

Early Years Policy



Clive Church of England Primary School and Nursery

Date of last review: September 2023
Date for next review: September 2024



Aim High

We are a small and very special school, with an overall caring Christian ethos. We strive together to reach the highest, both academically and socially, in a Christian context;

We strive to develop an understanding of the Christian faith as well as an understanding of other world faiths, cultures and customs.

Psalm 121

Respect, Responsibility, Resilience

This policy should be read in conjunction with

Safeguarding Policy

Reading Policy

Maths Policy

Behaviour Policy

Intimate Care Policy

Mobile Phone Policy

Medication Policy

Introduction

The Early Years Foundation Stage (EYFS) sets the groundwork for the future of a child's learning and interaction with others throughout their school lives. Through consultation and guidance from our local authority advisors and through sound research and best practice guidance, our policy sets out the principles through which we achieve our aims and is rooted in our school vision to reach our highest potential both academically and socially. All staff support children to achieve this potential through our values of Respect, Responsibility and Resilience. 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 learning.

Intent

At Clive CE Primary school, we value the importance of the EYFS. Through our work with our pupils, and in partnership with our parents, we aim to ensure that children learn and develop well and are kept healthy and safe. We aim to provide the skills and knowledge to ensure a firm foundation for future progress through school and life. We do this by giving pupils a happy start to their school life. We recognise that all children have different starting points and therefore value prior learning, facilitate new learning and build an environment that encourages children to ask questions in a safe and supported place. Our EYFS Curriculum is child centred to provide hands-on learning and is designed to develop children's independence, support them to build positive relationships, encourage the ability to self-regulate and develop a life-long love of learning.

Implementation

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. Our curriculum covers the education of all children in EYFS, including children with SEND.

Equal opportunities

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

We follow guidelines to ensure that all children are treated equally through documents including - Valuing all God's children and follow our Equality, Diversity and Inclusion Policy.

The curriculum is planned to ensure that the needs of each individual are met.

Safety and Welfare

To ensure the safety of children in our care, we ensure that a number of principles are adhered to. Each classroom has a first aid bag or box located in the room and this is carried with the class for outdoor activities. We follow the strict guidelines within our school for the administration of medication to EYFS pupils. Any injuries or accidents which occur within the EYFS area are reported both to the parents and to governors through the accident book. Any serious injuries are reported by the headteacher to the local authority. We follow the school guidelines for fire evacuation and practice this procedure at least once a term. We aim to give children a balance of snacks to ensure that they learn about a healthy lifestyle. Staff follow guidance regarding allergies. The children are encouraged to drink water through the day and milk is provided through the Cool Milk scheme. When children are off site, risk assessments are completed and shared with staff and headteacher.

Safeguarding is a high priority. Therefore, all staff receive regular updates and training. Any concerns regarding a child are shared with the Designated Safeguarding Lead, Mrs Sallie Watts using the safeguarding@clive.shropshire.sch.uk email. Staff follow guidelines and procedures to ensure that all children are safe, including the appointment of suitable people, use and storage of photographs and information and not using mobile phones in the Early Years setting. All staff follow our Intimate Care policy.

Each child is assigned a key person, who's role is to ensure that every child's care is tailored to meet their individual needs, help to settle a child into their setting and build relationships with parents and carers.

Planning

The EYFS curriculum is based on the prime and specific areas of learning set out in the seven areas of learning and development. These are developed through both teacher-led and child-initiated activities. These are:

Prime areas

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

Specific areas

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

Long Term and Medium-Term planning shapes the curriculum. Short term planning ensures that all areas are covered and that time is given to ensure children have the opportunity to explore independently. Planning reflects the open-ended questions that we ask children to extend their learning and recognises the common misconceptions that can arise.

See Appendix 1 EYFS Curriculum Statement

Activities are planned to reflect children's interest and areas for development, so that each child has an enjoyable and challenging experience. Each area for development is implemented through a mix of adult-led and child-initiated learning.

Activities are planned with regard to the three characteristics of effective learning in EYFS:

Playing and exploring – children investigate and experience things.

Active learning - children concentrate, keep on trying if the 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.

Teaching and Learning

In the EYFS, children should be inspired to take their learning further. Therefore, using a range of activities and stimuli, children learn to access all areas of the curriculum. Teaching and learning takes place in small groups, individually or as a whole class. It can be led by adults or by pupils and can be both indoors and outdoors. The learning environment is set out in order to stimulate learning and ensure a safe environment. Staff ensure that areas are maintained to a high standard and that displays reflect current learning. Children and staff work in partnership, through staff modelling, to ensure a high standard of organisation is maintained.

