



Early Years Policy 2022

Our school vision:

Jesus said, 'Let the little children come to me' Matthew 19:14.

We are all equally important, listened to and loved by God.

We are a Christian school and we value being

-encouraging and challenging

- brave and kind

- thankful and thoughtful

EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

In our school children join Nursery in the term after they are 3 years old and are able to attend for 30 hours (if eligible) or 15 hours. Application for a Nursery place takes place by a parent or carer contacting the school directly.

Children join our Reception at the beginning of the school year in which they are five.

Application for a school place takes place via Warwickshire School Admissions Service.

Nursery Admissions

Places in our Nursery are offered following the same Admissions Criteria as for entry into Reception except for pupils who already have a place in our Nursery and will be returning to us for their 'pre-school year'.

Statement of Intent

At St Paul's C of E Primary School, 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.

Learning in EYFS at St. Paul's starts with the child; our curriculum changes and develops to reflect the individual needs of the children as they progress through Nursery and/or Reception. It is our intention that through a balanced approach of child initiated and adult led learning, supported by a well-judged use of planning in the moment and underpinned by sustained, shared thinking in addition to the seven principles of effective practice, the curriculum will adapt to reflect the individual needs of each cohort. Learning takes place in meaningful contexts across the seven areas of learning, supporting all our children to become **active and curious learners** and promoting a lifelong love of learning. We will work in partnership with families to support our children to grow as individuals as well as to support transitions to Nursery, Reception and beyond; enabling children to grow as individuals, develop key skills such as **independence**, resilience as well as their **communication skills**, a sense of **awe and wonder** and a positive attitude to growing their learning. Across EYFS at St. Paul's there will be a strong focus on developing **communication and language skills**. We will build on the language development of

children through the promotion of conversations, linking their language skills to growing their skills of listening and responding appropriately to stories and rhymes enabling them to develop a love of reading.

The three Prime areas, Personal, social, and emotional development (PSED), Communication and language (CL), and Physical development (PD), are core foundations for all Early Years children. The Prime areas strongly influence learning in the Specific areas. Mathematics, Understanding the world, and Expressive arts and design, providing progression in crucial shared cultural knowledge, promoting children's engagement as members of the society in which they live. As children progress through the EYFS we will gradually support children to know about and use these Specific areas, either informally as part of daily life or in adult guided and directed learning giving them the tools, skills, and knowledge to support them in their future learning at St. Paul's and beyond.

We seek to provide:

- The best for every child; giving all children an equal chance for success.
- High quality care with the experience of the child kept central in our thoughts.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are observed, assessed and reviewed regularly.
- An effective pedagogy that considers the different ways in which young children learn.
- Opportunities for self-regulation and executive function, a language rich environment and play based learning.
- A strong and respectful partnership with parents and carers.

Legal framework

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

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2020) 'Statutory framework for the early years foundation stage' (EYFS reforms early adopter version)
- DfE (2020) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'

This policy is intended to be used in conjunction with a range of whole school policies that can be accessed through this link:

<https://www.saintpaulsschool.org.uk/policies/>

Responsibilities

The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

Staff, including teachers, support staff, supply staff and volunteers, are responsible for remaining alert to any issues of concern in children.

Aims of this policy

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 and develop their ability to:

- become resilient and rise to a range of challenges.
- encourage others and communicate with them with confidence.
- manage risks appropriately and bravely.
- become a curious and active learner, engaging with the natural world with awe and wonder
- become independent in my learning and in my self-care.
- collaborate and cooperate with others, showing kindness and thoughtfulness.

To put these principles into practice at St. Paul's we:

- provide a balanced approach to learning which takes children's different stages of development into account and takes into account their individual needs and is informed by observation and assessment.
- promotes equality of opportunity and anti-discriminatory practice.
- works in partnership with parents.
- provides each child with a key person to ensure close relationships are developed.
- provides a safe and secure learning environment.

Learning and Development

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

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

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

The early learning goals (ELGs) above are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. The ELGs are used to support teachers to make a holistic, best fit judgement about a child's development and their readiness for Year 1.

Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

The class teacher and/ or the EYFS lead discusses any cause for concern in a child's progress, especially in the 'prime' areas of learning, with the child's parents. A strategy of support is agreed upon and consideration is taken as to whether the child may have SEND which requires additional support.

We provide opportunities for children with English as an additional language (EAL) to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During observation if a child is observed to not have a strong grasp on English, the class teacher works in partnership with the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

We know that all children can progress in their learning given the right help and support. Our EYFS environment at St. Paul's is carefully organised to enable high-quality play, nurture and challenge both indoors and outside. Our 'Learning Garden' approach enables all children to 'grow their learning' through a balanced approach based on the knowledge that children learn through play, modelling, observing one another and through a balanced approach to guided, direct teaching and a well-planned learning environment. Adults in EYFS encourage children to grow their learning in many ways across the whole range of contexts and all areas of learning.

