

Early Years Policy



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Introduction

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Friarage County Primary School. The implementation of this policy is the responsibility of practitioners working in the EYFS department including both teaching and non-teaching adults.

The Foundation Stage comprises of 1 Nursery class (Providing 15hrs or 30hrs across morning and afternoon sessions – 26 places in each = 52 places in total) and two Reception classes (60 places in total). Nursery and Reception children learn as a team to ensure continuity of provision and progression across the Foundation Stage.

At Friarage, we believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children's education.

EYFS Staff

Mrs Penny Carver– Reception Class teacher & EYFS Phase Leader

Mrs Caroline O’Keeffe – Reception Class teacher

Mrs Rachel Sellers – Nursey Lead HLTA

Mrs Helen McFegan – Advanced Teaching Assistant

Miss Wendy Underhill – Advanced Teaching Assistant

Miss Charlotte Totten – General Teaching Assistant

Mrs Shaheeda Rahman – General Teaching Assistant

Intent – What do we want to achieve?

Our Vision- For children to prosper through an appropriately challenging, language and sensory rich early year's provision delivered by well-equipped adults.									
The unique child		Positive relationships		Enabling Environments			Learning and Development		
<ul style="list-style-type: none"> To value every child as an individual and celebrate and respect differences within our diverse school community. To work closely and collaboratively with parents to develop a true reflection of the whole child. To create a happy, safe, and nurturing environment where children develop their independence as learners. To create an environment where children develop resilience, friendships, and positive relationships. To provide a curriculum which is exciting and motivates children to love learning. To provide a stimulating indoor and outdoor environment where children take risks and challenge their own learning. To ensure that learning is accessible for all, and that children's individual progress is valued. To effectively prepare children for the next stage in their school life. 									
Implementation – How do we achieve this?									
Supportive, trusting relationships		Quality interactions 'The ShREC approach		Play based learning		Language Rich Environment		Assessment that serves children's learning.	
EYFS Framework – inc. Characteristics of Effective Learning									
Communication & Language		Personal, Social & Emotional	Physical Dev	Literacy		Maths	Understanding of the World		Creating with Materials
Approaches to Learning									
High Quality Teaching	Teachable moments/ Guided Learning	Individualized Learning Plans for SEN	Speech and Language Support	EAL Focus Groups	RWI	Maths Mastery	Core experiences	Parents as Partners	Jungle Journey for Physical Development.
Impact – How we know we are achieving?									
Practitioner Knowledge	Baseline Assessment	Formative Assessment	Termly Summative Assessments	3 Weekly RWI Summative Assessment		IPM Reviews	Detailed Diagnostic Assessments	Parental Meetings	Children are engaged
Children are happy, resilient learners who are keen to learn and are proud of their achievements.									

The Early Years Foundation Stage Framework 2021

In 2020 we were Early Adopters of the new EYFS framework, which became statutory in September 2021. Within the framework there are four guiding principles which shape our practice. These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning and forming positive relationships. These are called the prime areas: Communication and language, Physical development and Personal, social, and emotional development. A further four areas help children to strengthen and apply the prime areas. These are called the specific areas: Literacy, Mathematics, Understanding the world and Expressive arts and design

The new EYFS framework provides us with a foundation from which to build a curriculum bespoke to Friarage School. We have created a set of curricular goals for both our Nursery and Reception children, designed to ensure that throughout their time in EYFS, children will learn from a broad and balanced curriculum, enriched by experiences to ensure progress towards the Early Learning Goals (ELGs).

EYFS Nursery Curricular Goals

Our Vision - For children to prosper through an appropriately challenging, language and sensory rich early year's provision delivered by well-equipped adults.

