



*Let light shine out of darkness and God's light shine in our hearts
2 Corinthians ch4, v6*

Early Years Education policy

Consultation that has taken place	July 2020
Date formally approved by governors	July 2020
Date policy became effective	July 2020
Review date	July 2021
Person responsible for implementation and monitoring	Julie Bradley
Other relevant policies	Intimate Care, SEND

"For God so loved the world, that he gave his only Son, that whoever believes in him should not perish but have eternal life" (John 3:26)

Rationale

At Central Walker Church of England Primary School we work together to provide a safe and happy school where the Christian values of Respect, Love, Honesty, Courage, and Fairness underpin our curriculum and scaffold our vision.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. 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 2017)

The EYFS unit at Central Walker Church of England Primary School comprises of a 24-place playgroup provision for 2 year olds and Rising 3s, a 39 place Nursery provision for 3 & 4 year olds and 60 place Reception provision. It is a semi-open plan setting where playgroup and Nursery have opportunities for free-flow access to outdoors. Reception have a dedicated outdoor space but due to the location of this, free-flow access is not possible. Access to this space is timetabled as part of a carousel system in Reception.

At Central Walker Church of England Primary School, we endeavour to provide a high quality early learning experience that upholds and demonstrates the four key principles outlined in the EYFS statutory framework:

- 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 practitioners and parents and/or carers; and
- Children develop and learn in **different ways and at different rates**.

Aims

- To engage parents in the process of their child's early learning experience by building and maintaining a sound 'working' relationship that places the child at the centre of their own learning
- To provide a happy, secure, stimulating environment within which children are enabled to learn in their chosen ways and contexts
- To promote the acquisition of essential 'life skills' through a solid and strong foundation in the three prime areas of learning and the four specific areas of learning.
- To promote a positive attitude to learning
- To provide high quality learning experiences that correspond to each child's developmental stage through careful observation, planning and assessment, and that guide each child securely towards the achievement of the Early Learning Goals at the end of EYFS.
- To ensure that no child is excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.

EYFS Curriculum

Curriculum Planning

There are seven areas of learning and development in the EYFS curriculum. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime areas*, are:

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

There are also four *specific areas*, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

As well as the 7 areas of learning, consideration must be given to the different ways that children learn and these must be reflected in EYFS practice. The three characteristics of effective teaching and learning are:

- **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.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

At Central Walker Church of England Primary School, children are provided with a play-based curriculum that includes a wide and varied selection of learning experiences through a balance of planned, purposeful play and a mix of child-initiated and adult-led activities.

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play, which is guided by adults.

(EYFS Statutory Framework 2017)

Arrangements for Planning

The responsibility for long term planning in the Early Years Foundation Stage Classes is with the EYFS teaching team. This includes the provision of a relevant curriculum using Practice Guidance documentation *Development Matters in the Early Years Foundation Stage (EYFS)*. The teaching team are responsible for delivering the curriculum through appropriate planning on a half termly and weekly basis. LSAs are given the opportunity to contribute to the observation, planning and assessment cycle.

- Long term planning ensures continuity and progression over two years.
- Medium term planning (half-termly) links Development Matters documentation to specific planned activities and independent learning and identifies assessment opportunities.
- Short term planning includes specific plans for coverage of the Development Matters documentation leading towards the Early Learning Goals, differentiated adult-led activities for groups of children or individuals and the interactive role of the adult in children's learning activities.
- Continuous Provision Planning ensures the implementation of the legal requirement for child-initiated learning and includes daily enhancements to established learning areas that promote the interests of the children and support the varying developmental learning needs of children aged 2-5 years.

Arrangements for monitoring the delivery of the curriculum

It is the responsibility of the Head Teachers and EYFS leader to monitor the delivery of the Early Years Foundation Stage curriculum on a half-termly or termly basis.

It is the individual EYFS home group teachers' responsibility to assess progress in pupil learning within their own home group using the 0-5 tracker and updating the latter on a termly basis.

It is the responsibility of the EYFS teaching team to collate quality and sufficient evidence to support assessment judgements against the 0-5 tracker and in the Summer term against the EYFS Profile for children approaching the end of EYFS.

It is the responsibility of the EYFS leader to ensure parity of assessment judgements by arranging moderation of evidence at least termly across all seven areas of learning and in the light of the three characteristics of effective learning.

It is the role of the Head Teachers and Early Years leader to monitor the quality of teaching and learning.

Quality of Education

The EYFS teaching team should ensure that effective planning has taken place in order that all learning activities are purposeful and playful, in accordance with the EYFS statutory Framework.

Good use of space, equipment and materials will be made to provide a broad, exciting and interesting range of activities. It is expected that the children will receive clear explanations and instructions and have a secure knowledge of what is expected of them.

Children will be encouraged to develop and maintain a 'can do' attitude when approaching activities through positive and supportive interactions from the adults in the setting. The evaluation of children's progress will be used to support and encourage them and to extend and challenge them appropriately.

