

The Early Years Foundation Stage states that

"play underpins all learning and development in the foundation stage"

Play

adults

children

- Young children learn through play
- Play is a natural activity for children
- Play enables children to develop social skills and make relationships
- Children can express their emotions through play
- Many types of play have value in children's learning
- Children play and learn in different ways which change and develop as children grow and develop
- Children have a natural impulse to explore and investigate and use all their senses
- Play is often repetitive
- Through play children practise and build up ideas, knowledge, concepts and skills
- Play helps children to think creatively and imaginatively
- Imaginative and role play is a way to developing communication skills -speaking, listening, reading and writing
- Children need time and space to develop their own play experiences
- Play offers a way of developing cognitive skills of sorting , ordering, counting, comparing, predicting, retelling and problem solving
- Children make sense of their own and others cultural experiences through their play
- Children relive experiences through their play
- Children are active learners, showing curiosity and imagination
- Children develop confidence and self esteem through play -there is no right or wrong in play- it can go wherever the children wish to take it
- Children are encouraged to become independent learners and make decisions about their own learning
- Play is about the *PROCESS* of learning and not end products

Community

- The school and under three's centre has an active learning curriculum
- Parents are given leaflets which help them to understand the importance of play
- Families are encouraged to use good quality resources for children to play with at home
- We have information for parents to see about how learning takes place through play
- Staff share this policy on play and learning with staff from other settings

- Adults should know about and understand how different types of play can help children to learn:-
exploratory play goal directed play symbolic play
- Adults provide a wide range of first hand experiences
- Adults plan play activities inside and outdoors
- The adults provide a stimulating and challenging environment
- Adults ensure a wide choice of good quality resources both natural and man made
- There is a balance between child initiated activity , adult structured play and adult directed tasks
- Adults plan and resource challenging activities
- Adults support children's learning through structured and planned play activities
- Adults are sensitive to children's developmental needs
- Adults know when to intervene in children's play and when to leave children to play on their own
- Adults model play
- Careful planning of structured play activities provides for extended learning
- Adults give children time and space to develop their play
- Adults observe children's play to assess learning
- Adults use observations to inform future planning
- Adults use play resources to represent a wide range of cultural differences
- The adults have developed a curriculum model based on play which includes
 - *Continuous enhanced and focused* provision
- All staff regularly undertake training to further develop their knowledge of play based learning

This policy helps us to achieve the Every Child Matters Outcomes
Enjoying and Achieving Making a Positive Contribution
Staying Safe Being Healthy Achieving Economic Well Being

The Early Years Foundation Stage objectives for creativity are achieved through children being supported in their curiosity, exploration and play in art, music, movement, dance, imaginative and role-play, design and technology

children

- To express themselves through large and small construction. To use their imagination and develop creativity
- To use all their senses to explore and learn through first hand experiences
- To explore in 2 and 3 dimensions and to find out how they can combine different materials
- To create and recreate their own experiences through play
- To have fun. To become involved in their play. To express emotions
- To achieve success and develop self esteem by using open ended materials
- To create stories through block and small world play developing language and narrative skills
- To develop mathematical skills such as counting, positions, weight, patterns, spatial awareness through play.- To develop manipulative skills for both fine and gross motor development
- To be given time to experiment, explore and reinforce ideas
- To produce end products which reflect their individual ideas, when appropriate
- To work on a large or small scale and to be able to work independently or collaboratively
- To learn to share, play cooperatively and be sensitive to others
- To use tools and blocks safely and learn strategies for tidying up
- To show respect for other children's space-to collaborate in devising rules and boundaries for shared tasks
- To show an understanding of elements of design including colours, symbols, proportions
- To develop representation as a means of communication
- To be encouraged to record their own ideas through drawing, talking and photographs
- To develop a narrative and scene using animals and small toys

Community

- Displays of children's creations will be available for the children, their parents and visitors to see
- We will share with parents the value of this play through leaflets and plans and will encourage them to support creativity by bringing in recycled materials
- We will reflect the local community in this play offering culturally relevant and appropriate experiences

adults

- To provide a focus to stimulate play through provision of a wide range of resources both natural and man made
- To provide accessories such as fabric, plastic animals, pebbles, logs, corks etc. that will enable children to extend their imagination and creativity
- To allow children to express their ideas non verbally through construction
- To provide ideas and stimuli such as photographs, pictures, and books
- To model the pretending process with teachers as play partners supporting children's understanding of ways in which objects can be used to represent things
- To offer unusual play materials
- To allow easy access to resources for all children
- To ensure a safe environment for all children and a sense of space of self and others
- To enable children to develop and sustain storying and narrative when using small world resources
- To plan reflectively building on children's current interests
- To give children time and space to develop their ideas and deepen their involvement
- To acknowledge what children have done and encourage joy and a sense of well being and achievement
- To record children's achievements through photographic evidence and annotation
- To show that anything is possible in your imagination-there is no right or wrong way to play in this area
- To build on children's existing knowledge and extend their thinking
- To encourage children to work together and use materials cooperatively
- To encourage children to solve their own problems but offer support when needed
- To model the language and vocabulary of construction-developing descriptions and narratives, responding to comments and questions and entering into dialogues about the children's creations

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Enjoying and Achieving *Making a Positive Contribution*
Staying Safe *Being Healthy* *Achieving Economic Well Being*

The Early Years Foundation Stage objectives for creativity are achieved through children being offered opportunities to explore and share their thoughts, ideas and feelings, e.g. through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology

