



St Paul's Cray
CE Primary School

Act Justly, Love Mercy, Walk Humbly

Amadeus

Primary Academies Trust



Limitless Learning Together

EARLY YEARS POLICY

Approved by: Liz Bennett Date: 1st September 2022

Reviewed on: September 2022

Next review due by: September 2024

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential” (EYFS statutory framework 2021)

ST PAUL'S CRAY CE PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

This policy was reviewed in September 2022. It was approved by the governing body on and will be reviewed within 24 months

Signed Chair of Governors:

Within this policy, the term Early Years Foundation Stage (EYFS) refers to all the children in our Nursery and Reception classes.

What is our Intent?

- To create an ethos in all our EYFS classrooms that is welcoming and nurturing within an environment where children feel confident to have a go and take risks within their learning.
- To create an ethos which reflects our school's Christian character and our values of fairness, honesty, love, generosity, forgiveness and kindness.
- To expose our children to a range of experiences that broaden their knowledge and understanding and equip them with skills that they need to be life-long learners, enabling them to reach their full potential.
- To provide our children with a secure foundation through learning and development opportunities which are planned around the needs and interests of the individual.
- To enable our young children to be active, independent and resilient learners.
- To establish and maintain positive attitudes to learning.
- To provide children with a safe, secure and stimulating environment which may include specific named adults for children who require specialist support.
- To provide equality of opportunity, ensuring that every child is included and supported.
- To establish a good working partnership between practitioners and parents/carers.
- To establish effective links with other settings which our children attend as well as outside agencies such as speech and language, health and Bromley Children's project.
- To adhere to the Statutory Framework of the EYFS and the four guiding principles that will shape our practice within the EYFS.
- To ensure our curriculum is creative, inspiring and challenging.
- To have high expectations of our children, both in behaviour and learning.
- To foster the development of each child within their personal development, health and wellbeing preparing them for a successful future.
- To promote opportunities for speech, language and communication, in order to strengthen children's ability to learn and articulate their learning at a deeper level.

What are the guiding principles?

- Every child is a **unique** child.
- Children learn to be strong and independent through **positive relationships**.
- 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.
- The importance of **learning and development** - Children develop and learn in different ways and at different rates. The statutory framework covers the education and care of all children in the EYFS. This includes special needs and disabilities (SEND).

Implementation of our curriculum

- We will provide a balanced curriculum reflecting the seven areas of learning in the EYFS. These areas are:
 1. Communication and Language
 2. Physical Development
 3. Personal, Social and Emotional Development
 4. Literacy
 5. Mathematics
 6. Understanding the World
 7. Expressive Arts and Design
- We recognise the importance of the 3 prime areas (1-3 above) and practitioners working with our youngest children will focus strongly on these as they form the basis for successful learning in the 4 specific areas (4-7 above).
- The EYFS curriculum includes age-related expectations which combine the acquisition of knowledge and the development of skills to create a purposeful and exciting learning journey for every child.
- We recognise and reflect on the different ways that children learn. We take into account and plan for the three characteristics of effective teaching and learning which are: - playing and exploring, active learning and creating and thinking critically.
- The curriculum will be taught in a variety of ways including large group, small group and individual learning opportunities. We will ensure there are playful learning opportunities (especially for our very young children).
- We will provide a safe learning environment both indoors and out, including Forest School.
- We will treat all children as individuals and provide early intervention for those who require additional support.
- We will have high expectations for learning and will support our children in achieving their full potential.
- We will respect the language of our EAL children and their families as well as ensuring that the children have sufficient opportunities to reach a good standard in English language during the EYFS.
- All adults will have a shared responsibility towards all the children. We will plan to use the specific skills of the adults in the EYFS to promote best opportunities for learning. Adults may move throughout the EYFS to enable this to happen.
- There will be named adults for children with specific needs (keyworkers for specific children only). There will be a named keyworker for our 2 year olds.
- The Early Years Team, comprising of Teachers and Teaching Assistants, will work together to provide high quality care and education for all our children, using observation and assessment to plan for next steps and to inform parents.
- The EYFS team will have regular phase meetings which will always drive improvements.

Planning

- All teachers from the EYFS write medium term plans using the EYFS learning outcomes and based on the needs of their children, assessing and reviewing these each term.
- Planning is reviewed daily within the classroom and altered accordingly to ensure that the needs and interests of the children are being met.
- Throughout the day there are opportunities for both child initiated learning and adult focus activities. Children will be taught in whole group and small group sessions as well as individually where needed.

- Phonics is taught daily (and in addition to Literacy lessons) through Read Write Inc. This phonics scheme helps to develop fluency in reading and is structured throughout the school to ensure progression and challenge for all.
- There is a focus on handwriting skills, starting with developing gross and fine motor skills in Nursery and developing through to individual letter formation in Reception.
- All children in the EYFS participate in outdoor learning within the Forest School during their Nursery and Reception year.
- All classes have regular opportunities for learning about number through subitising, patterning and problem solving opportunities.
- There will be special occasions throughout the year that will be planned for in order to develop our children's experiences, their cultural awareness and their understanding of the wider world. These will include Christmas, Easter, Chinese New Year, Diwali, Anti Bullying week, Sports day, Sports Relief, Children in Need, Science Week and other occasions. These events enable our children to put their learning into practice in a variety of situations.
- There will be opportunities to celebrate together through daily prayers (which include reflection), collective worship (Early Years and whole school) and specific occasions which children will be directly involved with such as the Early Years Nativity performance and visits to the local church.
- We will follow the recommendations of the EYFS understanding that "play is essential for children's development" and ensuring all staff respond to children "through warm, positive interactions coupled with secure routines for play and learning".

