

NORTH WEST LONDON JEWISH DAY SCHOOL

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Revised October 2022

Early Years Policy

This Policy should be read in line with the following policies:

- Safeguarding and Child Protection Policy
- E-Safety Policy
- Missing child policy
- PSHE policy
- EAL policy
- All curriculum policies
- Intent, Implementation and Impact document for EYFS

Assessment and Monitoring in the EYFS:

At North West London Jewish Day School, we will assess children on entry in order to build on the skills, knowledge and that they have. This information is used to develop the children holistically and will ensure that all aspects of early childhood development are catered for.

Prior to joining the school, staff will visit children in their previous environment or do a home visit.

Once they have joined the school children will be monitored through Tapestry, planning and regular assessing. Termly Pupil progress meetings will be held with the Assessment Lead, Headteacher and EYFS lead to monitor progress for all pupils.

Equal Opportunities:

In order to meet children's very diverse needs and also in order to help them make the best progress possible, the Nursery and Reception classes endeavour to "provide a safe and supportive learning environment free from harassment, in which the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged." This is done within the parameters of the Modern Orthodox Jewish ethos of the school. We are inclusive school and have children with Special Educational Needs and believe that early intervention and support is important. We have many children with English as an Additional Language and have weekly early morning accelerated learning sessions and daily intervention to support them to learn English as well as embrace their Mother tongue.

Safeguarding:

At North West London Jewish Day School Nursery we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. All children are treated with respect, are helped to thrive and to be safe from any abuse in whatever form. To this end we ensure that we: create an environment to encourage children to develop a positive self-image, a sense of independence and autonomy in a way that is appropriate to their age and stage of development, provide a safe and secure environment for all children, always listen to children, provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need and share information with other agencies as appropriate. Our EYFS has a clear commitment to protecting children and promoting welfare. All of our Early Years Staff have completed safeguarding training to enable them to recognise signs of potential abuse and neglect. EYFS staff are responsible for the safeguarding of the children within the Nursery and

liaises with the Designated Child Protection Officer in cases of concern. They then in turn will liaise with local statutory children's services agencies as appropriate. The Safeguarding Lead has completed additional Safe Guarding and Child Protection training. All EYFS staff are training in paediatric First Aid.

E-Safety is very important and all children have E-Safety awareness training as part of the whole school E- Safety training awareness week and know that if they see something unusual on the iPad or computer screen they should ask an adult for help.

Prevent Duty:

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. At North West we do not carry out unnecessary intrusion into family life but as with any other safeguarding risk, we ensure that all staff report any concerning conversations to the Teacher in charge of Safeguarding.

Fundamental British Values:

Democracy: Making decisions together. As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development: Staff encourage children to see their role in the bigger picture, encouraging them to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate we demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands. Staff support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: Understanding rules matter as cited in Personal Social and Emotional development as part of the focus on managing feelings and behaviour: Staff at North West ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. Staff collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: Freedom for all. As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World: Children are encouraged to develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning. Staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discussing what they feel about transferring into Reception Class.

Mutual respect and tolerance: Treat others as you want to be treated. As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World: Staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider

community. Children are encouraged to acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, communities, cultures and traditions and share and discuss practices, celebrations and experiences. Staff regularly encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions. Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping. Children learn about other Cultures and make Christmas cards for local Old-Aged homes, learn about Chinese New Year and are aware that it is important to respect other people.

Missing Children and non-collected children:

The welfare of the children in our care is paramount. EVERY member of staff has equal responsibility in ensuring the safety of the children and knowing where they are. Prevention – There is very tight security at the main entrance to the school and security guards patrol the school regularly. There are CCTV cameras all around the school. The Nursery has its own entrance and playground and children are only allowed outside with the correct amount of staff ratio in place. The Nursery garden gates are secured when the children are in the playground. A member of Staff is always in the classroom when children are present. A register is taken each morning and each afternoon and it is the responsibility of every member of staff to be aware of how many children are present and a quick head count takes place at intervals during each session.