Creative Development Policy

Children

- Can succeed in expressing feelings and experiences through artistic experiences
- Need opportunities to develop their creativity using a wide range of materials including paint, collage, printing, construction, malleable, music and sensory experiences
- Can have time to experiment with and explore the materials and resources
- Can express their ideas non verbally through songs, words, written language, role play
- Can express themselves through materials e. g. moulding clay, threading pasta
- Can be involved passively in expression through listening, watching, interpreting, looking at a book
- Can be involved actively through talking, making, singing, drawing and writing
- Can find their own way of using resources and materials
- Need time to repeat and reflect on what they have learned
- Need to be shown how they can expand their creative skills through activities such as
- finger painting, using acrylic paints, mixing their own colours, combining different media etc.
- Can have opportunities to talk through their ideas if they wish to
- Need to have their ideas and creations valued
- Need to be aware that they can use ICT to develop their creative skills
- Can develop their hand/eye coordination
- Can engage in activities that encourage fine motor control
- Need to know that there are no right answers
- Should feel able to represent their feelings, emotions and perceptions through creative activities in their own way
- Can learn to develop an eye for the artistic and aesthetic aspects of objects
- Can develop an understanding of the elements of design

Community

- The school and under three's centre will help parents to understand that the creative process is more important than the end product
- We will share information about the child's creative development with parents
- We will work with visiting artists in to ensure that the children receive a wide range of creative experiences

adults

- Adults should help to develop the children's competence to accurately visualise and express things they perceive, experience, feel or think using artistic forms of expression
- Adults will enable children to become creative and imaginative learners through activities in both 2D and 3D form
- Adults should understand that creativity can happen in many ways and should not have an end product in the early stages
- Adults will provide a wide range of good quality materials and equipment
- Adults will show children how to access equipment and resources
- Adults will stand back and let the children use their own imagination and make their own decisions about their creation
- Adults will give children time and space to explore and experiment
- Adults will give children opportunities for musical expression e.g. producing sounds, singing or listening, dancing or playing musical instruments
- Adults will demonstrate and model use of tools and materials where appropriate e.g. printing, marbling, bubble painting, string painting etc.
- Adults will provide tools which will enable the children to develop skills such as cutting, fastening, joining and manipulating.
- Adults will praise the children's efforts rather than the results.
- Adults will display all children's work on a regular basis

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children

- Will be given opportunities to use their imagination and be creative
- Will have time and space to play and use their imagination in the role play area
- Will develop confidence and self esteem and feel valued
- Will learn to share experiences with others and explore new situations
- Can enjoy playing in familiar situations such as a role play house. Can play a role in the role play area
- Can express their ideas non verbally through role play. Will make sense of their own experiences by re-enacting them
- Will be able to act out emotional difficulties
- Will develop communication and vocabulary skills
- Will have a sense of well being and achievement
- Will be able to experiment with different resources and choose resources appropriate to situations
- Can select props to enhance their play
- Can attach meanings to objects and relate to actions e. g. using a stone as a car.
- Can use available resources to create props to support role play
- Will notice what adults and peers do imitating what is observed and recreating when the more knowledgeable person is not there
- Can develop personal and social skills
- Will develop maths skills and knowledge through matching, sorting, counting, comparisons, measures etc. during imaginative and role play
- Will develop literacy skills through mark making and reading things relevant to role play
- Will expand their knowledge and understanding of features of the local area and beyond

Community

- We will share ideas for role play with other professionals by welcoming people on visits and by talking about our practice
- The children will be taken to places of interest to stimulate role play
- Use resources from the community in the role play area—McDonalds, post office, bank etc.
- Provide visitors to give children a wider view of the world—the creepy crawly show, John Pipers Puppets, African Drummer

adults

- Adults should value role play and imaginative play experience
- Should be aware that home role play is often the place where new children will feel more relaxed and comfortable because it is a situation they are familiar with
- Should be good role models and encourage play knowing when to intervene and when to withdraw
- Should provide good quality resources and artefacts which will promote a stimulating environment
- Should not provide too many props so that it hinders the children's own imagination e.g. pretending that one object represents another
- Should know how to extend children's imaginative development by adding materials and resources
- Should talk with children about role play ideas helping them to make decisions about how the area can be set up
- Should develop language and literacy by introducing technical names and terms
- Should allow children to follow their own ideas and repeat activities often
- Should provide time and opportunity to develop spoken language through conversations between children and adults both individually and in small groups
- Should be aware and sensitive to the particular needs of children for whom English is an additional language and encourage use of home languages
- Will help children develop appropriate behaviour
- Will help children to make props for role play and use them with the children
- Will ensure the area is safe and secure for all children
- Will ensure that there are resources to encourage emergent writing
- Should observe children's play regularly to enable planning for future development

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The Early Years Foundation Stage objectives are achieved through children being provided with experiences and support which will help them to develop a positive sense of themselves and others; respect for others; social skills; and a positive disposition to learn

Personal, social and emo-

children

- Children have a right to feel happy, safe and secure in school, They need to feel cared for and valued for who they are-everyone is unique and special They need to have their physical needs met
- Children are encouraged to become confident, independent learners whose needs and wishes are important. Children are given safe resources
- We want children to be curious, excited and motivated to learn. Children should be able to explore and approach new experiences with interest, knowing it is safe to make mistakes
- Children learn how to make friends with other children and adults. Children share social times and learn how to be part of a group. Children are happy to work alone at times. Children are given time and space to pursue activities which interest them
- Children learn cooperative skills such as sharing, through group activities, role play, snack time and dinner time.
- Children are encouraged to value diversity
- Children are encouraged to discuss their feelings on a range of emotions such as wonder, sorrow, being angry or sad, being scared or happy
- Children are encouraged to be considerate and to think how their choices affect others. They are encouraged to develop empathy by talking about how they feel when things are not right. They are involved in negotiations to help solve difficulties or disagreements. They are encouraged to offer solutions to problems
- Children can manage their own hygiene needs and learn good habits such as hand washing after going to the toilet or before eating.
- Children show care and concern for living things
- Children learn that swearing is not acceptable in school

