



EYFS: Nursery at Lawley Primary School

Our school vision:

The whole school community at Lawley have high expectations for our children, and strive to ensure they leave school as confident, polite and independent young people, with the appropriate skills, values and learning to become successful in whatever their future will be. We aspire to instil in all our children a desire to never stop learning and to have the courage to succeed in whatever they do, across all areas of school life and beyond. At Lawley we are 'Planting the seeds, growing the future.'

Led by Melissa Allcock

Our Intent:

The Nursery at Lawley cares for and educates children between the ages of three and four. Within the Early Years Foundation Stage Unit there are two class bases for nursery catering for up to forty-two full-time nursery age children.

Children starting at Lawley Primary Nursery may have attended other pre-school settings. We aim to develop good relationships with all of our partner settings; we have forged particularly strong links within our Hub "The Ironstone Children's Hub" with the local nurseries and childcare providers to enable this.

We have two bases which form one classroom, and we have a middle area and an outdoor classroom. Children are able to access all of these areas. There is a qualified teacher and full-time teaching assistants that vary in number based on the head count in the room.

We use a variety of online resources to support the implementation of the Early Years Curriculum and to aid and enhance home school learning opportunities. Including Phonics Bug, Bug Club, Evidence me, White-Rose maths and Concept Cat.

The four principles of the Early Years Foundation Stage underpin our everyday practice in the EYFS at Lawley:

- Every child is unique: learning at different rates, in different ways and different starting points. Each child has their own story.
- Positive relationships: children can learn to be strong and independent from a base of secure and safe relationships with parents and key adults.
- Enable learning environments that can support, extend and challenge a child's development, both indoors and out, for all children. Changes to our environments are driven by observations and assessment of children's next steps and interests. We offer an environment that values everyone and learning.

- Learning and development: providing learning opportunities set in meaningful contexts, balance of all areas of learning, indoors and outdoors. There is a balance of learning opportunities. We plan challenging yet playful opportunities across the prime and specific areas of development.

At the heart of all learning opportunities, planned and spontaneous, are the characteristics of effective learning: playing and exploring, active learning and creating and thinking critically.

Aims of The Foundation Stage:

- To nurture the partnership, we have with parents by working together in a climate of mutual respect.
- To address the individual needs of all pupils through early identification, planned intervention and support.
- To ensure we practise equality of opportunity in our day-to-day interactions with each other.
- To meet the emotional needs of pupils through the development of self-esteem, success, independence and enjoyment so that they feel valued and disposed to learn.
- To further develop links with the community and local agencies, supporting one another and the families we work with.
- To provide a rich and stimulating environment that is well organised and accessible. Indoor and outdoor opportunities will reflect the seven areas of learning.
- To plan and offer purposeful, hands-on learning experiences considering the ability of our pupils and their prior knowledge.
- To ensure that pupils are able to access a balance of child-initiated and adult-directed activities.
- To encourage pupils to respect and carefully utilise our environment, its resources and people's belongings.
- To work together as a team committed to raising achievement and developing professionally to meet the challenge of our ever-changing roles.
- To ensure progress and development through structured learning experiences, which start from what the child already knows, their interests, understands and can do.
- To encourage physical development through play and manipulative activities.
- To respond to their needs for achievement and their urge to discover and solve problems.
- To plan rich varied experiences which enhance language development helping the children to establish their own identity and to form positive relationships with their peers and with adults.
- To plan for the gradual growth of independence.

Our Implementation:

The Nursery Curriculum is planned using Development matters and Birth to Five documents, which have been merged by the EYFS lead into one progression document for our school, with the addition of some extracurricular goals linked to the expertise of the staff working in the EYFS.

Long Term planning shows coverage of themes and text and is used throughout the 3 terms divided into the areas of learning. Statements in the curriculum have been broken down to show progression of knowledge and skills throughout each half term.

Short term planning: weekly plan

Specific activities and learning opportunities are planned for weekly, from learning outcomes rather than activity. Learning objectives and success criteria are identified using our Nursery school progression document. Our planning is prioritised by assessments of prior learning outcomes and reflects children's needs and interest. All areas of learning are planned for both indoors and outdoors.