<u>Communication & Language</u>	<u>Personal, Social & Emotional Development</u>	<u>Physical Development</u>
<p>Be an active member at Group Time.</p> <p>Learn and use new words.</p> <p>Ask and answer simple questions.</p> <p>Speak in short phrases and simple sentences.</p> <p>Understand simple instructions.</p> <p>Focus their attention for short periods such as for a story or game.</p>	<p>Separate comfortably from their parent.</p> <p>Follow routines and expectations in Nursery.</p> <p>Showing some understanding of their feelings and the feelings of others</p> <p>Take turns in activities and usually share resources appropriately.</p> <p>Put on and take off their coats and aprons independently.</p> <p>Use the toilet independently.</p>	<p>Climb on, crawl under and balance on an obstacle course.</p> <p>Ride a balance bike.</p> <p>Kick, throw and catch a large ball.</p> <p>Pour with accuracy from one container to another.</p> <p>Mark make with chalks, crayons and felt pens.</p>
<u>Literacy</u>	<u>Maths</u>	
<p>Know how to handle a book carefully.</p> <p>Listen for and identify a range of sounds in the environment.</p> <p>Know what sound a word begins with.</p> <p>Enjoy stories and talk about characters and significant events.</p> <p>Show an interest in making marks and give meaning to their marks.</p> <p>Recognise their name and attempt to write some letters.</p>	<p>Identify a group of up to 3 items without counting,</p> <p>Count with 1:1 correspondence to 5 and recite numbers past 5.</p> <p>Begin to recognise some numerals.</p> <p>Use some positional language appropriately such as 'under' and 'behind'.</p> <p>Make comparisons of size/quantity e.g. more/less, bigger/smaller.</p> <p>Talk about shapes and patterns.</p>	
<u>Understanding of the World</u>	<u>Creating with Materials</u>	
<p>Talk about the weather.</p> <p>Talk about local landmarks – the beach, the castle, the lighthouse etc..</p> <p>Talk about plants and how they grow.</p> <p>Talk about animals where they live and the noises they make.</p> <p>Talk about themselves and their family/community and special events in their own life.</p>	<p>Paint a picture using different sized brushes and rollers.</p> <p>Make models using craft materials and small construction.</p> <p>Sing songs and nursery rhymes.</p> <p>Dance to music.</p> <p>Engage in imaginative play based on their knowledge and experiences.</p>	
<p>We enhance and enrich our curriculum with trips, visitors, real life experiences and outdoor education wherever we can. Community involvement is particularly important to us, and we endeavor to invite families and visitors to join us on our learning journey.</p>		

EYFS Reception Curricular Goals

Our Vision - For children to prosper through an appropriately challenging, language and sensory rich early year's provision delivered by well-equipped adults.

<u>Communication & Language</u>	<u>Personal, Social & Emotional Development</u>	<u>Physical Development</u>
<p>Listen attentively to our friends and teachers.</p> <p>Learn and use new vocabulary.</p> <p>Develop our spoken language.</p> <p>Hold conversations with our friends and teachers.</p> <p>Express our ideas and feelings.</p> <p>Explain our thinking.</p> <p>Ask relevant questions, make relevant comments.</p>	<p>Understand our own feelings and those of others.</p> <p>Develop skills that help us to self-regulate.</p> <p>Be confident to try new activities.</p> <p>Persevere and show resilience in the face of challenge.</p> <p>Show independence by dressing ourselves, washing our hands and using the toilet without support.</p> <p>Work and play co-operatively.</p> <p>Show respect towards others and our school.</p>	<p>Demonstrate agility by negotiating space and obstacles safely.</p> <p>Demonstrate strength, balance and co-ordination when playing.</p> <p>Move energetically such as running, jumping, dancing, hopping skipping and climbing.</p> <p>Throw and catch a ball confidently.</p> <p>Hold a pencil effectively and begin to show accuracy when drawing and writing.</p> <p>Handle small tools, including scissors and cutlery with control.</p>
<p><u>Literacy</u></p> <p>Enjoy listening to stories and ask for a favourite story to be read.</p> <p>Retell stories through play, using puppets, small word and props they have made.</p> <p>Create their own stories using characters, settings and events.</p> <p>Read simple sentences containing Set 1 sounds and some 'Red' words.</p> <p>Write simple sentences that can be read by others.</p>	<p><u>Maths</u></p> <p>Understand the cardinality and composition of numbers to 10.</p> <p>Count efficiently and accurately.</p> <p>Develop an awareness of pattern.</p> <p>Compare quantities in different contexts such as length, weight, time and volume.</p> <p>Develop an awareness of the properties of and relationships between shapes.</p>	
<p><u>Understanding of the World</u></p> <p>Talk about where I live and the people I live with.</p> <p>Know and celebrate the diversity of our community.</p> <p>Know about some important places in our community and read, use and create a simple map.</p> <p>Consider the concept of time and its passage, talk about events in our own history and important historical events we can relate to.</p> <p>Explore the natural world around me, how the seasons change, how plants grow, where animals live and how they grow.</p> <p>Investigate the properties of materials and why some things change when mixed, heated or cooled.</p>	<p><u>Creating with Materials</u></p> <p>Create my own designs and explain my choices.</p> <p>Experiment with painting techniques and colour mixing.</p> <p>Sing a range of songs and nursery rhymes.</p> <p>Recite a range of poems.</p> <p>Experiment with different ways of playing instruments.</p> <p>Invent a story, song, or dance.</p> <p>Perform with others in front of an audience.</p> <p>Follow a recipe, cook bake or prepare food for others.</p>	
<p>We enhance and enrich our curriculum with trips, visitors, real life experiences and outdoor education wherever we can. Community involvement is particularly important to us, and we endeavor to invite families and visitors to join us on our learning journey.</p>		

Planning

Initial meetings with parents, baseline assessments and observation support staff in forming accurate judgements about a child's level of development and prior experiences.

Medium term plans are generated according to children's interests and special times of year and will incorporate new experiences to enhance the unique cultural capital children bring to the setting.