Activities are planned with regard to the 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

Further information regarding learning and development is set out in our EYFS Intent, Implementation, and Impact document.

Inclusion

We value all children as individuals irrespective of their ethnicity, national origin, culture, religion, gender, disability or sexual orientation.

Our EYFS curriculum is planned to meet the needs of each individual child and support them at their own pace.

Children with SEND in the EYFS setting are regularly assessed and monitored and managed by the EYFS staff team with support from the SENCO to ensure they receive the best learning experience possible.

Staff in EYFS have relevant and up to date training in SEND, Thrive etc.

Assessment

Assessment plays an important part in helping recognising children's progress, understanding their needs, enabling staff to plan appropriate activities and assess any need of additional support.

Parents are kept up-to-date with their child's progress and development, and the class teacher EYFS lead or SENCO will address any areas of concern regarding learning and development in partnership with parents.

Formative assessments are used to assess the learning and development of children in the EYFS. Staff members observe children to understand their level of achievement, interests and learning styles. This information is then used to shape learning experiences for each child.

In the final weeks of the school year all EYFS child will receive a written school report. In Nursery this will indicate if children are on track or not in relation to age related development.

In Reception pupils will receive a report and the class teacher will have completed the EYFS profile. (the EYFS profile must be completed no later than June 30th). Pupils in Reception will be assessed as 'Emerging' or 'Expected' in relation to the Early Learning Goals and will be judged to have attained a Good Level of Development if they have met the criteria for 'Expected' in the first 12 ELGs.

Further information regarding learning and development is set out in our EYFS Intent, Implementation, and Impact document.

Safeguarding and welfare

All necessary steps are taken to keep the children in the setting safe and well and any safeguarding or welfare issues are dealt with in line with the Safeguarding Policy. Staff receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge.

The DSLs are; Mrs Newell, Mr Hawkins and Ms Wood
The DSL undertake child protection training as required.

Health and safety

A first-aid box is located in the EYFS classrooms.

There is at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.

The school organises PFA training to be renewed every three years.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist is administered.

Documentation for the administration of medicines is kept in the school office.

A member of the EYFS staff team reports any accident or injury involving a child to the parent on the day it occurs, or as soon as reasonably practicable after, and any first-aid treatment administered to a child is reported to the parent.

Accidents and injuries are recorded in an accident book.

Information about any dietary requirements, preferences, food allergies and any special health requirements a child has are recorded.

Parents and Carers sign to permit intimate care of children where this is required – this includes support for toileting needs etc. Where children are toilet, training parents are asked to supply nappies, wipes and sacks.

Staffing

Staff are supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience. This will be in- house, provided by the LA or other reputable training providers.

All members of staff who have contact with children and families are supervised by the class teacher. The supervision provides opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.

Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs.

The EYFS teacher informs parents of whom their child's key person is and explains the role of the key person when their child begins attending the school either in Reception or Nursery.

Information and records

Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent who is known to the school, and which parent the child normally lives with
- The emergency contact details of the child's parent
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person and class teacher

The following information is made available to parents on the school website:

- The school's privacy notice for parents and pupils
- How the school delivers the EYFS and how parents can access more information
- The EYFS routines and activities and how parents can assist their child's learning at home
- How the school supports children with SEND
- Details of the food and drink provided to children
- Information regarding policies and procedures.

Parental involvement

Parents are invited to parents' evenings; however, in EYFS we have an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

Where appropriate 'communication books' may be used to maintain strong systems to support children with particular needs.

Confidential discussions between staff and parents take place in one of the school offices or an empty room.

Parents are asked to sign permission slips for visits out of school, use of photographs of their child and use of the internet at school.

Parents are asked to complete admissions forms and a medical forms before their child starts at school. The information on these is updated regularly

In EYFS we use Tapestry to communicate with the parents about their child's learning as well as paper journals, as appropriate.

At the start of each half term and at other times as appropriate, parents receive information about events taking place, themes and ways in which they can support their child's learning in the home. This might be in the form of newsletters, Tapestry memos and activities or Knowledge Organisers

Monitoring and review

This policy is reviewed annually by the Local Governing Board and the headteacher and any changes made to this policy are communicated to all members of staff.

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 and at regular points during their time in EYFS.

The next scheduled review date for this policy is September 2022

Signed:

Date:

