



# FRAYS

## *Academy Trust*

### **Frays Academy Trust Early Years Policy**

**Date Ratified: March 2022  
Review Date: September 2024**

#### **Approval**

<b>Signed by Chair of Directors</b>	
<b>Date of Approval/Adoption</b>	March 2022
<b>Date of Review</b>	September 2024

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To enable continuous improvement, all readers are encouraged to notify the author of errors, omissions and any other form of feedback.

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## **1 Belief Statement**

At the Frays Academy Trust, we acknowledge the importance of 'quality' in the Early Years Foundation Stage and we recognise that every child is unique and is entitled to have their own individuality appreciated, respected and their particular needs provided for appropriately.

The Early Years Foundation Stage is a distinctive and key phase of a child's education and it underpins all future learning.

## **2 The Early Years Foundation Stage**

The Early Years Foundation stage begins from birth until the end of Reception. The children in the Trust can enter The Pond the term after their second birthday, the Nursery in the September after their third birthday and then start the Reception class the September after their fourth birthday. (Compulsory schooling begins at the start of the term after a child's fifth birthday).

This policy is based on requirements set out in the [EYFS Framework March 2021](#).

The Early Years Foundation Stage seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

### **2.1 How do we do this?**

We want children to be engaged in the learning process and for their learning to be relevant and purposeful. Therefore, we believe that children learn best by doing. We believe that play, both indoors and outdoors, is an ideal vehicle for young children's learning. Play helps children to explore, investigate and, make sense of the world around them. Play allows children to be challenged in their thinking and helps them to practise and rehearse skills and to be motivated in their learning. Children are inquisitive and curious and we wish to build upon this in a positive and enjoyable manner.

We work within the guidelines of the 'Statutory Early years Foundation stage Framework (2021), the 'Early Years Foundation Stage Profile' (2021) and the 'Early Years Foundation Stage Assessment and Reporting Arrangements (ARA)' (2021). We use the Development Matters (2021) (non-statutory) document for guidance.

The Early Years Foundation Stage is based around four 'Guiding Principles', three 'Prime areas of Learning', four 'Specific Areas of Learning' and three 'Characteristics of effective Teaching and Learning'.

### **2.2 The Principles and Practice**

#### **□ A Unique Child**

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.



### **Practitioners**

- understand and observe each child’s development and learning, assess progress, plan for next steps
- support babies and children to develop a positive sense of their own identity and culture
- identify any need for additional support
- keep children safe
- value and respect all children and families equally



### **Positive Relationships**

Children learn to be strong and independent through positive relationships.

#### **Positive Relationships are:**

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child’s needs, feelings and interests
- supportive of the child’s own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built on key person relationships in early years settings



### **Enabling Environments with Teaching and Support from Adults**

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

#### **Enabling Environments:**

- value all people
- value learning

#### **They offer:**

- stimulating resources, relevant to all the children’s cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore

## **2.3 Learning and Development**

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships, and thriving. These are called the prime areas:

- Communication and Language
- Physical Development
- Personal, Social, and Emotional Development.

Four areas help children to strengthen and apply the prime areas. These are called the specific areas:

- Literacy
- Mathematics

- Understanding the World
- Expressive arts and design

Throughout their time in the Early Years children will experience an ambitious curriculum that is based on what each individual school feels their children need to know and be able to do to thrive. Practitioners use the 2021 Development Matters document as a base to build a robust and engaging curriculum for their cohorts that is usually interest or topic led. These show the knowledge, skills, understanding and attitudes that children need to learn throughout their time in the Early Years. This is not only to ensure they have the greatest opportunity to achieve the Early Learning Goals (See Appendix 1) at the end of Reception, but to cultivate a love of learning that will last for their whole life.

Weaving through our curriculum are the three Characteristics of Effective Teaching and Learning

- **Playing and exploring** - children investigate and experience things, and ‘have a go’
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child’s development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children’s play is essential.