Community

- The school and under three's centre are welcoming places for all members of the community. The wider community are invited to take part in special occasions. We work in partnership with parents. Everybody works together to help children to become the best people they can be. Parents are given a leaflet explaining the Golden Rules and are asked to support the school by reinforcing the Golden Rules at home.
- Parents are informed if there are problems with their child's behaviour. Joint strategies are agreed and reviewed
- The staff do not bribe or deprive children. They do not use threats or physical punishment or a naughty chair
Corporal punishment such as smacking, shaking or poking does not happen in this school

adults

- Adults must ensure that children feel safe and secure and are well supervised
- Adults make sure that the children's basic needs are met by a key adult
- All adults have a calm, consistent approach and a clear sense of purpose
- Adults use their time well. They make time to listen to children and are aware of those special 'magic moments' which may never occur again
- Adults value all children as individuals and are sensitive and responsive to changing moods and feelings
- Adults take account of a child's age, developmental stage and previous experiences when planning activities and use resources well
- Adults know that a young child's self esteem and well being is delicate and need to be nurtured through love, positive praise and a consistent approach
- Adults always challenge racist and sexist comments
- Adults value the culture and language of every child and no critical comments are made about a child's family background, religion, culture or language
- Adults communicate their high expectations of each and every child and their right to be proud of their culture and identity
- Adults offer support to children experiencing discriminatory attitudes and behaviour
- Adults believe children need rules that are rooted in love. The school's Golden Rules are shared and discussed with the children on a weekly basis. Children develop as better individuals when they are given love and limits
- Adults always use positive language when talking to children and reinforce to the child what they have done that is good-"you are kind and helpful for tidying up the cars"
- Adults tell children what they want and expect instead of focusing on what we don't want. We try not to start sentences with 'don't' or 'stop' instead we give a clear message e.g. 'I would like you to' or 'we like it when'
- Adults never tell a child they are 'naughty' instead we say we don't like what the child has done focusing on the behaviour and not the child
- Adults use incentives such as stickers or certificates to reward good behaviour. The children are rewarded for keeping the Golden Rules by becoming 'Star of the Week'
- Adults treat each other with respect and offer a good role model to the children
- Adults use observation and assessment records effectively to plan learning experiences which will help the children's personal, social and emotional development

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The Early Years Foundation Stage objectives are achieved through children using a range of ICT toys and equipment in addition to computers

children

Will be given opportunities to:

- explore technology, as babies, through toys and personal items, for example, pressing a button or lifting the spout on a cup
- develop skills as they become familiar with simple equipment, such as twisting or turning a knob
- investigate how to push, pull, lift or press parts of toys and domestic equipment
- develop an understanding and interest in ICT
- develop skills that will enable them to explore their world and increase their knowledge
- begin to understand simple technology and rules relating to them
- have access to a range of programmable toys, as well as equipment involving ICT, such as computers on a daily basis
- experience interactive programs which will enable them to develop mouse control and keyboard skills
- be involved in role play where they can use relevant technology including e.g. mobile phones, bar-scan cash registers, keyboards, microphones/tape recorders, digital and video cameras
- have access to safe equipment to play with such as torches, transistor radios or karaoke machines
- produce and view printouts, photocopies, audio clips etc. as a means of communication
- experience ICT across all areas of learning including E stories, physical exercise videos and DVDs, clips about different cultures and festivals, music and art packages
- communicate their observations and opinions orally and pictorially, through simple data handling, photographs and media recording
- use the photocopier to copy their own pictures

Community

- The staff will take the children out into the locality where they can, for example, help to press the button at the pelican crossing or speak into an intercom to tell somebody that they have come back to the school or under three's centre

adults

The role of the adult is:

- To provide a range of playthings that excite babies' attention including battery operated mobiles and robots, wind up radios or toys that make a noise when touched or pressed
- To have robust resources with knobs, flaps, keys or shutters
- To promote positive attitudes to ICT
- To plan and promote learning through meaningful experiences
- To encourage enquiry, independence and learning
- To provide suitable, positive experiences which will enable the children to achieve success
- To offer quality provision and purposeful play opportunities
- To optimise differing abilities and to recognise that children develop at different rates
- To provide a wide range of ICT equipment including toys and equipment that have memory input and response
- To help children to be aware of technology in their homes, school, shops and local environment
- To develop children's skills and attitudes in terms of observation, questioning and discussion, curiosity and exploration
- To help children become familiar with using computers, posing problems and making predictions, enabling them to develop a logical approach to investigation and enquiry and be able to communicate feelings and conclusions
- To enable the children through the vehicle of ICT to develop skills that will help them to explore their world and increase their knowledge and understanding
- To help children coordinate actions to use technology, for example, to direct dial a telephone number

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Problem Solving, Reason-

adults

children

The Early Years Foundation Stage objectives are achieved for problem solving, reasoning and numeracy through children being supported in a broad range of contexts

Through their play children will:

- develop confidence and competence to enable them to achieve mathematical skills and concepts
- enjoy learning maths through play and structured teaching
- learn how to sort, count, match, recognise and make patterns, recognise numerals, learn about shapes, space and measures
- learn through stories, songs, games and imaginative play during daily activities
- be encouraged to enjoy using and experimenting with numbers
- learn mathematical skills through all areas of the curriculum
- learn through practical activities and exploration
- develop communication skills to talk about their mathematical development using appropriate vocabulary. Can be supported to develop these skill and concepts if they have additional needs or speak English as a second language
- sort to their own criteria. Can sort by a given criteria—longest/shortest/favourite
- learn about numbers for counting and as labels- counting, ordering and understanding that number names (numerals) represent amounts
- talk about numbers in everyday life, beginning to use simple addition and subtraction in practical activities
- recognise how to put objects into different groups and classifications
- learn about shapes- names and properties of 2 and 3 dimensional shapes
- relate shapes to what they see in their environment
- develop concepts of space- how things fit together, positional language, patterns and sequence. be able to follow directions
- learn about comparisons and the language of size, quantities and time
- be encouraged to categorise feelings and ideas-fair/unfair, honest/dishonest
- distinguish spatial differences- at the back/in front/ on top
- develop concepts of time-school routines, yesterday/tomorrow, at night, last week
- discover patterns-in nature-seasons, weather, in materials, in games with rules