Observations: Observations are a key part of our learning about each individual child. We use a programme called Evidence Me for our observations – identifying the area of learning that has been observed. We record what the child could do, any scaffolding that was provided and any progress noted from this and provide next steps in the child’s individual learning. We use the observation platform to track progress in all areas of learning and spot gaps in teaching/learning to inform our planning/observation timetable.

Learning

All Nursery children have extensive opportunities to play. We recognise the importance of learning through play and the provision of stimulating, practical experiences. The children take part in adult-directed, adult-led, child-led and child-initiated play.

We also believe that to prepare children for learning in later years they need to experience sessions of adult led focussed teaching, particularly in the areas of literacy and maths. We strive as Early Years practitioners to create a balance between play-based learning and a more formal adult led structure.

During Nursery – there will be -
Short 10 minuite adult led focus teaching sessions. A proportion of Child Initiated Learning where children are given the opportunities to apply the knowledge and skills they have been taught. Short adult directed independent tasks. Child led play. Weekly class assemblies.

Speech and Language:

To ensure that children acquire a wide vocabulary and communicate effectively, which gives them the foundations for future learning the Leader has looked at the vocabulary that will be needed in EYFS: Reception and has devised themes and Topics in Nursery that will allow staff to introduce the vocabulary children might need to understand for their future learning journey. The Leader assesses the gaps in Vocabulary using an initial baseline and ‘Stoke Speaks Out’ assessments at the start of the Autumn term and adds these to the long-term planner. This is then added to the staff focus activities each week. The staff place an emphasis on developing the communication skills of the pupils through, the sharing of stories, songs and rhyme and adult questioning. Interventions are delivered to close the gaps identified in speech and language assessments using the program Early Years Talk Boost. Further interventions for children requiring specific support are also planned for.

Partnership with Parents:

There are induction programmes in place for new starter children along with the opportunity for a team's meeting to meet the Nursery Manager.

We hold termly stay and play mornings/afternoons and parent teacher consultations in the Autumn and Spring Term.

Parents are informed of the term's planning activities, and special events through a half-termly newsletter via e-mail.

We share observations with Parents of children’s progress via our observation platform Evidence Me/Showbie.

Parents are informed of their child's progress during termly meetings and in their child’s termly report.

Role of the Nursery Manager:

- To lead the EYFS team (Nursery/Reception) and maintain a shared philosophy and ethos
- To exemplify good Early Years Practice
- To be responsible for the general management and health and safety in the EYFS

- To work closely with the EYFS team to ensure that the curriculum is broad, balanced and appropriate
- To take ultimate responsibility for documentation
- To initiate improvements, in consultation with the SLT
- To keep abreast of professional and legal developments, attend relevant professional courses in the Early Years and disseminate information to the EYFS team.
- To ensure that all practice is in line with authority and national statutory guidelines
- To support the SLT in the analysis of data and monitor the school's provision in relation to the EYFS curriculum guidance and statutory framework – informing planning, SDP, budget requirements, training needs
- To provide updates to the SLT when requested
- To present data and any other monitoring outcomes to Governors when appropriate.

Induction and Transition:

Effective transition into Nursery is crucial – it is important to us that children feel happy and secure in their new or shared learning environment. With this in mind, we are the lead school in a local hub “The Ironstone Children's Hub”, whereby we share information, resources, training and ideas with local Schools, Nurseries, Childminders and other childcare providers.

We invite our children and parent/guardian to join us for a transition stay and play session.

Our induction for children starting school in Nursery:

- Initial meeting at the end of the term before they are due to start, with parents/carers where they can meet staff, tour the Nursery and find out about procedures, find out information about our routines, meet the kitchen staff and sample the food.
- Visit to Nursery– with children for a morning or an afternoon session.
- Parents are provided with the Nursery Manager's email before starting to share any additional information about their child. To enable her to answer any questions / concerns they may have.

Our Impact:

Assessment: There are many ways we assess the children in Nursery.

- We measure children's attainment, against set learning objectives for planned adult-directed activities - learning is evidenced in their Evidence Me folders.
- Incidental observations during child-initiated play and our routines.
- Staff targeting individuals in order to gain information to transfer to Evidence Me profile.
- Discussion with parents / carers.

Reporting:

Pupil/Parent consultations take place in the Autumn and Spring terms. At the end of the Nursery year parents are given a written report that summarises the child's attainment in all areas of learning:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Literacy

Maths

Understanding the World

Expressive Arts and Design