If a child has not arrived at school by 9.45 am and the parent has not notified the school why their child is absent, the staff inform the school office who call the parents. If they are unable to reach the parents they call them again at 12pm. If they are still unable to contact them, the Police are then called. Key workers of new children always take extra care to be aware of their whereabouts and ensure they know the boundaries of where they can and cannot go. Parents are advised of our security procedures and are given the opportunity to discuss any concerns, particularly if their child has an adventurous nature.

Parents are made aware of the need of supervision of children at all times especially of their responsibility to ensure their child's arrival and departure is noted by a member of staff. Children are always counted before going out to play and again when they are lining up to come back indoors. At North West parents are required to inform us if someone other than the normal people, are collecting their child. If the staff are in doubt the parent is called and needs to give permission for that person to take their child home.

All parents are required to give 4 emergency contact numbers for all children. The Nursery will not release the child to an unauthorised person, even if the collection is late, unless an authorised person telephones to state that because of an emergency a different person will be collecting. The authorised person should give the name and address and a physical description of the unauthorised person and the teacher in charge should check this description before permitting the child to leave. A record will be kept of all children who are not collected by the due time. We note the dates, the time at which the child was collected, who collected the child and the reason given. If any child is not collected within a reasonable time Social Services have to be contacted in order to protect the child.

Staff:

Staff in the Early Years are experienced, trained and have the appropriate qualifications to ensure that the environment is nurturing, stimulating and carefully planned. In the Nursery there is a qualified teacher plus two Nursery Practitioners. In Reception there are 2 Qualified teachers, (if the class size is over 30) plus one Teaching Assistant. They regularly attend courses to help their professional development and enrich the children's learning.

Partnership with Parents:

"Parents are children's first and most enduring educators. When parents and practitioners work together in an Early Years Setting, the results have a positive impact on the child's development and learning."

In the Early Years Department at North West we endeavour to nurture a positive relationship with parents in a variety of ways. In the Summer before the new intake of Nursery children begins, there is an open afternoon when parents and new children are invited in to meet staff and receive the Nursery handbook and ask any questions they may have. The Nursery Practitioners visit the children at their Nurseries and Playgroups in the July, prior to them starting at North West and at home to enable them to get to know the children and to enable the children to settle in smoothly.

At the end of the Summer term there is a curriculum evening when parents are invited to hear about the curriculum that will be provided for their children over the forthcoming academic year. It is also an opportunity for parents to ask questions and raise issues that they have not raised previously. In July, before commencing the new academic year, prospective Reception parents are invited to attend a 'helping your child to read' evening where they are introduced to the principles of Bug Club, Phonics and Hebrew Reading. Reception staff may conduct home visits for those children who join our Reception class and have not attended our Nursery.

Parents are encouraged to maintain a dialogue with the Early Years staff. This is reiterated in the Nursery handbook introduction and reinforced at parent teacher evenings which take place in the Winter and Spring Terms. Tapestry is used for all children in the Early Years Foundation Stage. Focused observations are done on three children per week. Parents are informed of these findings as the observations with photographic evidence plus the Developmental Matters achieved as well as the Characteristics of Effective learning are placed in each child's Learning Journey. Parents are invited to share their children's interests with the staff. This evidence is used to inform the planning in both Nursery and Reception each week.

Reports are issued in Reception and in Nursery termly and at the end of the academic year.

Parents are invited to come in, be it to assist with different activities e.g. swimming, woodwork, cooking, outings, guided reading and library or because they have particular skills or areas of expertise which would be beneficial and interesting to share with the children. They are also invited in to share in special religious activities, which their children are participating in, e.g. Kabbalat Shabbat, Practice Seder etc.

Parents are kept informed about different activities, etc. by Tapestry, Newsletters and by staff working closely with class representatives to pass on information.

“Relevant learning activities and play activities, such as reading and sharing books, are continued at home.”