Community

- Parents will be asked to help their child at home by carrying out activities based on the weekly maths lesson
- Parents will be given confidence to know that they can help their child to develop mathematical skills and concepts through everyday activities
- Aspects of the community and environment will be used to reinforce mathematical concepts of shape and pattern
- Parents may be invited to join in workshops showing how maths is taught

- Adults plan a stimulating and well resourced environment which encourages mathematical learning and enjoyment
- Adults understand that a wide range of everyday resources can be used to develop mathematical learning
- Adults ensure that mathematical learning takes place in meaningful and relevant situations.
- Adults assess children's mathematical development on entry to school and monitor and assess this learning regularly
- Adults understand the progression of learning and development in this area of the curriculum
- Adults plan activities which are appropriate for each child's level of development
- Adults give children opportunities to reinforce, consolidate and extend learning
- Adults help children to develop confidence to share and demonstrate their developing mathematical skills
- Adults use appropriate mathematical language
- Adults model positive attitudes to mathematics
- Adults plan structured differentiated group teaching sessions
- Adults develop skills in this area across all the curriculum
- Adults develop their teaching skills to ensure children remain motivated and interested
- Adults support children's play to develop mathematical ideas, concepts and vocabulary
- All adults follow the schools scheme of work for mathematics
- Adults work with children individually and in small and large groups
- Adults will help children to understand cause and consequences-e.g. the warmer the bowl the faster the ice will melt, wet sand won't go through a sieve
- Adults will help children to draw conclusions on the basis of logic and experience- a stick will float because it is made of wood and boats are made of wood
- Adults will help children to develop their power of abstraction, make connections between objects and talk through ideas and phenomena
- Adults will help children to deal with numbers and quantities- more/less, many/few, full/empty, how many, first/second/last

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Enjoying and Achieving *Making a Positive Contribution*
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The Early Years Foundation Stage objectives are achieved through children being encouraged to use their skills in a range of situations and for a range of purposes and be supported in developing the confidence and disposition to do so

Children

- Can express their feelings and thoughts non-verbally-through gestures, symbols, emotions
- Need to be encouraged to communicate by getting positive responses
- Know what they say is considered important-this enhances their self esteem
- Need to talk as a way of communicating their needs, wants desires, likes and dislikes
- Need to develop confidence to speak to adults and other children
- Will be encouraged to speak in their home language to adults and children
- Will learn to speak English- at a level appropriate to their development
- Need to have experiences that they can talk about if they are to become readers and writers
- Will have access to a stimulating, rich environment which fosters the use of talk
- Will be encouraged to use talk during their play
- Will be supported in their play by adults who use talk and conversation as a tool for teaching and learning
- Will be supported to use English during circle time activities
- Will be encouraged to listen to stories at circle time and respond appropriately
- Can retell elements of a story at circle time. Can recite a rhyme or poem. Can join in with songs
- Children's vocabulary will be assessed regularly and targets for development set
- Will develop a good and growing in English vocabulary based on the school's language scheme
- Will work in a language group which reflects their growing abilities
- Will listen to stories, songs and tapes and use music to develop listening and speaking
- Will learn the conventions of conversations such as listening and turn taking
- Will be encouraged to ask questions to find out more
- Can use language to describe their thinking
- Will have opportunities to use social language in group situations such as snack time and meal times
- Will have opportunities to develop listening and speaking skills such as playing games

Community

- The school and under three's centre give information to parents explaining our systems for development in this area and showing how they can help at home
- We use a range of support staff and agencies to help children with difficulties in this area

- Adults know the importance talk plays in a child's development.
- Encourage children to communicate in whatever way they find most effective
- Know the importance of children's communication in their home language
- Use words in other languages to show that we value every child's home language
- Adults know that children need to be able to communicate orally before they can begin to read and write
- Offer good role models of conversation and modes of speaking
- Make time to listen to children and answer questions
- Have conversations with children which extends understanding and use of language
- Use open ended questions to develop thinking
- Show children that language can be used in many ways-for humour, questioning, predicting
- Bilingual staff encourage children to use their home language and develop skills in this language. They help to make the transition between home language and English
- Adults will monitor children's competencies and work to develop vocabulary and social English
- Staff can diagnose difficulties with speech and make referrals to appropriate support agencies
- Ensure that children with communication difficulties have extra support to help development
- Ensure that children are given opportunities to speak and listen across all curriculum areas and activities
- Plan structured teaching activities to develop speaking and listening skills
- Have developed an effective scheme of work to develop these skills at circle time

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Reading Policy

children

- Will have access to a wide range of books including picture books, stories, non-fiction, rhymes, poems and books showing dual language and prints
- Will be encouraged to have a disposition for reading, believing that books are a source of pleasure and information
- Will have opportunities to listen to stories read by an adult at circle time and as part of the school session
- Will be in a print rich environment and learn that print conveys meaning
- Will be shown how to look after books and turn pages carefully
- Will have opportunities to listen to stories on tapes and cd's
- Will become familiar with core stories told at circle time
- Will have positive, exciting and enjoyable interactions with books at circletime and in the story room
- Will use music as a way of developing literacy
- In over three's building will be able to take books home from the library
- Have opportunities to make and read their own books
- In school will use ICT and computer programs that develop early reading
- Will learn that English is read from left to right but other scripts may read differently
- Will use puppets and props to act out and retell stories
- Will see a wide range of scripts and types of print in the environment used as labels, notices, instructions etc.
- Will learn to recognise their own name and other words
- Will see books on displays that relate to a theme or curriculum area
- Learning will be supported by books i.e. books on buildings in the construction area
- Will be encouraged to develop storying skills through the use of small world resources
- Will have uninterrupted time to look at books quietly and comfortably in the story room