Quality of Education

Monitoring of the children's learning will take place to ensure satisfactory progress across all seven areas of learning and particularly in the three prime areas, as well as Literacy and Mathematics.

Children will be encouraged to seek information, observe, look for patterns, pose questions and solve problems. They should be able to communicate their ideas in various ways and apply what has been learned to different situations. Their concentration and co-operation will be developed alongside their ability to work with others. How each child develops the three characteristics of effective learning will be monitored and supported closely.

Allocation of resources

It is the responsibility of the EYFS leader to monitor the use of resources within the EYFS unit. Identification of materials and equipment needed either to replace or supplement the activity areas will be listed and prioritised by the leader.

The School's arrangement for Staff Development

It is the responsibility of the EYFS Leader to identify staff development needs that are required to deliver an effective EYFS curriculum. The EYFS leader will be required to assess the needs of the staff and if necessary propose a plan for effective staff development in collaboration with the Staff Development Coordinator.

Partnership with Parents and Carers

At Central Walker Church of England Primary School, we recognise the importance of establishing effective working relationships with parents and carers in ensuring children achieve their full potential. Parental involvement is actively encouraged. Parents are welcomed as classroom helpers and to accompany the children on educational visits.

Staff members ensure that parents are well informed about the curriculum their child is experiencing through newsletters, reading records and homework activities. Parents are encouraged to approach staff at the earliest opportunity if they are at all concerned about any aspect of their child's school life. Regular meetings will take place with the parents to talk about their child's learning and development.

We use the online learning journal 'Tapestry' so record observations and assessments and parents can access this from home. Parents are also encouraged to comment on observations made and supplement and contribute to the assessment of the child by uploading activities the child has taken part in at home or in environments outside of the classroom.

Assessment, recording and reporting arrangements

Home Visits

On registering with the school, an initial home visit is completed in the July before entry. The child has the opportunity to meet the staff that will be working with them and basic information for their learning journey is collected at this meeting. An invitation is sent out to the children to come and visit for an afternoon towards the end of the summer term.

Assessment – Summative/formative

Valuable assessment will be carried out informally by observing children whilst they are engaged in learning activities and by talking to them about such activities. A range of tasks and strategies will enable the staff to monitor a child's achievement in the different areas of learning. All forms of assessment will be used to inform planning and teaching.

Recording

We use the online learning journal 'Tapestry' so record observations and assessments and parents can access this from home. Parents are also encouraged to comment on observations made and supplement and contribute to the assessment of the child by uploading activities the child has taken part in at home or in environments outside of the classroom.

Reporting

Parents are welcome to discuss any day-to-day queries about their child's progress.

Formal invitations to talk with the EYFS team about the progress and possible ways of helping their child to develop new skills take place in the autumn and spring term of each academic year for all children. A report on the progress made by each child in Nursery and Reception will be delivered to parents at the end of the final term of the academic year. Playgroup parents are invited to discuss the 2-year check with the Playgroup leader at the appropriate time. They will receive a copy of this and notes on discussions they may have had with the playgroup leader. All parents are invited to download their child's Learning Journal at the end of the year when their child moves to the next class.

SEND

Differentiation is planned in terms of learning objectives, tasks, teaching methods, grouping, teacher intervention, and resources. There should be a balance of open ended and structured tasks for all pupils.

Health and Safety

Safeguarding

We adhere to the safety guidelines published within the EYFS Statutory Framework

- No adult other than staff will ever be left unsupervised with children in the EYFS unit.
- All staff are fully aware of safeguarding policies and procedures.
- Children are supervised at all times by fully qualified staff and staff ratios correspond to this.
- Accidents must be treated by a qualified first aider and reported to a senior member of staff. These should be recorded in the accident book and a copy given to parents.
- Outside learning areas are secure and assessed on a daily basis for potential risks to the children.
- All materials used are child-friendly and produced with young children in mind.
- Evolve Risk Assessments must be completed before taking the children on any educational visit.

Community Links

The EYFS leader will provide community links and advise staff of suitable contacts, places to visit, visitors, etc. The school promotes parental involvement and it is the EYFS leader's role to develop this involvement with the EYFS parents in connection with the Parents Support Advisor and inform parents of events, activities etc taking place in school.

Behaviour

In our EYFS unit, we aim, in line with our Christian ethos and school behaviour policy to:

- Develop and promote positive dispositions and attitudes
- Recognise and reward; effort, kindness, sharing, listening quietly as appropriate, sitting still on the carpet as appropriate, responding readily to instruction and respect for property, possessions and each other

It is envisaged that by promoting positive negotiation and independent conflict resolution from an early age, that our children's understanding of classroom social interaction will develop in a way that will equip them for the rest of their school life and beyond.

Appropriate behaviour will be acknowledged at all times both verbally and in a more structured way with targeted individuals. Parents will be encouraged to reinforce this approach by engaging with staff to promote the good behaviour of their child.

It is recognised that at times a child (or children) will display inappropriate behaviour. At such times, normal practice will be to lead the child (or children) gently to one side and engage the child in a discussion about appropriate responses and behaviours.