Absences from School:

If children are unwell they should be kept at home and the school office informed by phone. A brief note to the teacher is expected on their return.

In cases of sickness and diarrhoea children should be kept at home until there has been a clear 24hrs.

In cases of temperature, 24hrs clear should be allowed before children are returned to school.

Lateness - If a child is brought to school after the registers have been sent to the office then the carer who is bringing the child in should go to the school office to have the child's attendance recorded.

If parents wish to request permission for their child to be away from school for any reason other than medical appointments e.g. family holiday, then these requests should be sent in writing to the Headteacher.

Transition:

At the end of the academic year we provide transition opportunities for the children new to Nursery, The Nursery children going to Reception and for the Reception children who are going to Year 1. Children visit their new classrooms and meet their new teachers.

Arrangements are made to pair up the children from Nursery with partners from the current year five class and the children are introduced and given opportunities before the end of the year to go into the main playground with them. This “Buddy” system is with a view to helping the Nursery children feel more secure in the main Playground environment ready for the Autumn Term and so that, should they feel the need for reassurance, their buddies will be there to assist them. It also has the added advantage of fostering the qualities of caring and responsibility towards others amongst the older children. This ‘Buddy System’ continues for the first few weeks of Reception so that the children feel safe in the playground.

If needed, the Reception children are staggered over a one week period with the youngest children and children with Special Educational Needs starting first. Children are welcomed by the staff and parents are invited to come into the classroom to settle the children into their new environment in order to make the transition from Nursery to Reception an easy time for them. They have been introduced to the format of lining up in the Nursery Playground during the last half term of the previous year to facilitate this transition.

The process of “Bringing in Nursery” is carried out over as shorter period as possible depending on the cohort. By the end of the third week we would hope to have all Nursery children in school. Pupils staying for a full day, is decided through a discussion

with parents and staff. The increase of the pupils' hours will be dependent on how the individual child is seen to be settling to their new environment.

Parents are requested to be easily contactable for those first couple of weeks to pick up their children should they be requested to do so in order that children's fears can be allayed easily and the settling in process goes smoothly.

Transition from Reception to Year 1 is managed sensitively and children spend time in their new class, meet the teachers several times and meet the children from the current Year 1 class who answer their questions and share their experience of Year 1 with the Reception children. The Reception and Year 1 teachers meet several times to discuss the children, their needs, different learning styles in order to ensure smooth handover and transition.

CURRICULUM

The Early Years Foundation Stage Curriculum is for children from birth to the end of Reception and is dovetailed into the National Curriculum at Key Stage One. NWLJDS is an Orthodox Jewish school and therefore the Curriculum in the Early Years is delivered and tailored to these requirements whilst yet retaining a breadth and balance. The Kodesh and Chol Curricula are completely integrated in the Nursery and a Kodesh teacher spends time teaching Kodesh and Hebrew reading in Reception. Planning is integrated in Nursery. The Curriculum is divided into three Prime Areas-Personal, Social and Emotional Development, Communication and Language and Physical Development and four Specific Areas-Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.

Personal, Social and Emotional Development

Children are provided with experiences and support which will help them to develop a positive sense of themselves and of others, respect for each other, social skills and a positive disposition to learn. Staff provide the children with support to help them develop emotional well-being. Each child is monitored to measure their progress and to see how they can be moved forward. Both in Nursery and Reception individual targets are set, some of which may be explained and negotiated with the individual child and others which are discussed and noted by staff and which will be achieved either by appropriately planned activities or else by careful adult supervision and attention. When one target is seen to be met the next one is set.

Communication and Language

Children's learning and competence in communicating, speaking and listening, being read to and learning to read and write is supported and extended. Children are provided with opportunities and encouragement to develop their skills in a range of situations and for a range of purposes and are supported to develop the confidence and dispositions to do so.