Community

- The school and under three's centre send newsletters and leaflets home for parents-children will be told that they carry important information that parents can read about
- Parents will be told of the school/under three's centre's system for teaching literacy during circle time
- Parents are encouraged to read the library books at home with their child and are told about the value of sitting quietly with a child and sharing a story
- Bilingual support staff will tell stories in Gujarati and Urdu to help children enjoy and understand books.
- Good quality books may be on sale to encourage parents to read with their child

adults

- Will provide a print rich environment
- Will provide opportunities for children to read and recognise their names-name badge, coat peg, snack label
- Will provide a comfortable and welcoming reading area with a selection of books and stories, which has a high status in the school and under three's centre
- Will ensure dual language books are available at all times
- Use books that show people from different cultures
- Will read to children regularly
- Ensure there is a selection of books which are suitable for use with children with additional needs/EAL
- Will be positive role models by showing enjoyment of books- "this is my favourite story"
- Will use story props and visual materials to reinforce and retell stories-and encourage children to use these resources to retell stories
- Will tell stories as well as reading books
- Bilingual support staff will be used to translate stories to help children's enjoyment and understanding during circle time
- Will ensure that children have a variety of reading experiences
- Will scribe words for children to read
- Will understand the developing skills needed for reading
- Will introduce children to story conventions "once upon a time"
- Will draw attention ,when appropriate, to letters, especially the initial letters/sounds of children's names

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children

- Need to have experiences that they can talk about if they are to become writers
- Need opportunities to make marks using a wide range of materials
- Need time to experiment, make mistakes and develop their ideas
- Need to be provided with a print rich environment
- Need to engage in physical activities that encourage good fine motor control such as threading and sewing
- Need opportunities to use tools and develop competence with equipment
- Need to develop hand-eye coordination
- Need to see adults reading and writing and enjoying it
- Need to be encouraged to be creative and imaginative thinkers
- Need to develop confidence to be talkers, readers and writers
- Need to know that writing is for a purpose and develop this skill in meaningful contexts
- Need to know that writing can be used as a means of expression and communication
- Need to know that writing can come in many forms and scripts
- Need to see writing from a range of cultures
- Need to be given opportunities to recognise their own name and other words
- Can learn to write their own name at the appropriate stage of development
- Children with additional needs may need specialist resources to help them to develop writing skills
- Will benefit from bilingual support to develop this area of learning
- Need to have their writing efforts valued at whatever level they are working at
- Should be given opportunities to dictate their thoughts to a scribe
- In school can use ICT as another way of writing
- Should have access to a wide range of books to experience different print and texts
- In school should see their writing used-to label, inform, instruct

Community

- The school and under three's centre will inform parents about writing development and share information about their child's progress keeping evidence in their individual children's file
- Bilingual support staff will work with children in their home language to ensure development. They can demonstrate reading and writing in Gujarati and Urdu
- Bilingual staff will be used as role models and reflect the value the school places on reflecting a range of writing styles and languages. Community signs and notices will be available for parents and children
- We will work with support staff/ agencies to provide specialist programmes for children with additional needs

adults

- Adults know that children need to be able to communicate orally before they can begin to write
- Adults know that children should have many opportunities to draw before they are encouraged to write
- Should understand the process of writing development-mark making-learning about print-early writing-the beginnings of letter formation-writing names
- Will model writing in a range of different situations
- Adults support and teach children skills needed for writing
- Will scribe for children to make the links between speaking and writing
- Will talk to children about their mark making and writing-pointing put different elements such as lines, zig zags etc.
- Should involve children in writing activities- making lists, reading, taking messages
- Adults will make books about what children have done using photographs, drawings and children's writing
- Will provide an environment showing a range of different print, writing styles, languages through notices, labels, books, etc.
- Provide experiences which meet the developing needs of individual children
- Adults will provide a wide range of good quality writing resources
- All adults should be familiar with and use the Bolton LEA document "The Writing Journey"
- Adults know that children must be able to read their own name before they will be able to write it

This policy helps us to achieve the Every Child Matters Outcomes
Enjoying and Achieving *Making a Positive Contribution*
Staying Safe *Being Healthy* *Achieving Economic Well Being*

The Early Years Foundation Stage objectives are achieved through children being given the opportunities to develop autonomy and a disposition to learn

Self Organisation & Entrepreneurship

children

- Are able to make use of all opportunities
- Can select their own resources, use them and tidy them away
- Need opportunities to manage their own play without adult intervention
- Can decide for themselves what they want to do and act upon it
- Can be creative in their thinking and can introduce their ideas into their play
- Can organise themselves and others
- Can learn to work cooperatively with others determining their own goals and thinking of how those goals might be achieved
- Can step back from things and view them objectively and give instructions to others
- Can work strategically- thinking of steps to reach a goal
- Can show commitment and perseverance
- Can concentrate and focus and try their best
- Can follow instructions without going off course or losing focus
- Can become less dependent on adults to achieve their goal
- Can negotiate with other children on tasks learning to understand that they may also have ideas about how to use resources
- Can decide in craft or construction what they want to make and learn to adjust their creation if resources are limited
- Can learn to assess a situation before deciding how to proceed either by themselves or in cooperation with others
- Can organise themselves in the creative area. Put on apron, select materials, tidy away
- Can take care of themselves at snack time. Can select what they want to eat and pour their own drink
- Can take care of themselves in the bathroom

