



Early Years Policy

September 2022

Contents:

Statement of intent

1. Legal Framework
2. Roles and Responsibilities
3. Aims
4. Staffing
5. Learning and development
6. Inclusion
7. The learning environment and outdoor spaces
8. Assessment
9. Safeguarding and welfare
10. Health and safety
11. Parental involvement
12. Transition to/from Reception
13. Monitoring and review

Statement of intent

At Calveley Academy, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

1. Legal framework

- 1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:
 - Childcare Act 2006
 - Safeguarding Vulnerable Groups Act 2006
 - The GDPR
 - Data Protection Act 2018
- 1.2. This policy has due regard to statutory guidance including, but not limited to, the following:
 - DfE (2017) 'Statutory framework for the early years foundation stage'
 - DfE (2020) 'Keeping children safe in education'
 - DfE (2018) 'Working Together to Safeguard Children'
 - DfE (2015) 'The Prevent duty'
- 1.3. This policy is intended to be used in conjunction with the following school policies:
 - Administering Medication Policy
 - Anti Bullying Policy
 - Asthma Policy
 - Attendance Policy
 - Behaviour Policy
 - Complaints Procedure
 - Curriculum Policy
 - End of the Day Routines
 - EAL Policy
 - Equalities Information and Objectives Policy
 - Exclusion Policy
 - Feedback and Marking Policy
 - First Aid Policy
 - Health and Safety Policy
 - Homework Policy
 - Intimate Care Policy
 - Positive handling Policy
 - Relationships and Sex Education Policy
 - Remote Learning Policy
 - Safeguarding and Child Protection Policy

- Special Educational Needs (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Supporting Trans Children
- Uniform Policy

2. Roles and responsibilities

- 2.1. The governing board has the overall responsibility for ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Safeguarding Child Protection Policy.
- 2.2. The governing board has the overall responsibility for ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer.
- 2.3. The governing board has the overall responsibility for the implementation of this policy.
- 2.4. The governing board has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.5. The governing board has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures.
- 2.6. The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.
- 2.7. Staff, including teachers, support staff, supply staff and volunteers, are responsible for familiarising themselves with, and following, this policy.
- 2.8. Staff, including teachers, support staff, supply staff and volunteers, are responsible for remaining alert to any issues of concern in children.

3. Aims

- 3.1. Through the implementation of this policy, we aim to:
 - Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
 - Enable each child to develop socially, physically, intellectually and emotionally.
 - Encourage children to develop independence within a secure and friendly atmosphere.
 - Support children in building relationships through the development of social skills such as cooperation and sharing.
 - Work alongside parents to meet each child's individual needs to ensure they reach their full potential.
- 3.2. Four guiding principles shape our practice:
 - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
 - Children learn to be strong and independent through positive relationships.
 - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
 - Children develop and learn in different ways and at different rates.
- 3.3. To put these principles into practice, the school:
 - Provides a balanced curriculum which takes children's different stages of development into account.
 - Promotes equality of opportunity and anti-discriminatory practice. Works in partnership with parents.

- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Implements a key person approach to develop close relationships with children.
- Provides a safe and secure learning environment.

4. Staffing

- 4.1. The EYFS Department is led by a class teacher and supported by members of the Senior Leadership Team: Mrs Rudd and Miss Moffatt (Headteacher/Assistant headteacher)
- 4.2. The EYFS Department is staffed by:
 - * one full time, qualified teachers (Miss Lauren Hallard)
 - * one Teaching Assistant (Miss Tash Lester)
 - *additional support staff for individual pupils who have an Education, Health and Care Plan and/or for specific intervention programmes
- 4.3. The teaching assistant and teacher hold a paediatric first-aid (PFA) certificate. There will always be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.

5. Learning and development

- 5.1. The EYFS curriculum is based on key learning planned and sequenced through EYFS and into KS1 and KS2 supported by Birth to Five Matters with the aim for children to achieve the early Learning Goals at the end of EYFS.
- 5.2. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education and there are close connections with the key learning in the curriculum subjects taught in Year 1 and beyond.
- 5.3. There are seven areas of learning and development in EYFS. These are split into two sections – prime and specific; however, all the sections are interconnected and important.
- 5.4. The 'prime' areas of learning and development are:
 - Communication and language
 - Listening, Attention and Understanding
 - Speaking
 - Physical development
 - Gross Motor Skills
 - Fine Motor Skills
 - Personal, social and emotional development
 - Self-Regulation
 - Managing Self
 - Building Relationships
- 5.5. The 'specific' areas of learning and development are:
 - Literacy
 - Comprehension
 - Word Reading
 - Writing
 - Mathematics
 - Number
 - Numerical Patterns
 - Understanding the world
 - Past and Present
 - People, Culture and Communities
 - The Natural World
 - Expressive arts and design
 - Creating with Materials

- Being imaginative and Expressive
- 5.6. Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.
- 5.7. The EYFS teachers discuss any causes for concern in a child's progress with parents and after assessment using the Oxfordshire Identification document, create a learning plan with appropriate strategies to support their child.
- 5.8. Each area of learning and development is implemented through a balance of adult-led and pupil-initiated learning.
- 5.9. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.
- 5.10. Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:
 - Playing and exploring – children investigate and experience things.
 - Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
 - Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