### 3 Planning in the Early Years Foundation Stage

We plan learning experiences from the children’s’ interests and believe they should play an active role in generating ideas for the curriculum. Each year group have plans for continuous provision inside and outside, some which correspond to ensure continuity throughout the phase, as well as social interaction and a greater range of differentiation in supported activities. The literacy and mathematics plans focus on whole class teaching and adult directed tasks that the children participate in. The continuous provision plan ensures each area of learning is well resourced and equipped for the children to learn, practise, develop, apply and transfer skills.

#### 3.1 Long term planning

This is a yearly overview of the skills and knowledge. It outlines the main objectives to be covered within each term, building progress across the year and phase.

#### 3.2 Medium term planning

The medium-term planning outlines, in more detail, each of the objectives to be covered, week by week. These contain clear learning objectives, taking into account the age and development of the children. They are progressive and each week’s learning builds upon the last.

#### 3.3 Short term planning

Weekly plans show learning objectives, activities and observation and assessment opportunities. We plan a mixture of directed and child-initiated learning for the children to engage in. Some settings in the Trust also plan their provision with an ‘In the Moment’ approach.

### 4 Assessment and the pupil profile

Our Assessment procedures are as follows:

- On entry to our settings, children are assessed using the Frays on-entry assessments developed by the Early Years Strategic Lead and Early Years Leaders in the Trust.
- We use observations to inform our planning and to record assessments of the children, and progress is tracked across the 'Development Matters', then recorded on Target Tracker regularly (four times annually).
- All pupils are assessed against guidance in the 'Early Years Foundation Stage (EYFS) Handbook'.
- At All Saints Primary School, each child will be assessed against the 'Progress Check at Two'. This includes:
  - Reviewing their academic progress in collaboration with health professionals using their 'Health and Development Review' (parents must provide a copy of this for staff).
  - Hold a face to face meeting with parents/carers, providing them with a short, written summary and of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected.
  - During the meeting practitioners should guide parents on how to support their child's next steps at home.
  - If there are concerns about a child's development based on criteria of the Two-Year-Old Check, the parents should be informed and work together with the Inclusion team at Laurel Lane School.
- EYFS Profile requires practitioners to assess children against a set of 17 early learning goals (ELGs). Staff use their judgement to decide whether children have met each ELG or whether their level of attainment is above or below the level described by the ELGs. This results in a judgement of expected, emerging or exceeding, for each child. These judgements are moderated within schools and the Trust.
- This information is given to the local authority (Hillingdon or Wokingham as appropriate) and is a national assessment where all data is collated and forms a national data bank.
- The Early Years Foundation stage profile will form the basis for reports to parents/carers. This forms a summary of the child's development at that point and:
  - states the child's attainment against the ELGs
  - summarises attainment in all areas of learning
  - comments on general progress including the characteristics of effective learning
  - explains arrangements for discussing the profile
- The above information is also shared and discussed with the Year 1 teacher so that they can continue to help all children to get off to a flying start in Year 1.

#### **4.1 Teaching methods and approaches**

Play underpins the delivery of all the Early Years Foundation Stage.

Through play, in a secure but challenging environment with effective adult support, children can:

- explore, develop and represent learning experiences that help them to make sense of the world;
- practise and build up ideas, concepts and skills;
- learn how to understand the need for rules;
- take risks and make mistakes;
- think creatively and imaginatively;
- communicate with others as they investigate or solve problems.

#### **4.2 Assessment through Observation**

Children give indications of their learning all of the time through what they say, what they do, how they approach activities etc., and it is primarily by observing children that judgements are made to inform records and planning. Specific time for planned observations may be allocated each week, which may take place in the form of a general classroom observation, e.g. of an activity, an observation on a particular child or skill.

These observations are recorded in a variety of ways e.g. photographs, post its, floorbooks, learning journeys, whole class feedback forms, etc.

#### **5 Play in the Early Years Foundation stage**

Through play our children explore and develop learning experiences, which help them to make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems and express fears or re-live anxious experiences in controlled and safe situations. Staff in the Early Years Foundation Stage value and participate in children's play to help children to concentrate and persevere, devote time and quality to their play, develop language and social skills, consolidate and reinforce past learning and build upon existing experiences and past learning.

