

Penketh South CP School



Early Years Policy

Version	Date	Action
V1	September 21	New Policy
	11 th November 21	Agreed by FGB

Penketh South Community Primary School & Nursery

Early Years Foundation Stage Policy

Introduction

This policy document sets out our vision, curriculum and strategies for the Early Years Foundation Stage at Penketh South Community Primary School.

At Penketh South the Early Years Foundation Stage staff aim to provide a purposeful and balanced curriculum, monitored and resourced to achieve quality educational standards, which involves and develops each individual member according to their needs and abilities.

We believe that the Early Years are a uniquely important and precious time in a child's life and should be valued as such. These years lay the foundations for all future learning providing the base on which everything else builds.

Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

This policy is intended to be used in conjunction with the following school policies and procedures:

- Safeguarding and Child Protection Policy including: -
 - Safer Recruitment procedures
 - Checking the identity and suitability of visitors
 - Procedure for failing to collect a child and for missing children
- SEND policy
- Drug and Alcohol Misuse Policy
- Whole-School Food Policy
- TCAT Equality Information and Objectives
- Administering Medication Policy
- Intimate Care Policy
- Health and Safety Policy
- GDPR policies and procedures
- First Aid Policy inc. procedure for responding to illness
- Emergency Evacuation procedures
- Complaints policy – including procedure for dealing with concerns and complaints.

Structure of the EYFS at Penketh South

At Penketh South we have a nursery class that can accommodate up to 38 children in any one session offering up to 33.75 hours a day. This class consists of children between the ages of 2-4 years. Eligible parents will be able to access their funded entitlement hours.

We also have 1 reception class, offering 30 places full school time hours.

Vision

Our vision defines our strategic direction and purpose, focusing on our goals for learners. Through our warm, caring, child-led approach we will:

- Recognise all learners as confident, capable individuals who feel valued and respected.
- Provide a bespoke and personalised curriculum to meet the needs of all learners.
- Provide a responsive environment that stimulates imagination and sparks curiosity and wonder.
- Foster a culture of celebration where all successes are recognised.
- Become a community of learners, learning alongside each other. Parents and practitioners will develop close relationships to achieve the best possible outcomes for all.
- Start our journey together as the first steps are often the most important.

Curriculum Intent

Do your best, Be your best.

On the children's journey through Penketh South we aim to spark their curiosity and fire their enthusiasm. We want our children to take pride in themselves, their achievements and their environment. They will be taught to respectfully question, to show appreciation for the world around them and to accept and understand equality and diversity. We will provide opportunities for our children to develop as independent, confident and successful learners who have high aspirations for the future. The children will be encouraged and supported to become resilient learners who understand that it is ok to make mistakes as long as they use these experiences to help them to develop and grow. Our children will become learners for life, powerful contributors, confident individuals and responsible citizens of the future. In addition, in Early Years at Penketh South we aim to provide a safe, secure and stimulating environment where all children, families and staff feel valued, empowered and happy to grow and learn together. Children actively learn through play, skilfully supported and challenged by practitioners who develop confident communicators and inspire imaginations through children's natural interests.

Curriculum Implementation

Teaching in the EYFS is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (September 2021). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates'.

The curriculum is organised into seven areas of learning.

The curriculum is centred on three Prime areas of learning:

- Personal, Social and Emotional Development
- Communication and Language

- Physical Development

Providers must also support activities through four Specific areas which strengthen the prime areas. These are:

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

The EYFS also includes the characteristics of effective teaching and learning. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics 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.

Planning

Planning in the Early Years Foundation Stage puts the principles of EYFS into practice and ensures that children are given a full range of experiences across all seven areas of learning and development as well as offering opportunities to develop their cultural capital. It provides the opportunity to clarify thinking for all practitioners within the team and to come to common understandings about a philosophy and approach to children's learning and development. The planning is firmly based on observation of what has gone before and is flexible to keep a focus on children's individual needs, development and interests. Staff plan a range of exciting and challenging experiences and activities for children that are age / developmentally appropriate, with our youngest children focusing on the 3 prime areas of learning.

Teaching and Learning

The Early Years Foundation Stage provides a responsive and stimulating indoor and outdoor environment which is secure and friendly where the children can play and learn together.

Through a careful planned balance of adult-led and child-led activities, each area of learning is implemented.

Flexible timetables are set for both Nursery and Reception and are based on the needs of each cohort and the age of the pupils in the setting.

We recognise that young children learn best through 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.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

In providing these active learning opportunities through play, we understand the central position of play within the EYFS framework. This is an essentially play-based curriculum and pedagogy as the provision of play opportunities underpins its delivery.

We have a child-led approach to teaching and learning in the Early Years. We create an enabling environment (both physical and emotional) and through the relationships and interactions that the children experience, we provide the children with opportunities to explore and learn and practitioners who can support them in this. We remain 'in the moment' with the children as they explore and learn. We observe carefully, and enhance the learning whenever we spot a 'teachable moment.' Our observations, interactions and the outcomes are recorded afterwards.