Community

- The school and under three's centre have an active learning curriculum
- We encourage self organisation and independent learning
- We will share information about the child's self organisation and entrepreneurship with parents and encourage them to use this approach at home

adults

- To look at experiences from the child's point of view
- To look at the whole child across activities
- To give children the freedom to develop their own skills of self organisation
- To help the children to master a broad range of social behaviours and strategies and know how to implement them successfully
- To encourage entrepreneurship by allowing children time and space to be inventive
- To give children opportunities to work things out for themselves
- To encourage independence and self motivation
- To be prepared to give help when asked but otherwise to stand back
- To create an environment where children can experiment and explore
- To provide high quality resources and activities which are open ended
- To make sure children are safe when they are working with resources and trying out new ideas
- To help children enter into other people's feelings, thoughts and needs and act accordingly

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Student Policy

Students

- To be given a health and safety induction as soon as possible after arrival
- To be given a tour of the school by the placement supervisor with brief explanations about the areas and activities
- To be given an induction relating to the philosophy and ethos of the school
- To gain an insight into the working life of a nursery school and children's centre
- To follow the guidelines and procedures for speaking to and working with children
- To be given a copy of the dress code and confidentiality procedures soon after arrival
- To work alongside experienced adults
- To undertake activities which have already been planned and resourced or where appropriate plan and provide for activities independently
- To be familiar with the Early Years Foundation Stage Curriculum
- All students will work with children on a variety of activities
- All students will assist in preparing and tidying away activities
- All students other than work experience students will fill in a sheet with their name, address, telephone number and course details so that if a student applies for a reference at a later date it can be referred to for the supervisor's comments as to their suitability for working with children
- All students other than work experience students will fill in a placement application form
- To be responsible for keeping up with their course work and informing the school if they have observations or activities to do designated by college

College

- To ensure cooperation between the school/children's centre and college/university
- To fulfil the BMBC joint Statement of Intent with regard to work experience
- To ensure that all students other than ITT or work experience students have completed a placement application form verified by the college
- To ensure that all students other than work experience students have a CRB disclosure

School

- To accept students from recognised training colleges such as Bolton Community College, Bolton 6th Form College, Salford College and Runshaw College
- To accept ITT students from Edge Hill University and Manchester Metropolitan University
- To accept work experience students from local schools
- To provide a high quality, well planned placement
- To contribute to the education and training of the student
- To extend the student's life skills
- To value and provide equal opportunities for all students regardless of age, sex or ability
- To fill in assessment forms and reports in consultation with all members of staff
- To ensure that time is given to students to carry out observations, plan, prepare and evaluate activities
- To monitor students' progress
- To reserve the right to decide that unsuitable or failing students should not continue with the placement
- The Deputy Head Teacher is responsible for the deployment and supervision of all ITT students, NVQ3 students, B. Tec students and Cache DCE students
- The Senior Early Years Educator is responsible for all CFCC students, Cache CCE students, NVQ2 students and all work experience students from schools

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The Early Years Foundation Stage objectives are achieved through children being given the opportunity and encouragement to develop their skills in a range of situations and for a range of purposes, and be encouraged in developing the confidence and disposition to do so

Drawing Policy

children

- Need opportunities to make marks using a wide range of materials
- Need time to experiment, make mistakes and develop their ideas
- Need to engage in physical activities that encourage good fine motor control such as threading and sewing
- Need opportunities to use tools and develop competence with equipment
- Need to develop hand eye coordination
- Need to be encouraged to be creative and imaginative drawers
- Need opportunities to draw to make sense of the world
- Need opportunities to draw for different purposes such as making signs and labels, cards
- Will benefit from bilingual support to develop this area of learning
- Need to have their drawings valued at whatever level they are working at
- Should be given opportunities to talk about their drawings if they wish
- In school an use ICT as another way of drawing
- Should have opportunities to display their own drawings by pinning them up themselves
- Should have opportunities to draw in different curriculum areas to enhance e.g. their model making or construction
- Need to have many opportunities to draw before they are encouraged to develop their writing skills
- Need access to scissors, sellotape, paper clips, fasteners etc. to be able to make their drawing 3 dimensional

Community

- The school and under three's centre will inform parents about drawing development and share information about the child's progress keeping evidence in the individual children's profiles
- Bi lingual support staff will support children's drawing development by talking with them in their home language
- We will work with support staff and agencies provide specialist programmes for children with additional needs

adults

- Adults should understand the process of drawing development
- Adults should understand that children make sense of the world through their drawing
- Adults will talk to children sensitively about their mark making and drawing.
- Adults will not say 'What is it?' but simply make observations about the child's drawing pointing out e.g. different elements such as lines, circles or zigzags etc.
- Adults will not make suggestions such as the child using all of the paper but rather let the child determine how much space their drawing requires
- Adults will encourage the children to pin up their pictures on the drawing display board
- Adults will praise the child for their efforts rather than for the result
- Adults will make books containing children's drawings
- Adults will provide an environment showing a different range of illustrations
- Adults will provide opportunities for drawing across the curriculum areas
- Adults will provide opportunities for drawing using ICT
- Adults will provide a wide variety of mark making materials
- Adults will provide different sized pieces of paper in a variety of colours
- Adults will provide scissors so that children can cut out their drawings and make them 3 dimensional if they wish
- Adults should identify children's progress through the Early Years Foundation Stage

This policy helps us to achieve the Every Child Matters Outcomes
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The Early Years Stage Foundation Stage objectives are achieved through children being supported in developing their knowledge, skills and understanding that help them to make sense of the world