Impact

We measure and monitor the impact of our curriculum in several ways. Initially, teachers will evaluate their lessons and plan for next steps required. Assessment for learning underpins all learning to support children in reaching their full potential. Target Tracker is used to track pupil's attainment and progress and to identify gaps in learning. This information is used in regular pupil progress meetings in order to plan for next interventions. Senior leaders monitor the impact of the curriculum through learning walks, working with and talking to the children, book looks and observations. Our School Improvement plan drives areas for development which includes the Early Years.

Evidence of impact is seen by:-

- Our highly inclusive environments, where learners of all abilities make good progress in most areas of learning. Children at all levels are helped to achieve their potential. Those who are most able are challenged at greater depth and those who present with barriers to learning are encouraged and provided targeted support to embed skills further.
- Progress which is evident across the EYFS through individual observations and assessments. These are used to inform the Foundation Stage Profile.
- Parents – they are consulted regularly during the course of the Foundation Stage and are encouraged to talk to staff if they have any concerns about their child. They are offered regular opportunities to talk with the teacher and staff about their child's progress and receive a termly report, informing them about their child's progress, attainment and application. All 2 year olds have a written progress check report, informing parents about how their child is performing against age related expectations. Evidence of EYFS parent voice is very positive.

- SEND children are provided with early intervention and their progress is tracked and discussed with parents and relevant outside agencies. Individual Plans are reviewed regularly.
- The individual identity of our children is valued and respected. Every child is seen as unique. We know and build on each child's starting points.
- Our children's behaviour for learning is good and they are kind, caring and respectful towards each other and towards the adults who work with them. They become more self-aware within our EYFS and more confident in their own abilities. This is demonstrated by clear positive behaviour strategies which include whole class rewards which children agree on together and the use of Praise boards. Children know the expectations for behaviour.
- Our children aspire to be the best they can be. Within their time in our Early Years' classes, they develop resilience, confidence and independence so that they become more emotionally resilient and ready to persevere within future challenges. Progress in the prime areas is essential for children to attain well within the specific areas as well as to develop into well rounded individuals.
- The EYFS environments reflect current and prior learning. They celebrate children's work and are enabling environments.

Transitions

- Transitions (such as from home to Nursery, Nursery to Reception, home to Reception and Reception to year 1) are carefully planned for and time is given to support continuity of learning.
- We establish good links with anyone who has an interest in our children – this includes other pre-school settings, parents/carers, speech and language and other agencies.
- We share observations and records and plan together for each child's progression.
- We offer home visits, parent interviews and a stay and play session for children from birth to school age to support them with various opportunities for a smooth transition.

Health and safety

- In planning of activities, teachers will anticipate any safety issues in line with our risk assessments. Any safety implications are discussed with children and any supporting adults. Children are encouraged to begin considering safety for themselves, others and the environment.
- The correct staff: child ratios will be adhered to according to the ratio guidelines set out in the EYFS statutory framework.
- We will promote good health throughout our curriculum for example by providing children with healthy snacks as well as opportunities for exercise and time for reflection.
- All children requiring medication or special treatment will follow school policy. The medication will be stored safely in a designated place and the children requiring this will be easily identified by all staff using a photo board.
- Any medication given will be recorded on our electronic forms. Parents will complete a permission form for the administration of medication.
- Staff in the EYFS are trained in paediatric first aid and a first aid kit is available at all times in the EYFS. First aid training is updated every 3 years.
- The EYFS Leader (or a designated person in her absence) will inform parents in the event of illness or accident as soon as is necessary. Parents will be given advice regarding avoiding the spread of infection. Injuries will be recorded electronically and parents will be contacted for all head injuries.

- Equipment will be regularly checked and a risk assessment indoors and outdoors will be carried out daily.
- The school has a no smoking policy.
- Any outings undertaken will have a risk assessment made before the event, using an online risk assessment tool which is checked and agreed by the EVC (Education Visits coordinator) in advance of the trip taking place.
- All necessary steps will be taken to keep children safe and well. The EYFS leader is the Designated Safeguarding Lead (DSL) and will follow school procedures regarding any safeguarding/child protection concerns.
- All EYFS staff will have up to date safeguarding training at least annually and this will comply with the school's safeguarding policy.
- All staff are aware of the Whistleblowing procedure.
- All staff working within the EYFS will have current DBS checks. The EYFS leader will supervise all students and visitors within the EYFS, ensuring appropriate behaviour at all times.
- Only staff who have current DBS checks may change children's nappies (students or volunteers cannot). The normal process of changing a nappy should not raise child protection concerns, and there are no regulations that indicate that a second member of staff should be present.

"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".
(EYFS statutory framework 2021).

Working with our families

- We will ensure we follow the EYFS statutory framework and make available to our families any information relating to our EYFS. This includes Welcome Packs, SEND information, curriculum meetings and reports relating to children's learning and development.
- We understand the importance of good family links and will build good home/school relationships by involving our parents in their children's Early Years' Education. This will include celebration events such as birthday assemblies, a Big Toddle, Mothers' Day and end of topic celebrations.
- We will speak openly and honestly with our parents to ensure communication is good so that they feel happy and confident to approach all staff with any concerns that they may have.

"A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

(EYFS statutory framework 2021).