Organisation

The day is organised to ensure a balance of teacher-led and child-led activities. It also ensures that children have opportunities to work together socially and individually. As pupils at Nursery age come on different days, the timetable ensures that activities are available on different days of the week to make sure that no-one misses out. Children are given opportunities to practise, repeat and therefore become secure in their understanding.

Home Learning

Children are encouraged to continue their learning at home. This is through activities shared with parents, books taken home to read and phonics or number activities.

Impact

Our impact on EYFS children should be to have happy, rounded children who feel confident and ready to move on to Key Stage One. They are inquisitive in their outlook and eager to find out more. We continually review our curriculum to ensure that this is the case and to keep in line with our current cohort and their needs and interests.

It is vital that we find out about the individual child and their starting point and so discussions with parents are crucial for this. We continue to maintain regular dialogue with parents both formally and informally, to keep them up to date. Children who present additional needs are quickly identified and support is put in place either by internal intervention or outside agencies.

Assessment

Children are regularly assessed through informal observations. These are recorded using photographs and comments through Tapestry along with comments and observations from parents at home. A baseline assessment is carried out for both nursery and reception children. This baseline assessment is focused on the Prime areas of learning and identify barriers to learning and settling in. Further formative assessments of milestones and observations supports future planning and experiences and forms the basis for early conversations with parents. Our summative assessment culminates in the Early Years Foundation Stage profile at the end of the academic year in Reception. This is moderated across the Multi Academy Trust to ensure rigour is maintained. Governors are informed through reports and meetings regarding the progress within EYFS. We ensure that there is a smooth transition into Year 1 by discussing this profile with the next class teacher. Parents are informed throughout the year of progress and areas that are being developed. This is both on an informal basis and through parents evening and reports. Adjustments are made to the curriculum and assessment for children with SEND as appropriate, through scaffolding of activities.

Monitoring and Evaluation

To ensure that due processes are carried out and that children are receiving a high-quality early years education, observations are made of staff and settings. These are evidenced through the monitoring of Tapestry observations and annotated planning, pupil progress meetings, pupil voice, oral assessments and classroom observations.

Unique Child

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

- Each child has a unique place in EYFS and therefore deserves to be listened to, both by adults and peers.

Children are encouraged to ask questions and to be curious
- Where individuals find aspects of communication difficult, adults carefully programme support to develop this area, along with seeking support from outside agencies where necessary.
- Individuals have their own favourite rhymes, stories, books and interests. These are actively encouraged



Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.

The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then

providing them with extensive opportunities to use and embed new

words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become

comfortable using a rich range of vocabulary and language structures.

Positive Relationships

Children learn to be strong and independent through positive relationships.

- By building positive relationships, language can be modelled and supported by adults and peers.

Conversations and discussions are encouraged through open-ended questions.
- Understanding is established through careful observations by adults and learning is moved forward.

Relationships between school and home play a key role in developing communication and language. These partnerships are developed and nurtured.

Enabling Environments

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.

- Through careful planning, children have the opportunity to develop new vocabulary, through objects, play and discussion.

Play is developed through conversations between children and between adults and children where appropriate.
- Secure and repetitive routines encourage opportunities to establish and rehearse key language. Children in the setting understand and know the daily routines.
- Our outside area and our woodland area play a key role in developing communication and language.

Learning and Development

Children develop and learn in different ways and at different rates. Our curriculum covers the education and care of all children in EYFS, including children with SEND.

- Stories and rhymes are shared throughout the day to encourage language development. These stories are then retold through story baskets to embed vocabulary and learning.

Listening skills are encouraged and modelled through group and class activities including weekly show and tell sessions.
- Planned 'Word Aware' sessions encourage new vocabulary.

Opportunities to develop language is recognised as a key component for future writing. Therefore, we encourage talks as a first step in communicating their thoughts and ideas.

Unique Child

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

- All children are a unique part of our EYFS and are encouraged to show respect to others around them.
- All children develop at their own pace and are given the confidence to try to activities and develop an understanding of their own unique emotions.
- Where children find this aspect of their development difficult, adults carefully support them, seeking direction from outside agencies where necessary.
- Each child's ideas are respected and they are encouraged to share these with others.

Enabling Environments

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.

- We develop an environment that encourages children's independence and for them to pursue their own interests. Therefore they can achieve their own goals.
Our environment encourages children to play together and learn together through shared experiences.
- Secure routines encourage children to develop their ability to co-operate with others.
Our outside area and woodland site encourage co-operation and team work.



Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy

and happy lives, and is fundamental to their cognitive development.

Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported

to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through

supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Positive Relationships

Children learn to be strong and independent through positive relationships.

- Positive relationships support children to understand their own emotions and therefore to be able to self-regulate.

By creating an environment where they feel safe through positive relationships, children are encouraged to take on new challenges and to try new experiences.

Appropriate responses to situations are modelled by adults.

Relationships between school and home play a key role in developing personal social and emotional development. These partnerships allow children to see themselves as valued.

Learning and Development

Children develop and learn in different ways and at different rates. Our curriculum covers the education and care of all children in EYFS, including children with SEND.

- Children learn to have an understanding of their own feelings and emotions through careful planning and adult modelling.
Children learn to take care of their bodies including healthy eating and active play.
- Focused group time and support through play teach children key aspects of PSED such as turn taking and resilience.
Through sensitive adult engagement in directed and non directed time, children learn how to make positive friendships and to resolve conflicts.

Unique Child

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

- Individuals are encouraged to develop in their own time and in their own way. Adults have an awareness of each individual and can therefore support them in their own development.

Where children find this aspect difficult to develop, adult tailor programmes to support them. This may be through Cool Kids or similar programmes. Where necessary, we seek support from outside agencies for advice and guidance.
- Regular observations of individual children ensure that correct support and equipment are available for each child,

Positive Relationships

Children learn to be strong and independent through positive relationships.

- Positive relationships allow children the confidence to try new activities and risk take in a secure and safe environment.

Adults are aware of times when individuals need support and times when they need encouragement to have a go. This will include learning skills such as zipping up their coat.
- Understanding the child's starting point is, allows them to progress at their own rate without becoming frustrated or defeated.

Positive relationships with home can allow progress to be made, especially where children are struggling with key aspects.

Enabling Environments

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.

- A carefully thought out environment allows the children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. This is achieved indoors, outdoors and in our woodland area.

A variety of equipment, both large and small scale, encourages movement. We encourage mark making through chalks, large whiteboards, water & paint brushes and
- crayons.

Space to move and develop is key to physical development.

Learning and Development

Children develop and learn in different ways and at different rates. Our curriculum covers the education and care of all children in EYFS, including children with SEND.

- Planned activities encourage gross and fine motor activities to develop the whole child. These include outdoor trikes and wheeled toys, ball games and small world play.

Physical development can be encouraged through expressive arts and design. We encourage children to use tools and equipment confidently, independently and with control.
- Children are taught to move with ease and safety. They are encouraged to think about those around them.

Unique Child

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

- Children are encouraged to have a love of books and reading. It is their passport to exciting adventures and new information.
- In order to develop the individual learner, children are supported in their own interests. From this starting point, progress is made to build confidence and resilience to both read and write.
- Where children find this aspect of their development difficult, adults carefully support them, seeking direction from outside agencies where necessary.



Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

Skilled word reading, taught later, involves both the speedy working out of the

pronunciation of unfamiliar printed words (decoding) and the speedy

recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Positive Relationships

Children learn to be strong and independent through positive relationships.

- Sharing books and rhymes creates a positive relationship with adults and children. Sharing new worlds and adventures allows a broadening of horizons.
- Gentle encouragement to have a go develops a can do attitude and allows children to flourish.
- Positive relationships between home and school allows all partners to develop the individual child, understanding where they are in their journey and what steps they need to take to make progress.

Enabling Environments

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.

- Stories and rhymes are a key part of our environment. These include both fiction and non-fiction books, story baskets, role play and environmental print.
- Children have the opportunity to mark make during their play. This is encouraged both inside and outside, on both large and small scale.
- Adults modelling both reading and writing as a positive learning tool. This is used both in small group time and in child initiated play.

Learning and Development

Children develop and learn in different ways and at different rates. Our curriculum covers the education and care of all children in EYFS, including children with SEND.

- Children are taught reading through a systematic approach involving phonological awareness. Early aspects include sound recognition, ranging from environmental sounds to rhyming followed by the carefully planned teaching of decoding.
- In order for children to be able to write effectively they need to be taught the skills of transcription (spelling and handwriting) and composition (articulating them in speech before writing).
- Children are encouraged to mark make from the beginnings of their time with us. These marks are valued as the first steps towards writing.

Unique Child

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

- Children are encouraged to have a love of numbers and a ~~de~~to find out more.
- Each child has their own interests and this is used to further develop their understanding of maths through games, play and activities.
- Where children find this aspect of their development difficult, adults carefully support them, seeking direction from outside agencies where necessary.



Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small

pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

It is important that children develop positive attitudes and interests in mathematics, look for patterns and

relationships, spot connections, 'have ago', talk to adults and peers about what they notice and not be afraid to make mistakes.

Positive Relationships

Children learn to be strong and independent through positive relationships.

- Building children's confidence and independence in maths is achieved through an understanding of the child's development and progress. Careful observations are made both in group time and child initiated play.
- Positive relationships allow children to have a go and not be concerned about making mistakes. Children are encouraged to talk about the journey towards the answer they have achieved.
- Through discussions between home and school, everyone has a clear understanding of where a child is and the next steps for learning.

Enabling Environments

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.

- Careful planning of our environment ensures that maths is an integral part of our day, from counting the number of children in school to voting for the end of the day story, making comparisons and calculations.
- Children have independent access to key maths equipment and manipulatives to ensure a deep understanding of what has been taught.
- Play is a powerful tool to develop a deep understanding of maths concepts and patterns. Through careful intervention and questioning, adults encourage this development.

Learning and Development

Children develop and learn in different ways and at different rates. Our curriculum covers the education and care of all children in EYFS, including children with SEND.

- Through careful planning children develop a deep understanding of numbers to ten. This is achieved through games, problem solving and activities in order to frequently apply this knowledge.
- Vocabulary is a key aspect of children's development. Open ended questions are planned for and key vocabulary taught.
- Careful observations by adults ensure that any misconceptions by children are quickly identified and understanding is secured.

Unique Child

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

- Each child brings with them a wealth of experiences and knowledge from their own family and traditions. These are celebrated.
- Each child plays a key role in developing our community as a place where respect for everyone is important and where we show resilience and take responsibility.
- Where children have had limited experiences, adults develop understanding through visits, books and discussion.



Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their

community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

Positive Relationships

Children learn to be strong and independent through positive relationships.

- Positive relationships are a key part of developing a strong community where everyone is valued for their contribution.
- The EYFS is an important part of our school community. Positive relationships are developed with children outside our classroom, creating role models and new learning.
- The school is part of a wider community within our village. Ensuring positive relationships with home, school and our wider area allows children to develop a greater understanding of our own cultures and values.

Enabling Environments

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.

- Our EYFS is part of a small rural school, rich in opportunities for learning about the natural world. Our location is regularly explored to develop a love of our own area.
- Our school is part of a larger world and it is important that we develop children's understanding, appreciation and understanding of other cultures, societies and customs.
- Children have access to a wide range of books, resources and materials to extend vocabulary and knowledge about the wider world.

Learning and Development

Children develop and learn in different ways and at different rates. Our curriculum covers the education and care of all children in EYFS, including children with SEND.

- Our carefully planned curriculum takes into account children's own experiences and develops an understanding of the immediate world around us.
- Throughout the year, we have opportunities to develop our knowledge about other cultures through festivals and celebrations.
- As developments in the world take place, we are aware of the need to pick up on events as they arise and to learn about these.

Unique Child

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

- Individuality is celebrated and valued through creativity.
- Diversity and culture are explored through a rich variety of resources and curriculum.
- Creative opportunities allow children to express themselves and therefore encourages an emphasis on emotional well-being.
- All children have the ability to achieve through the development of confidence and resilience.



Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is

important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and

appreciating what they hear, respond to and observe.

Positive Relationships

Children learn to be strong and independent through positive relationships.

- Through positive relationships, children are encouraged to be open to new experiences and to celebrate everyone's strengths and achievements.
- Through support and encouragement, children develop an independence in their play.
- Family partnerships are encouraged through home visits, school visits and shared experiences.

Enabling Environments

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.

- Our environment encourages children to be independent through their access to resources, equipment and new materials.
- Through careful observation of children's interests, key areas are established through enhanced provision.
- Children are encouraged to develop their creativity through repetition and development of ideas.

Learning and Development

Children develop and learn in different ways and at different rates. Our curriculum covers the education and care of all children in EYFS, including children with SEND.

- New experiences, alongside familiar and reassuring ones are introduced to develop creative thinking.
- Our curriculum explores different cultures and festivals through a variety of media – songs, arts, music and drama.
- Key aspects of art are taught to develop understanding, vocabulary and important skills.
- Expressive arts and design is an integral part of our daily provision both indoors and outdoors.