



Redesdale Primary School

Early Years Policy

Policy reviewed	December 2021
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This policy has been created in line with the new Early Years Framework September 2021. You can see the new framework [here](#) and Development Matters [here](#).



Redesdale Primary School

Early Years Foundation Stage Policy

INTENT

Introduction

At Redesdale Primary School we understand the importance of the Early Years Foundation Stage (EYFS) which encompasses a love of learning and exploring. We provide the highest quality of care and education for all of our children, therefore giving them a strong foundation for their future learning and wellbeing.

*“When we give every child the best start in their early years, we give them what they need today.
We also set them up with every chance of success tomorrow.”*

Development Matters September 2021

At Redesdale Primary School we greatly value the importance that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. It is important to view the Early Years Foundation Stage (EYFS) as preparation for life and not simply preparation for the next stage of education.

Aims & Objectives

The Early Years Foundation Stage applies to children from birth to the end of the reception year. We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. At Redesdale Primary School, we will:

- Provide 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.

The early-years education we offer our children is based on the following principles:

- 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 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 the school and parents.
- Learning and development is important. Children develop and learn in different ways and at different rates.

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.
- Assigns each child with a key person to ensure that each child's learning and care is tailored to meet their individual needs
- Provides a safe and secure learning environment.

IMPLEMENTATION

Learning and Developing

The EYFS Curriculum – Our curriculum for the Early Years Foundation Stage reflects the areas of learning identified in the Early Learning Goals. There are seven areas of learning and development that must shape educational provision in Early Years settings. All areas of learning and development are important and inter-connected. Our children's learning experiences enable them to develop competency and skills across a number of learning areas. They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. 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.

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
 - Numbers
 - 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

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements. Learning Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.
- Creating and thinking critically – children have and develop their own ideas, make links. Children are given opportunity to be creative through all areas of learning. Adults support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the environment to extend their learning.

Learning Environment

The Early Years Foundation Stage classroom is organised to allow children to explore and learn in a secure and safe environment.

Children have access to both inside and outside area across the day; this has a positive effect on the children's development. The Early Years Foundation Stage has its own outdoor area as well as being able to use the playground, complete with an outdoor classroom, trim trail and our newly established forest area. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

The organisation of the classroom reflects the importance that is placed on children learning through play and first-hand experience, developing independence and having opportunities to initiate their own activities.

Teaching & Learning Styles

The features of effective teaching and learning in our school are defined in our policy on teaching and learning.

The more general features of good practice in our school that relate to the Early Years Foundation Stage are:

- the partnership between teachers and parents, carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Early Years Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working in the Early Years Foundation Stage.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily.

Starting Nursery and Reception – Parents of all children starting in the next academic year will be invited to an Induction Meeting in the summer term to meet their child's new teachers and other key staff and learn more about the Nursery and Reception curriculum. This is an opportunity for staff to:-

- Go through the Early Years Information Booklet.
- Explain about uniform, PE kit and school dinners/ cool milk.
- Explain about holidays and absences.
- Explain the arrangements for the gradual induction into Reception.
- Learn about the school day.

When children join the Reception in September, the following procedures will apply in order that they can gradually adjust to their new surroundings:

- During the first week, children will stay in school until after lunchtime. During the second week, and thereafter, children will attend for the full school day.
- Children new to our school who will be starting Reception in September, will be invited for a short visit in the Summer term to our Nursery to meet children and staff who will be in Reception in September.
- Children who are starting Nursery for the first time will be staggered, with two or three children starting at a time within a three week period.
- Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them.
- Children have the opportunity to meet their new class teacher and spend a time in their new class during the summer term.

Safeguarding & Welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

Statutory Framework for EYFS 2021

At Redesdale Primary School we comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children. We endeavour to meet all these requirements (see whole school policies for further information)

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. **(See Redesdale Primary School Safeguarding & Child Protection Policy).**

Toileting & Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom

after using the toilet and changing underwear following an accident. We do encourage children to be independent in their toileting needs when they start our Nursery.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. (see **RPS Toileting and Intimate Care Policy**)

IMPACT **Assessment**

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.

Parents will be kept up-to-date with their child's progress and development, and the EYFS staff will address any learning and development needs in partnership with parents.

On-going formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their level of achievement, interests and learning styles and will use this information to shape learning experiences for each child.

The EYFS setting will undertake assessments of the level of each child's development at certain stages. These are:

- Nursery Baseline Assessment – to gain an understanding of the children's starting points.
- Reception National Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting reception year.
- Reception School Baseline – to gain an understanding of where the children are at and plan next steps.
- Nursery & Reception end of year assessments – we will carry out assessments to determine whether the children are working at towards the expected level, towards the expected level or above the expected level. We will inform parents of where their child is working at in their Summer report.
- We will assess the children based on the 7 areas of learning at the end of every term.
- The EYFS Profile – is a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1. We will inform parents about whether their child has met the Early Learning Goals in their end of year report.

The school reports EYFS Profile results to the Local Authority in the Summer term. The Local Authority has a duty to return this data to the relevant government department.

Reasonable adjustments will be made to the assessment process for children with SEND, as appropriate.

The EYFS staff will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have special educational needs which requires additional support.

Monitoring and Review

It is the responsibility of those working in Nursery and Reception to follow the principles stated in this policy. The Early Years Leader gives the Headteacher an annual summary report (action plan) in which she evaluates the strengths and weaknesses in EYFS and indicates areas for further improvement. An impact report is completed by the Early Years Leader to establish actions towards the EYFS action plan and this is presented to the Headteacher and the Governing Body. The Early Years Governor will liaise with the Early Years Leader to arrange visits and discuss priorities and updates in the area.

This policy will be reviewed every three years by the Subject Leader, in conjunction with the Headteacher and Governing Body – any changes made to this policy will be communicated to all members of staff.