#### **6 Admission to The Pond, Nursery (our Hillingdon Schools) and Reception (all schools)**

The Pond, which is a multi-age setting at Laurel Lane Primary School, is Frays Academy Trust's provision for two-year olds. It offers 15 hours or 30 hours of provision for up to 40 children between two and four years of age. Places are offered to children the term after they turn two. Children who are eligible for funded free childcare places have priority in our admission criteria.

Our Hillingdon school nurseries offer either 15 or 30 hours of education for up to fifty children between three and four years old, per school. Places are offered to those who meet the admission criteria set out by the Governors. Places are offered to children the term after their third birthday. Young children starting school need support to enable them to adjust successfully to their new environment and to develop positive attitudes towards the range of experiences they will encounter. We believe that developing a positive relationship with parents is a vital part in encouraging emotional security. Application forms are available from the school offices.

Children with successful applications will begin Reception in September after their fourth birthday. Admission into one of our Nurseries does not guarantee a Reception place, parents must apply for these through the London Borough of Hillingdon or Wokingham as appropriate.

#### **7 Transition**

Changing from a pre-school setting or within school, moving year groups, can be daunting for both parents and children. We aim to make this transition as easy and comfortable as possible for all involved. The EYFS team work closely with professionals within school and other settings ensuring the children have visits so they become comfortable within their new environment. We have regular dialogue with parents and professionals to ensure we gain a full overview of the child and their needs.

This is achieved by:



### **7.1 Settling in to Reception or Nursery**

School nurseries and Reception generally provide 15 hours of provision (three-hour length sessions either five mornings or five afternoons per week), however some schools are able to provide 30 hours of provision, which equates to approximately four and a half school days.

- Nursery staff make home visits prior to pupils starting Nursery in September.
- New nursery pupils and their families are invited to visit the setting before starting in September.
- The parents will be provided with a pack which gives details of routines in their Nursery and other important information.
- In addition, two of the schools, invite new nursery pupils to 'getting to know you' sessions at the local Children's Centre in the summer holidays, prior to starting, which school staff also attend.
- During the autumn half term, parents are able to come into the setting with their child for the beginning of the session to help them settle.
- Pupils in Nursery have a staggered start, with small groups starting each day based on the pupil's individual needs then their date of birth. This allows a greater level of individual support for each child.
- After six weeks in the Nursery parents are invited to discuss how their child has settled during 'Parents Evening'.
- Nursery pupils transitioning to Reception regularly visit during the summer term, where they will have the opportunity to meet their class teacher and familiarise themselves with the open plan classroom.

### **7.2 Settling in to Reception (all schools)**

- The parents of children transitioning from Nursery, or an alternative setting, are invited to a 'Transition Meeting' with the EYFS leader and other key members of staff.
- Children who do not attend the Nursery of the school they will be starting Reception in, will be given an opportunity to attend Reception for two one-hour sessions to help them become familiar with the setting.
- Pupils in Reception also have a staggered start, with small groups starting each day based on the pupil's individual needs then their date of birth. This allows a greater level of individual support for each child.
- Children will start Reception on a part time basis for the first three-five weeks to enable a gradual introduction to the new routine.
- The children at Laurel Lane who attended 30 hours in Nursery are started first and stay for the whole day, as they are used to this and supports working parents.

Reception often begins and ends at the same time as the rest of the school, although this varies at some schools. Staff are available at the beginning of each session (briefly) and for a longer period at the end of a session, as well as other organised appointments.

## **8 Welfare**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill.

Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Child Protection Policy).

*“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”*

At the Frays Academy Trust we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017.

We understand that we are required to:

- promote the welfare and safeguarding of children, acting promptly and diligently when we feel a child’s safety is compromised.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a positive manner appropriate for the children’s stage of development and individual needs.
- ensure that adults working with pupils have the expertise, training and physical and mental state needed to successfully meet the requirements of their roles.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- ensure that all children’s developmental needs are met and that additional provision and services are arranged to support.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

## **9 Partnership with Parents**

We greatly value the contribution and knowledge which parents and carers bring. In order to draw on this as effectively as possible we try to include parents as much as possible. Whenever the term parent is used it refers to anyone who has parental responsibility of the child.