Children

- Can explore and experience a range of materials. Can grasp characteristics of materials
- Can talk about natural materials and their products
- Can make arrangements and collections of objects in different ways
- Can identify and name different animals and plants such as trees, birds, vegetables...
- Can have a sense of properties and patterns of objects and living creatures
- Can predict how things will behave. Can make sound predictions about the effects of combinations of materials and interventions
- Can gain knowledge about their life, its necessities and development such as food and warmth
- Can learn about being healthy in terms of food and exercise
- Enable children to gather information to satisfy their curiosity
- Can experiment with sand, water and tactile materials using vocabulary to describe texture, form and properties such as float, sink, full, empty
- Can have access to rich and challenging first hand experiences across the curriculum
- Can discover and talk about different types of weather
- Can explore the outdoor environment and talk about what they see
- Can talk about properties of leaves, flowers etc. when exploring the outdoor environment
- Can understand about different people-families, their cultures, jobs, shopping and money
- Can understand about right and wrong and consequences
- Can experience space and proportions- through playing physical games such as tag
- Can have easy access to relevant materials and resources and know how to use equipment and tools correctly and safely. Can demonstrate how to connect materials
- Can experiment and try out new ideas and to persevere if they fail
- Can show an understanding of how to arrange construction equipment to achieve the desired effect- estimating and measuring when building, considering weight, height and space
- Can demonstrate how to connect materials
- Can understand simple technology and rules relating to them

Community

- To liaise with outside agencies, for example, African drummer, artists in schools, circus skills performer, minibeasts expert, musicians etc.
- To be aware that parents can provide a diversity of insight into faiths, cultures, history and places
- To reflect the breadth of children's cultural and religious experiences through resources and materials

- ◆ To be positive role models in their approach to science enabling children to gain information by imitating their behaviour and through explicit teaching
- ◆ To recognise that young children are egocentric and are firstly interested in scientific knowledge relating to themselves, their family and their locality
- ◆ To use appropriate scientific, geographical and historical language which will help children's understanding thereby introducing them to a wider vocabulary
- ◆ To ensure a safe and secure environment with a wide range of activities both indoors and outdoors that stimulate children's interest and curiosity
- ◆ To provide opportunities to help children become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture and of special educational needs and disability issues
- ◆ To offer stimulating and interesting interactive displays to encourage children to use all of their senses to investigate the world around them
- ◆ To provide a wide range of good quality resources, natural and man made
- ◆ To provide relevant experiences appropriate to every child's age, understanding and stage of development
- ◆ To support children's attempts at recording their thoughts and ideas orally or in other ways
- ◆ To attend relevant courses to maintain and extend thinking and practice in knowledge and understanding
- ◆ To enable children to develop knowledge, skills and understanding to help them to make sense of the world.
- ◆ To give children access to information through books, pictures, photographs, CD Roms, maps, artefacts, natural objects, audio/ visual reference materials
- ◆ To give children opportunities to visit out of school/centre locations, for example, market, farm, shops, library, museum etc. which will help to develop their awareness of the wider world
- To enable children to explore, investigate, observe, question, problem solve, predict, think critically, make decisions and discuss

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The Early Years Foundation Stage objectives state that children must be supported in developing an understanding of the importance of physical activity and how to take care of the natural environment

Outdoor Play Policy

children

- Have access to stimulating outdoor activities as part of the daily routine and curriculum
- Have opportunities to develop an interest and curiosity about the natural environment
- Outdoor play enables children to develop a sense of themselves and their bodies
- Need realistic challenges for physical, social, emotional and intellectual development which help to develop a sense of themselves as active learners.
- Have time to observe, explore and become fascinated by the natural world
- Outdoor experiences enable children to develop an understanding of the pattern of growth and change in seasons
- Children need space to be physically active and to develop and refine their full range of fine and gross motor skills
- Develop expertise at using bats, balls, climbing equipment and wheeled toys
- Have opportunities to develop imaginative play with their friends and get involved in creating, constructing and communicating with each other
- Being outside enables children to develop language through communication with other children and adults
- Learn to move efficiently, effectively and safely developing independence and problem solving skills
- Begin to develop an understanding of pace and rhythm through using their body and moving in different ways
- Learn to play co-operatively with other children and adults
- The outdoor space gives children scope to make large constructions using muscles to stretch and reach
- The outdoor environment allows children to experience adventure, challenge and fun
- Learn how to respect and value living and growing things in their environment

Community

- Parents should be helped to understand the importance of local parks, playgrounds and woods and their potential for children's healthy development and learning

adults

- Must provide daily access to an outdoor play area which can benefit the children
- Ensure the safety of all children
- Provide opportunities for all the senses to develop
- Allow children to explore the environment through digging, planting and touching living things
- Give children confidence to develop skills by offering help and support
- Extend the themes used in the rest of the curriculum to the outside area to ensure continuity and reinforcement - use experiences gained outside to direct activities planned throughout the curriculum
- Transfer the equipment used inside to the outside area to extend social, emotional, cognitive and physical development
- Provide a stimulating and challenging environment
- Provide climbing and other equipment indoors when the weather prevents them going out
- Adapt the outdoor equipment to meet the needs of individual children ensuring access to all areas for children with learning disabilities
- Help children to become competent and confident by giving time for practice and repetition
- Value the efforts of all children and to praise children for their achievements
- Be involved in children's social and imaginative play (when appropriate)
- Provide continuity between indoor and outdoor play where possible
- Be knowledgeable about children's physical development and the relevant stages and to combine this with assessment of individual children to provide an appropriate curriculum for the development of fine and gross motor skills



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Equal Opportunities Policy

children

The Early Years Foundation Stage objectives are achieved through the promotion of positive attitudes to diversity and difference