Short term planning takes place on a weekly basis considering both the needs of the children and their particular interests and learning styles.

All staff have high expectations and the needs of learners will be fully understood by careful observation of their play, assessment during adult led tasks and through their own self-reflection.

Assessment

At Friarage we see assessment in the Foundation Stage as a way of gathering information that will help us to enhance the education of the children. We are committed to making this process a positive experience for the child, not a process whereby the child feels tested or 'a failure'. The assessments are gathered during usual classroom routine and are recorded in a positive way to inform staff and parents of the child's achievements.

As each child enters the Foundation Stage we use our professional judgement to assess whether children are in line with ARE (Age Related Expectations) Below ARE, Well below ARE. Data is analysed and used to inform provision and long term planning for each cohort. Children's next steps are quickly identified and shared. As the year progresses children are monitored on their development and progress in all areas of development. At the end of the year we will assess the Reception Class children against the New EYFS Profile Early Learning Goals, stating whether they are EMERGING or EXPECTED. We will also measure and report on the progress each child has made from their Baseline Assessment to End of Year.

Active Learning through Play

At Friarage we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

Practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences, which will support and challenge children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts.

Parents as Partners

At Friarage County Primary School we recognise the importance of establishing positive relationships with parents and carers. We understand that an effective partnership between school and home will have a positive impact on children's learning and development.

Through Tapestry, our Parent App, emails and informal chats at the beginning and end of the day, practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual. This supports practitioners in establishing interests and stimulating learning experiences, responding to children's needs and interests.

Parents are kept informed of what is happening in the setting through the School Parent App. Parents are invited to attend drop in sessions throughout the year at which we explain aspects of our curriculum and how they can support their child's learning. We also organise fun events for parents to attend with their children like stargazing, decorating our classroom at Christmas, Mother's Day afternoon tea, Father's Day breakfasts etc. Parents are invited to attend parents' evenings during the academic year. The first of these takes place during the autumn term to allow practitioners and parents to discuss how children have settled into the school or nursery. Another parent's evening takes place during the spring term where practitioners will feedback on children's learning and development progress. The school has a friendly and open-doors ethos, parents are always welcomed into school.

Admissions & Induction

Nursery

- Children are invited to apply for a place in our Nursery at 3 years old.
- Prior to starting Nursery, we invite the children and parents to visit the school, meet the staff and see where they will be learning.
- Children with 15 hour funding can attend for 5 mornings or 5 afternoons or 2.5 days.
- Children eligible for 30 hours funding can attend 8:45am – 3:15pm.

Reception

- Friarage operates a single term admissions policy with all children starting in the autumn term.
- Parents are invited to an induction meeting in June.
- Children are given the opportunity to visit the school for “stay and play sessions” with their parents or Nursery Settings.
- Children start school in small groups and the routine of the school day is introduced gradually.

We offer a gradual, well supported start to school so children are introduced to the routines of the school at a pace that they are comfortable with. It also gives staff time to sufficiently support children into a new environment, with an understanding that some learners may require more comforting and socialising as they approach a more directed learning situation than they may have experienced before.

At the end of Reception there is extensive transitioning between those leaving the foundation stage as they move into KS1. The year 1 teacher spends time in the Reception classroom as well as the Reception children spending time in the Year 1 class.

Equal Opportunities

All practitioners at Friarage County Primary School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS.

All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within our EYFS. See *Equal Opportunities Policy* for more information.

Special Educational Needs

Care is taken to assess the needs of each child from Nursery age onwards. We have links with various agencies and when necessary, their involvement may be required to support certain children.

Parents/carers will always be informed if an outside agency is assisting us to support their child. We have a full *Special Educational Needs (SEN) policy* available at the school.

Photographs/Videos

At the beginning of the year parents/carers are asked to give permission for their child to be photographed and/or videoed during their time at school. We use these images in the classroom, on displays, in the children's individual learning journeys and on the school website.

Safeguarding

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. *The full Safeguarding Policy is available in school for parents/carers to read if they wish. The school also has an Intimate care policy available in school for parents/carers to read if they wish. Photograph/Video paragraph above is also relevant to this section.*

Health & Safety

We have a Health & Safety Policy which all staff and students are familiar with, and we have designated people responsible for first aid in school. Foundation Stage staff have had Paediatric first aid training. We keep a note of any medical needs, allergies, children who need inhalers, antihistamines, epi-pens in all rooms so everyone is aware of the individual needs.

Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before school activities take place and before we embark on school outings. *Both a full EYFS Risk Assessment and whole school Health & Safety Policy are available in school.*

Allergies

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the main school kitchen so adults involved are informed. We are a Nut Free school.

Monitoring & Review

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

This policy will be reviewed annually at the start of the academic year and will evolve to incorporate the views of all staff concerned.