**Formal meetings which are offered to parents include:**

- Summer visit for the child and parents to visit the current class – June/July.
- A transition meeting to explain school and class routines – June/July.
- Home visits will take place in July for every new nursery pupil.
- Autumn term: Parents’ consultations to discuss settling and any initial language or behavioural needs and target setting for the term – September/October.
- A reading meeting to inform parents how phonics and reading is taught and how they can support at home - November/October.
- A numeracy workshop to inform parents how mathematical concepts and skills are taught and how they can support at home- November
- Spring term: parent’s consultation to discuss progress, Foundation Stage Profile achievements and setting new targets for the term– January.
- Summer term: parents receive school report, reporting the Early Learning Goals (ELG) that pupils achieved and next steps as the children prepare for Year 1– July.
- Links through learning activities as and when appropriate, e.g. family sessions and events, ‘Stay and Play’ sessions, worship in the Church (for Church Schools), homework books, home reading books, sharing ‘Learning Journeys’, School trips, etc.

## **10 Resources**

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from, and the wider world. We encourage the children to choose their own activities from those on offer, as we believe that this encourages independent learning.

## **11 Inclusion in the Early Years Foundation stage**

In our schools, we believe all children are exceptional. We give all our children the opportunity to achieve the best. We do this by taking account of our children's range of life experiences when planning for their learning.

### **We meet the needs of all our children through:**

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Planning activities that take account of children's individual needs and groups.
- Using a wide range of teaching strategies based on children's learning and needs.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Involving external support agencies as necessary.

## **12 Equal Opportunities**

In line with the Trust's commitment to equal opportunities, no child will be discriminated against or disadvantaged because of their ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability.

## **13 Staffing and Ratios**

The ratio and qualification conditions below apply those who are able to have Class teacher responsibility and who can cover in the absence of the class teacher in Reception, Nursery and PreNursery. A model job description for the role of Nursery Nurse is attached as Appendix 2.

### **13.1 Class Teacher Responsibility**

#### Reception

- A class teacher with QTS = staff: child ratio of 1:30
- A class teacher deemed suitable by the Headteacher with at least a full and relevant L3 qualification (see 13.2) = staff: child ratio of 1:30

#### Nursery

- A class teacher with QTS = staff: child ratio of 1:13
- A class teacher deemed suitable by the Head with at least a full and relevant L3 qualification (see 13.2) + half of remaining staff must hold a full and relevant L2 qualification = staff: child ratio of 1:8

#### Pre-Nursery

- A class teacher deemed suitable by the Head with at least a full and relevant L3 qualification (see 13.2) + half of remaining staff must hold a full and relevant L2 qualification = staff: child ratio of 1:4 for 2-year olds, 1:8 for 3-year olds.

### 13.2 Specifications for a Class teacher who does not hold 'Qualified Teacher Status'

Suitable persons must:

- hold a fully relevant and approved level 3 qualification
- be recognised by the Headteacher as professionally competent and knowledgeable
- have a commitment to continued professional development
- meet the roles and responsibilities outlined on a class teacher job description and personal specification.
- be paid on the 'Unqualified Teacher' pay scale as agreed with the CEO

### 13.3 PPA, Leadership or Emergency Cover

#### Reception

- An instructor or coach can lead whole class physical education or music lessons.
- A member of staff deemed suitable by the Head with at least a full and relevant L3 qualification (see 13.4).
- If both class teachers are not in the setting, a combination of PE or Music Instructor and a suitable member of staff (see 13.4) would be the preferred model of cover.