Inclusion

Equal Opportunities

We aim to encourage all children to achieve to the best of their ability regardless of the gender, race, language, learning needs or abilities. We develop opportunities to meet the diverse needs within the classes, so that children have the provision and teaching to achieve the 'early learning goals' by the end of the Early Years Foundation Stage.

Children with English as a second language are valued and there are opportunities and support to develop and use their home language in their play and learning.

Gender

We aim to plan activities and play opportunities to meet the needs of both boys and girls. We will provide safe and supportive learning environments where gender stereotypes are challenged.

Special Educational Needs

Whilst in the Early Years Foundation Stage, the children's social, emotional, physical and cognitive development is monitored. Children who may be experiencing difficulties, who have developmental or physical problems are identified in

partnership with parents, SENDCo and Head teacher, the appropriate outside agencies may be consulted. Personal Plans are drawn up to inform planning and to develop strategies for a child's learning needs. We plan for full participation in learning.

Curriculum Impact

At Penketh South, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, well-being and involvement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by the parents and/or carers. All practitioners are expected to show an understanding of what pupils know and can do and what their next steps in learning might be.

In both Nursery and Reception class, baseline assessments are made within the first 2-6 weeks of a child starting the setting (the timing depends upon the child's well-being and involvement which we measure using the Leuven Scales), in order to gauge individual children's abilities. We use the assess@penkethsouth system which considers the child's age at their starting point in the setting. The children's attainment and progress are measured against the age-related key milestone statements up to the end of the EYFS.

We also assess each pupil using the Wellcomm screening tool in order to identify any communication and language difficulties at an early stage and put into place interventions or referrals as necessary.

In the Reception class the Reception Baseline Assessment (RBA) is also carried out during the first 6 weeks.

When a child is between the ages of 2 and 3, the progress check at 2 is carried out. Practitioners review the children's progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are:

- Meeting expected levels of development or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are shared with the parents and/or carers in the end of year report. The profile is moderated internally and in partnership with other schools within our MAT, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

The progress and attainment made by all of the children is tracked termly to inform future plans.

- Each child has a 'learning journey' file that is a build-up of evidence both from the setting and from home to show the child's journey through the EYFS
- Observations both formal and incidental are carried out on each child. All of these observations inform future planning.
- At the end of the child's time in Nursery they receive a formal report. When a child comes to the end of the Early Years Foundation Stage (at the end of the Reception class year) the EYFS profile is completed and a formal report is formulated.
- The parents receive opportunities during the year to attend pupil progress meetings where their child's overall progress as well as specific targets devised from Focus child weeks will be discussed. They also have the opportunity to look through their child's learning journey file.

Partnership with Parents/Carers

Children's learning begins at home and we value the contribution families make towards their child's education.

We seek to develop an effective partnership with parents/carers through: -

- Offering visits before the child starts the Reception or Nursery to discuss each child's circumstances, interests, competencies and needs.
- Pre-school visits for Reception age children during the summer term and settling in visits for new to Nursery children (on-going through the year)
- Provide a professional, friendly atmosphere in which parents/carers feel comfortable to share concerns, feel welcome and valued.
- Actively encouraging use of their knowledge and expertise to support learning including Focus week sheets.
- Sharing school books at home.
- Sharing any relevant curriculum information with parents/carers to support learning at home.
- Inviting all parents, carers and family members to celebrate and share in school events e.g. Christmas play, Educational Visits, Stay and play sessions, Reading café.
- Information meetings for parents/carers.
- Providing parents/carers with a welcome pack when the child enters both the Nursery and/or Reception class.
- Encouraging the parents and children to share experiences from home.
- Each child is assigned a key person, who helps the class teacher to ensure that their care and learning is tailored to meet their needs.

Liaison

Good communication aids smooth transitions. We liaise with;

- Parents/carers as first educators.
- Other pre-school settings and private day care providers.
- Key stage 1 teaching staff.

Safeguarding and Welfare procedures

We promote good oral health, as well as good health in general, in the early years through our curriculum, for example talking to the children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding and child protection policy.

Monitoring

Monitoring is an ongoing process and can be formal or informal. Monitoring will be carried out by Headteacher, Subject Leaders and Foundation Stage Leader. Audits using Sstew and ECERS-3, lesson observations, learning walks, pupil progress meetings, Learning Journey and floorbook scrutiny and discussions with Foundation Stage pupils and staff will be used as monitoring. The Early Years action plan is written and amended according to findings during monitoring.

Evaluation

All staff are responsible for monitoring the effects of the policy. All staff evaluate practice informally and formally after monitoring planning, pupil's work and teaching. This information will be passed to governors and used to inform planning and funding. Success will be measured against achievement of aims.

Complaints

If a parent is concerned about their child they are asked to arrange to speak with a member of the Early Years Foundation Stage staff.

If a formal complaint is made then the guidelines set out in the 'Parental Complaints Procedure' will be followed.