The children are continually reassured and encouraged so that they feel confident in themselves and their environment. This is vital to encouraging their skills of communication with their peers and the adults around them. Their environment is structured in such a way as to provide them with stimulating and challenging play resources which allow them to communicate ideas and feelings and develop

relationships. There are signs, notices and books all around them and they are provided with opportunities for mark making in all the different areas.

Communication and Language is incorporated into all activities. Opportunities for stories, books fiction and non-fiction, songs, rhymes, poetry, role-play and practical experiences are all part of day-to-day planning.

There are also opportunities “...for children to become aware of languages and writing systems other than English.” The most prominent language is Hebrew as part of their Jewish studies. As there are many children with English as an additional Language in the school, we encourage parents of those children to share their language and culture with the class on a regular basis.

Any difficulties in a child’s language development are noted and there is a close link with the SENCO in the school to provide specialist input in consultation with the parents.

Physical Development

Physical development in the Foundation Stage is about improving skills of coordination, control, manipulation and movement. It helps children gain confidence and enables them to feel the positive benefits of being healthy and active.

Throughout the Early Years Foundation Stage equipment and resources are provided that offer physical challenges. Children are given time to use a range of equipment and practise and develop new skills to support their gross and fine motor development.

Observations are made and based on these further sessions are planned. Increased independence is encouraged. As well as physical development taking place through daily activities both indoors and outdoors, both classes use the Adventure playground daily and receive dedicated PE lessons and have access to our swimming pool for ‘weekly fun in the pool’ sessions.

Children learn about healthy eating and the effect that exercise has on their bodies.

Literacy

Children are exposed to rhyming and alliteration and listen to both Information and fiction books daily. They learn how to handle books and that print is read from top to bottom and left to right in English. They learn to segment and blend and the initial letter sounds and begin to read simple words and sentences. They give meaning to marks they make as they draw, paint and write and begin to break the flow of speech into words, linking sounds to letters and naming and sounding the letters of the alphabet. By the end of the Reception term children have an understanding of punctuation and are beginning to write simple sentences, lists and captions.

Mathematics

We encourage children’s development in this area by using various approaches. Number is utilised and displayed throughout the indoor and outdoor classroom, using opportunities which match up with the outside world and where number would normally be incorporated e.g. numbers on houses outside. Stories, songs, games and imaginative play that incorporate number are all part of the planning of the Early Years Foundation Stage Curriculum. Opportunities for sorting, matching, shape recognition,

following patterns, sequencing, counting integrated into their play, measuring and activities which encourage spatial awareness combine to offer all the children in our care the best way forward in concrete mathematical development which is built on and developed in Reception, where they are encouraged to carry out mathematical investigations.

Understanding of the World

In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world.

The focused activities which are planned to afford children the best opportunities of gaining an Understanding of the World offer them hands on experience which, encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion. These opportunities are offered both inside the classroom and outside. Beside the focused opportunities there are also the incidental ones which occur through the resources which are available and which the children are able to access freely.

Children have access to computers, iPads, programmable toys, cameras and story phones as well as a large range of technology in the classrooms.

The opportunities for Understanding of the World are integrated into the Jewish Studies Curriculum so that this area is fully developed and relevant to the children.

Expressive Arts and Design

Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding. Creativity involves children in initiating their own learning and making choices and decisions. This area of learning includes art, music, dance, role play and imaginative play.

The children in the Foundation Stage at North West are provided with a stimulating environment in which all their creative efforts are valued. A variety of tools and creative resources are available to them and their efforts are encouraged and valued. There are role play areas set up both in the Indoor and Outdoor Classrooms.

Children learn about their Jewish heritage and culture through role play, songs and stories using their senses and a variety of media and materials.

Outdoor Play

Both classes have free flow between the indoor and outdoor classrooms. The outdoor classrooms are carefully planned for and resourced to reflect the learning opportunities available within the indoor classroom, ensuring that the 7 areas of learning are taking place. Children are encouraged to bring a coat and wellington boots to school so that they have the opportunity to go outdoors in all weather.