#### Nursery

- Supply cover with QTS = staff: child ratio of 1:13
- A suitable person (see 13.4) + half of remaining staff must hold a full and relevant L2 qualification = staff: child ratio of 1:8 Pre-Nursery
- A person deemed suitable by the Head with at least a full and relevant L3 qualification (see 13.4) + half of remaining staff must hold a full and relevant L2 qualification = staff: child ratio of 1:4 for 2-year olds, 1:8 for 3-year olds

### 13.4 Specifications for staff without 'Qualified Teacher Status' to cover PPA, Leadership or in an Emergency

Suitable persons must:

- hold at least a full and relevant L3 qualification
- be on Support Staff Pay Scale 6
- have included in their job description:

#### Duties and Responsibilities:

- To cover and lead class teaching (under supervision) as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning
- have specific performance appraisal targets alongside supervision and continued professional development that improves their knowledge and abilities around whole class teaching □  
attend training days in line with their continuous developmental training needs

In addition to this, the Headteacher can provide evidence that the quality of provision in the setting remains consistently strong when cover is delivered by this member of staff.

An HLTA with suitable experience and training would be considered appropriate to cover any EYFS year group.

## 14 Complaints about early years (reception and nursery)

We will investigate all written complaints relating to early years, and notify the complainant of the outcome within **twenty-eight (28) calendar days** of receiving the complaint as set out in the [Statutory framework for the early years foundation stage](#). We will manage complaints in accordance with the

procedure set out within the Complaints Policy, which is available on our school websites and the Frays Academy Trust website.

The school will keep a record of the complaint and make this available to Ofsted on request. Parents and carers can notify Ofsted if they believe that the school is not meeting Early Years Foundation Stage requirements, by calling 0300 123 4234 or 0300 123 4666, or by emailing [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk). An online contact form is also available at <https://www.gov.uk/government/organisations/ofsted#orgcontacts>.

In keeping with the requirements of the [Statutory framework for the early years foundation stage](#) we will notify parents and carers if we become aware that the school is to be inspected by Ofsted. We will also make the inspection report available to parents and carers.

## 15 Links with other policies

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection Policy
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy	See Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for supporting children with intimate care and nappy changing	See the school's Intimate Care Policy
Procedure for checking the identity of visitors	See Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection Policy
Procedure for dealing with concerns and complaints	See Complaints Policy

## Appendix 1 – Areas of Learning and Development and the Early Learning Goals

### Prime Areas Communication and Language

- Listening, Attention and Understanding
  - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
  - Make comments about what they have heard and ask questions to clarify their understanding.
  - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Speaking
  - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
  - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
  - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

## **Personal, Social and Emotional Development**

### **□ Self-Regulation**

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **• Managing Self**

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

### **• Building Relationships**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## **Physical Development**

### **• Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

### **• Fine Motor Skills**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

## **Specific Areas of Learning**

### **Literacy**

#### **• Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

#### **• Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### **• Writing**

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

### **Mathematics**

#### **• Number**

- Have a deep understanding of number to 10, including the composition of each number.

- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Numerical Patterns
  - Verbally count beyond 20, recognising the pattern of the counting system.
  - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
  - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Understanding the World

- Past and Present
  - Talk about the lives of the people around them and their roles in society.
  - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
  - Understand the past through settings, characters and events encountered in books read in class and storytelling.
- People, Culture and Communities
  - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
  - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
  - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.
- The Natural World
  - Explore the natural world around them, making observations and drawing pictures of animals and plants.
  - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
  - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Expressive Arts and Design

- Creating with Materials
  - Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
  - Share their creations, explaining the process they have used.
  - Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive**
  - Invent, adapt, and recount narratives and stories with peers and their teacher.
  - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

## Nursery Nurse

Grade: Support Staff Scale Point 6

Accountable to: The Headteacher

Line Manager: Early Years Foundation Stage (EYFS) Leader

Responsible for: Supporting learning and teaching in the Early Years Foundation Stage

- Purpose of Role:
- Planning, preparing and delivering learning activities for individuals, groups or the whole class.
  - To work with teachers and other team members to raise the learning and attainment of pupils
  - Promote pupils' independence, self-esteem and social inclusion.
  - Provide the best possible opportunities for the children to grow in all aspects of their development and learn in a happy, safe and stimulating environment.
  - To use their knowledge of child development and current educational strategies to understand the attainment of pupils and how to support them to make good progress.