6. Classes

- 6.1. The children are in one class of mixed age children of 3-5 year olds. (Nursery and Reception) There are 2 classrooms and each class has their own classroom with the same areas of learning – reading , writing, maths, phonics, construction, computing, role play and art and craft.
- 6.2. Each day consists of a phonic session, a maths session, a English session, challenge activities in Continuous Provision indoors and outside, a balance of adult led and child initiated activities, collective worship and a story read to the children by the class teacher.
- 6.3. During the week the children are taught PE, Understanding the World - History, Geography, RE and Science, Expressive Art and Design - Music, Art and DT, PSHE which are all linked within Topics/Themes – Travel and Transport, Superheroes/People Who Help us, Colour and Pattern, Animals, Mini-beasts and our World. This builds a foundation for learning and links into the key learning within the Year 1 curriculum.

7. Inclusion

- 7.1. All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 7.2. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 7.3. The Special Educational Needs (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.
- 7.4. SEND in the EYFS setting is monitored and managed by the school's SENCO working closely with the EYFS Lead.

8. The learning environment and outdoor spaces

- 8.1. The Early Years area is organised in such a way that children can explore and learn in a safe environment.
- 8.2. . The classroom has direct access to the outdoor learning environment. Outdoors there is a secure play area, which is partly covered. Daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe. Activities are planned within a balance of adult led and child initiated learning in organised areas outside e.g. Physical Development – bikes, throwing and catching, physical climbing,

water play, messy play in the mud kitchen or sand area, Knowledge of the World planting and exploring nature within the environment. Reading, writing and number as well as phonics activities and resources are interwoven throughout learning both indoors and outside with differentiated challenges.

- 8.3. There is toilet block, one for boys and one for girls. There is a medical room with hygienic changing facilities located near to the EYFS area for the changing of pupils if necessary. A care plan is implemented for pupils who have intimate care needs.

9. Clothing

- 9.1. Children wear the uniform as set out in the school uniform policy. However, to allow for outdoor learning we provide water suits to allow the children to engage in in water and messy learning.
- 9.2. We ask that the children bring in their own wellingtons to keep and wear in school. These are kept on class welly shelves.

10. Assessment

- 10.1. Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.
- 10.2. During the first six weeks in school, the children are assessed using against the National Baseline Assessment. They are also assessed using 'Wellcomm', a speech and language program to assess children's understanding of language as well as their own speech. Wellcomm is repeated for those pupils who require it every 3 months for children until they children reach the required level.
- 10.3. Parents are kept up-to-date with their child's progress and development, and the EYFS Leader addresses any learning and development needs in partnership with parents.
- 10.4. Observations are used to assess the learning and development of children in the EYFS. Staff members observe children to enable them to understand their level of achievement, interests and learning styles. This information is then be used to shape learning experiences for each child with "next steps" identified for each child. These are shared with parents to allow them to support their child/ren at home. (See parental Involvement)
- 10.5. In the final term of the year in which a child reaches age five, and no later than 30 June, the EYFS profile is completed by the child's class teacher.

11. Safeguarding and welfare

- 11.1. All necessary steps are taken to keep the children in our care safe and well.
- 11.2. Any safeguarding or welfare issues will be dealt with in line with the Safeguarding and Child Protection Policy, and all members of staff and volunteers in the school are required to read this policy as part of their induction training.
- 11.3. The Safeguarding and Child Protection Policy is available on the school's website.

12. Health and safety

- 12.1. The Health and Safety Policy outlines the full health and safety policies and procedures.
- 12.2. A first-aid box is located in the central area of the EYFS Department and each member of staff has a First Aid bag.
- 12.3. The school's Administering Medication Policy outlines the procedures for administering medicines.
- 12.4. The EYFS teachers will report any accident or injury involving a child to their parents on the day it occurs through a first aid form. If any injury is to the child's head, a first aider will phone parents to inform them of this injury and parents will be advised of the appropriate next action.

- 12.5. Accidents and injuries will be recorded in an accident book, located in each of the EYFS classrooms. Further actions are taken in line with accident reporting procedures for any serious accidents.
- 12.6. Pupils are provided with a piece of fruit or a vegetable each day as part of the National School Fruit and Vegetable Scheme.
- 12.7. Parents/Carers must inform school about any dietary requirements, preferences, food allergies and any special health requirements a child has when completing registration forms or as soon as they are known if this is after enrolment.
- 12.8. Fresh drinking water is available at all times.
- 12.9. Children have fresh fruit provided every day.

