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**Early years Foundation Stage Policy**

**INTENT**

**Rationale**

All our staff and governors have attended training on the revisions to the EYFS which will become statutory in September 2021. We review the way in which we plan and deliver teaching and learning within our school to ensure it meets the needs of each individual child and that we provide and foster an environment in which the children are cared for to the highest standard and feel safe. Our nursery will be a place where partnerships with families are formed to ensure the opportunity for lifelong learning.

We recognise that children have different learning styles, may have diverse needs and we need to prepare them for the future which may require skills in an ever changing landscape. Supporting children to develop the skills to self regulate and develop their resilience is key.

At Cambridge we prioritise the children's well being as we recognise that secure happy children are more likely to learn and grow.

We regularly assess the children to ensure our curriculum is helping the children to progress and is bespoke to the diverse needs.

In our individual areas of learning policies we clarify how each area is taught in nursery.

There are 7 areas of learning **3 Prime areas**; Communication and language

 Personal Social and Emotional Development

 Physical Development

and **4 Specific areas;** Literacy

 Understanding the World

 Mathematics

 Expressive arts and Design

**Ambition**

Our overall aim at Cambridge is to foster a love of learning in all our children and support our families to join this journey. We recognise children as individuals and bespoke our delivery to ensure that all children are given equal opportunity to become happy, confident and successful learners. We wish to prepare the children for the next and each stage in their education and lives. We recognise the characteristics of effective learning are key to creating learners whom will be confident to try new experiences and try to the best of their ability.

**Implementation**

We plan the children's environment and learning experiences through 'in the moment planning'. We talk to the child's family and record what they are achieving at home and also what their currently interested in. Given this information we provide experiences to enhance and progress their learning.

Every child will be a focus child for a week at least once a term. In this week all staff do observations and gather evidence to aid assessments and plan for future learning. We do this through teachable moments to ensure the child's day is saturated with opportunities to learn and develop further.

Children with identified additional needs are always focus children.

All staff are key carers and have their own group of children whom they are responsible for and ensure their records are kept and shared with parents/carers. Mrs Aland takes responsibility for collating and analysing assessment data. This is then analysed with all the staff and any emerging issues addressed.

The nursery receives monies called Early Years pupil Premium for some children. This money is used to support any emerging needs of those children who qualify , but may also address needs which is typical to the cohort and therefore be beneficial to all the children.

Staff interactions are recognised as key to quality provision. We use the SSTEW(Sustained shared thinking and emotional well being scales) to audit our staff interactions and the ECERS (Early childhood environmental rating scales) to audit our environments. This gives us action plans to ensure we are constantly evaluating and improving.

As language leaders we have staff who have trained in projects such as ELKLAN and URLEY and the tools from these research projects are also used to help plan and assess. i.e. the TROLL ----------------------- is used to identify reluctant communicators whom can therefore be targeted.

We recognise that parents are our children's first and continued educator and we engage parents through our social media channels and inviting them into nursery. Phone calls ensure they are kept up to date and we have a playgroup to invite parents in whom may not qualify for the two year old offer . This helps us to showcase how they can support their children and begin our partnership with them.

All staff have access to an online training package and our weekly staff meeting times are utilised to deliver training. During 2020/21 staff meetings have been used to deliver sessions on in the moment planning, the revised Early years foundation stage and safeguarding.

Training needs are identified for individual staff and people interests are also considered when training is sought. Governors are committed to staff continuing their professional development and this is evidenced in the level of qualifications staff have achieved. Our governors also complete skills audits and commit to training.

We work within a cycle of self review which is reactive and pro active to the needs of our children and families. The senior leadership team are part of the formulation of this cycle alongside governors.

**Impact**

When you visit our school how will you recognise that our provision is high quality?

Success will be seen as children who have high levels of engagement in purposeful activities. Adults will take every opportunity to promote learning and cease teachable moments. Children will display outstanding behaviour and be respectful of their peers and adults.

 Our SSTEW and ECERs audit tools will show improvement and during 2021/22 we will introduce MOVERs (Movement environmental rating scales) which analyses the provision of opportunities to develop physical development and will ensure that we are providing the best environment and opportunity to support physical development.

We expect all children to make at least good progress and be on track to achieve age at least age related expectations in the early learning goals at the end of reception.

We use tapestry and learning journey books to document the children's achievements and highlight next steps. These tools will show progress from their starting points.

As cohorts change we will be responsive to the needs of each emerging group of children and whatever they may present, for this reason this policy will be reviewed regularly and amendments made. Our curriculum committee will revisit this policy each term.

Date last reviewed June 2021.