## Job Description

### Duties and Responsibilities:

- Teaching and Learning
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
  - Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
  - To cover and lead whole class teaching (under supervision) as and when appropriate
  - Direct the work, where relevant, of other adults in supporting learning
  - Use effective behaviour management strategies consistently in line with the school's policy and procedures
  - Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
  - Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
  - Observe pupil performance and pass observations on to the class teacher
  - Use ICT skills to advance pupils' learning



## Planning

- Undertake any other relevant duties given by the class teacher
- Use their expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities

	<ul style="list-style-type: none"> <li>Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role</li> </ul>
Working with colleagues and other relevant professionals:	<ul style="list-style-type: none"> <li>Read, understand and teach from lesson plans</li> <li>Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher</li> <li>Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision</li> <li>With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with</li> <li>Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers</li> <li>Collaborate and work with colleagues and other relevant professionals within and beyond the school</li> <li>Develop effective professional relationships with colleagues</li> </ul>
Whole-school organisation, strategy and development:	<ul style="list-style-type: none"> <li>Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision</li> <li>Make a positive contribution to the wider life and ethos of the school</li> </ul>
Health and safety:	<ul style="list-style-type: none"> <li>Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education and our school's child protection policy</li> <li>Look after children who are upset or have had accidents</li> <li>To attend to the intimate care needs of pupils when needed, following the requirements of our school's intimate care policy.</li> </ul>
Professional development:	<ul style="list-style-type: none"> <li>Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness</li> <li>Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school</li> <li>Take part in the school's appraisal procedures, with one priority aimed to improve abilities in delivering whole class lessons.</li> </ul>
Personal and professional conduct:	<ul style="list-style-type: none"> <li>Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school</li> <li>Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality</li> <li>Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community</li> </ul>
Other areas of responsibility:	<ul style="list-style-type: none"> <li>Respect individual differences and cultural diversity</li> <li>The Nursery Nurse will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.</li> </ul>

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Nursery Nurse will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or Early Years Leader.

## Person Specification

### Qualifications & Experience:

- ☐ NNEB or NVQ Level 3 in Childcare and Education or equivalent qualification
- ☐ Minimum of two years' experience working with Nursery or Reception age children, either in a school, day nursery or play group.
- ☐ First Aid Certification (or willingness to become first aid trained)
- ☐ Experience of planning and leading teaching and learning activities (under supervision)

### Professional Values & Practice:

- ☐ Uphold the school values and Christian ethos of the school (Church schools only).
- ☐ Understand and respect social, cultural, linguistic, religious and ethnic backgrounds. Able to build and maintain successful relationships with pupils, treating them equitably with respect and consideration.
- ☐ Demonstrate a commitment and ability to raising educational achievement to all pupils and to promote positive values, attitudes and behaviour.
- ☐ Demonstrate a willingness and ability to improve own practices and methodologies through the utilisation of available information, tools, evaluation, observation and discussion with colleagues, mentors and line-managers.
- ☐ Understand the roles of parents and carers in pupils' learning and development and demonstrate ability to liaise with parents and carers sensitively and effectively.

### Knowledge, Understanding and skills:

- ☐ Understanding of the aims, pedagogy and principles of the Early Years Foundation Stage.
- ☐ Understanding of effective teaching methods
- ☐ Knowledge of how to successfully lead learning activities for a group or class of children
- ☐ Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- ☐ Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice
- ☐ Good literacy and numeracy skills
- ☐ Good organisational skills
- ☐ Ability to build effective working relationships with pupils and adults
- ☐ Skills and expertise in understanding the needs of all pupils
- ☐ Knowledge of how to help adapt and deliver support to meet individual needs
- ☐ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils
- ☐ Excellent verbal communication skills
- ☐ Active listening skills
- ☐ The ability to remain calm in stressful situations
- ☐ Knowledge of guidance and requirements around safeguarding children
- ☐ Good ICT skills, particularly using ICT to support learning

Personal  
qualities:

- ☐ Understanding of roles and responsibilities within the classroom and whole school context
- ☐ Enjoyment of working with children
- ☐ Sensitivity and understanding, to help build good relationships with pupils
- ☐ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- ☐ Commitment to maintaining confidentiality at all times
- ☐ Commitment to safeguarding pupil's wellbeing and equality.

Frays Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.