13. Parental involvement

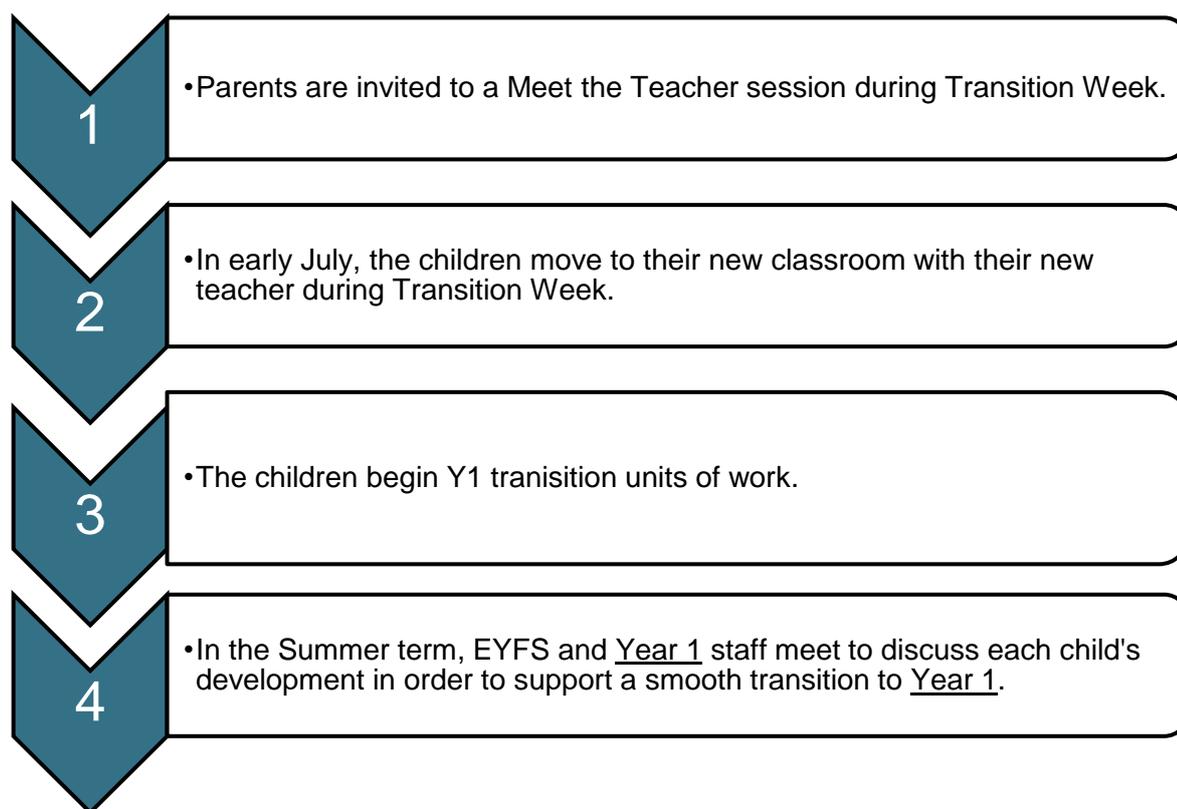
- 13.1. We have high expectations of behaviour and learning and firmly believe in the support from parents between and their child/ren's class teacher and school leaders.
- 13.2. We set regular homework to enable the children to practise the skills and knowledge they have learnt in school. The children are given a reading book closely linked to the phonics they are learning in school. They also have access to www.oxfordowl.co.uk to read further books at an appropriate phonics level. They are expected to be heard read at least 4 times per week as well as being read to by parents. The children bring home RWI Phonics books and other resources linked to the phonics currently being taught in class to practise at home. The children receive 6 spellings to learn each week closely linked to their learning in phonics and have logins to read write inc and www.numbots.co.uk to further practise basic skills.
- 13.3. The children have a Home/School book to enable them to record their home learning as well as showing their interests.
- 13.4. Parents/carers are invited to termly parents' evenings (face to face in the Autumn Term and remotely in Spring and Summer terms) and receive two written reports per year. Parents are also invited in to school to view their child's work on at least two occasions per year. In addition Reading, Writing and Phonic Workshops take place. Parents are also invited to attend Phonics sessions on Google Meet half termly with their child's class to see how RWI Phonics is taught. As with all parents/carers, teachers can be contacted via email to request an informal discussion at any time.
- 13.5. Parents/carers are expected to support their child/ren with their homework and to work with them on their "next steps".

14. Transition into/from Reception

During the Summer Term prior to starting school the following September, the following visits are conducted:

- 14.1. The Early Years Lead visits the children at their current setting.
Each child and their parents/carers are invited to a 'Welcome Meeting' with the EYFS Lead to discuss the particular needs of the individual pupil
There will be a meeting of all parents of 'New Starters' to outline the procedures for starting school.
In July, the school holds a 'Transition Week'. During this week, 'new starters' are invited to school for five sessions. This is in order to familiarise themselves with their teacher and teaching assistant, children in their class and the environment of their classroom. Staff undertake some initial assessments of pupils during this time.
In addition, parents may request a 'Home Visit' should they feel this is needed for additional support to support transition.

14.2. At the end of the EYFS, the following process are in place to ensure children's successful transition to Year 1:



15. Monitoring and review

- 15.1. This policy is reviewed annually by the governing board and the headteacher.
- 15.2. Any changes made to this policy will be communicated to all members of staff.
- 15.3. All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.