pm	School day ends
3.3pm – 3.45pm	Collection begins
3.45pm – 6.00pm	ASC

Reception classes

8.00am – 8.20am	Stop and drop Children enter the classroom, parents are welcome
8.25am – 8.35am	Registration
8.35am - 8.55am	Assembly or hymn practice
8.55am - 10.00am	Activities and lessons
10.00am - 10.20am	Morning break for Reception
10.20am – 10.45am	PSED and mid-morning snack
10.45am - 12.00pm	Activities and lessons
12.00pm - 12.30pm	Reception lunch is served
12.30pm - 1.20pm	Lunch playtime
1.20pm – 1.30pm	Changing and preparing for the afternoon
1.30pm – 1.35pm	Registration
1.35pm – 3.30pm	Afternoon lessons and activities, including snack
3.30pm	Reception school day ends
3.30pm – 3.45pm	Parents collect children from classrooms or ‘Stop and collect’
3.45pm – 3.55pm	Children with siblings in the Prep department cared for in classrooms
3.45pm – 6pm	After School Care

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. Reception children attend all of our Pre Prep assemblies as well as joining whole school assemblies and hymn practices.

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.

Email communication is sometimes easier for working parents and staff will respond to messages and queries sent in this way. Almost all school communications are sent electronically, via My School Portal. School reports are also available via the school portal; parents may request a hard copy, if they so wish.

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. Children's Home Learning books (Nursery) and Special Books (Reception) are taken home mostly on a weekly basis and shared with parents.

Curriculum Information

Information meetings 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.

Curriculum information letters are uploaded to the school portal 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.

Home Learning and Special Books

In Nursery, each child is given a Home Learning book, which goes home each week. This contains photographs and an overview of the week. 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. In both cases, parents are encouraged to add photos and information to show activities that the children enjoy out of school.

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, or faith. These visits often provide important links with the curriculum and give our parents a valuable opportunity to work in partnership with the staff.

Last reviewed March 2020

Next review March 2021