- Each child is unique and is valued and respected as an individual
- All children are respected regardless of their skin colour, race, culture, religion, language, gender or disability
- All children are encouraged to develop a strong sense of worth and a secure cultural identity enabling them to resist bias and stand up against discrimination and unfairness
- Children develop to their full potential when they feel confident
- Children learn better when they have praise, recognition, genuine feedback, encouragement and success
- All children have the right to learn through play and positive opportunities are available for every child
- Relationships with other children and adults are of central importance. All children have a key named person who is responsible for monitoring their learning and development and providing a link between family and school
- Children's play is valued as a meaningful way of learning and parents are given leaflets explaining how young children learn
- First hand experiences and conversation are the main ways children learn about themselves, other people and the world around them
- All children have access to all parts of the curriculum and resources with modifications where possible to meet their individual needs
- Children learn about how other people live through the activities provided for them and through

School and community

- There is a fair and consistent policy for admissions. Children are cared for in a safe, clean environment
- All families have access to provision regardless of disability, language, culture or financial needs
- Where possible we will provide translation and an interpreter for families
- The children learn in a stimulating, comfortable and child friendly environment with good quality resources
- The children see a range of images reflecting the diversity of society. The resources reflect anti discriminatory practice
- Staff liaise with parents to ensure that records are kept of children's health and well being, their medical, dietary and cultural requirements
- Provision for resourcing the equal opportunities policy is considered when setting the budget
- The Governor's have an anti-discriminatory policy which is available for parents to see

adults

- All adults are aware of and work to this agreed equal opportunities policy to ensure the best provision for all children
- The Head teacher ensures the policy is followed
- There is a shared ethos which recognises the need to value everyone as an individual and focuses on developing all children's sense of well being and involvement
- Staff devise personal learning plans for each individual child
- Adults always challenge racist and sexist comments
- Adults enjoy and feel confident in their work and are warm and caring towards children and their families
- Staff have appropriate training, qualifications and experience to understand the developing needs of young children
- There is a programme of professional development for all staff
- The adults in the setting offer good role models to the children, using anti discriminatory behaviour and positive language
- The staffing reflects the local community as much as possible with regard to ethnicity, gender, language and disability.
- Recruitment procedures ensure a consistent, non discriminatory approach
- Staff are knowledgeable on a range of childcare and educational issues and are able to advise parents
- Adults know how to use praise to develop children's self esteem and sense of well being
- Records showing children's development and individual learning needs are shared with parents every term or whenever a parent requests information

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Children

The Early Years Foundation Stage objectives state that all children are to be treated as individuals and are not to be discriminated against

- All children are welcome in our school and under three's centre. The children in the school and under three's centre are encouraged to accept and value each others differences
- All children need to feel valued for for who they are. We believe every child is unique and special
- All children have access to all parts of our curriculum and resources which are adapted where necessary to meet their individual needs
- Some children may need additional help/planning from adults to enable them to have full access to all the activities and resources. Our buildings provide facilities for children with physical difficulties where possible
- Children are encouraged to become confident, independent learners whose needs and wishes are important
- Children are encouraged to communicate and exchange ideas, experiences and feelings in non verbal ways
- Children are given time to follow their own ideas. Children are given opportunities for quiet solitude when needed
- Children are encouraged to value their own contributions and those of others. All children experience success and are praised for their achievements
- Children with extra needs learn best alongside their peers and in their own community
- Children's views are sought and taken into account. Children benefit from learning and playing together

Community

- ◆ The school and under three's centre aim to be truly inclusive. Our admission policy includes children who have identified additional needs and are referred from other agencies. There is a small resourced provision for these children as well as those not identified on admission
- We welcome new legislation which makes it illegal to discriminate against children on the grounds of disability or additional needs
- Adults have a key role to play in working together to meet the needs of all children. All agencies across education, care, health and social services will work with parents to provide the best service for the family. We value parents' knowledge of their child and work together to overcome difficulties. Parents are invited to meetings to discuss their child's progress and are given copies of their child's Individual Education Plan
- We identify additional needs early and supports parents in understanding their child's needs. Parents will be given information about a range of support services
- We ensures that the culture, practice, management and deployment of resources meets the needs of children
- We see best practice when devising interventions and support and have strong links with EYDCP, Health visitors, pre-school support staff and LEA officers and involve these in termly meetings and annual reviews
- We use systems to enable smooth transitions for children from and to other providers and school and under three's centre

- The school and under three's centre follow the guidelines in the SEN code of practice
- There is a designated SENCO (The Head Teacher) and an Inclusion coordinator who are responsible for the day to day operation of this policy. The SENCO keeps a register of all children with additional needs
- All staff are aware of the procedures for identifying, assessing and making provision for children with additional needs working together to provide the best possible support for each child. Staff use school and LA checklists and assessment strategies for identifying learning needs. Individual Educational Programmes are written for children with identified learning and other needs
- The school works closely with the educational psychology department when considering a child for a statement of additional needs. The school arranges annual reviews when necessary
- Assessment and observation help staff to identify learning priorities and plan relevant and motivating learning experiences for each child. Adults assess children through careful observation of their play
- Staff are experienced in working with children with additional needs and prepare appropriate resources and learning systems
- There are designated staff to provide extra support for children having identified needs
- There is a programme of training for staff to update knowledge and expertise
- Interventions are reviewed regularly to assess their impact, the child's progress and the views of the child, teacher and parents
- The SENCO and Inclusion Coordinator ensure that parents are kept informed of support systems and agencies
- There are effective ways of planning and assessing for children's learning across all areas of the curriculum
- Adults provide experiences, relationships and an environment which will help children become healthy, secure, curious and motivated learners
- Adults ensure that a child's social, emotional and physical needs are considered alongside intellectual needs
- We work with other professionals to ensure that we share expertise and are working together for the benefit of the children
- All staff share and communicate their knowledge, expertise and concerns about children
- Staff find ways to remove barriers to learning and offer support at an early stage

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