



'Together we Learn and Grow'

GritRiskOptimismWork

Early Years Policy

Introduction

“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 it’s 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”. ***Statutory framework for the Early Years Foundation Stage (EYFS) - 2021***

Our philosophy

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. Early childhood is the foundation on which children build the rest of their lives. At Henry Bloom Noble Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. At this school, we aim to provide a broad and balanced curriculum which will enable each child to develop emotionally, socially, physically, creatively and intellectually to their full potential and at their own pace. We stand by our 3 C’s at HBN Reception; Communication, Consistency and curiosity which underpins all elements of our curriculum and ethos. We value each child, recognising each is unique and is respected as an individual.

Our Aims

- To provide a happy, caring, safe and inclusive environment for learning, which meets the individual needs and interests of the children.
- To develop warm and secure relationships between children and adults.
- To provide a high-quality, broad, balanced and relevant curriculum in line with

the Early Years Foundation Stage Framework 2021.

- For the children to become aware of moral and social values.
- To encourage active learning through first-hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication.
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- To develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- To value the cultural diversity within our school and community.

The Foundation Stage curriculum

The Early Years Foundation Stage is based on four themes:

- A unique child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

At Henry Bloom Noble, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

The content of the curriculum within the early year's is set out within the Learning and Development Requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) document. Children are supported in three prime areas and four specific areas of learning:

The prime areas are:

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

These areas are;

“Particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving.”

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Children are also supported in developing the Characteristics of Effective Learning, as outlined in the EYFS framework. The characteristics are:

- Playing and exploring
- Active learning
- Creating and thinking critically

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. We recognise that the environment plays a key role in supporting and extending the children’s development and is a place where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Play-based learning is paramount, and children have opportunities to direct their own learning alongside planned opportunities provided by staff. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual’s interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly. As well as having daily access to our areas of learning, Reception pupils also participate in discrete Monster phonics sessions, and a daily Maths Mastery input and activity session.

Assessment

During the first half term in Reception, the teachers make their own initial, formative assessments of the children based on Leuven scales and Areas of Learning. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the planned teaching programme for individual children and groups of children.

It is statutory to complete the Foundation Stage Profile for each pupil in the final term of the Reception year. The children are assessed against the 17 early learning goals. Practitioners must indicate whether children are meeting expected levels of development or are working towards the expected level of development. EYFS profile scores are reported at the end of

the Reception year and are also used internally within transition meetings to inform Year 1 teachers of pupils' ongoing learning needs.

Teachers will “draw on their knowledge of the child and their own expert professional judgement“ (EYFS 2021), when making assessments for each Early Learning Goal. The New EYFS curriculum states that:

“This is sufficient evidence to assess a child’s individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.”

Children’s learning is shared with parents through Tapestry. Parents are encouraged to contribute to the profiles by sharing children’s work or experiences at home through “Your Unique Child” half termly sheets and information any parents wish to add. Parent/teacher consultations are also held twice a year.

Organisation

A team of experienced teachers, Education Support Officers and 1:1 supports work within the foundation stage. Children are placed into pastoral groups with a key worker. Pupils with specific English as an Additional Language needs are supported through communication friendly strategies and advice from the EYFS advisory team.

Experience has taught us that children settle better into the Reception year if they are used to attending a Nursery for the five day (Monday to Friday) weekly routine. In reception the children are organised into 2 main teaching classes. There is flexibility within classes and groupings to meet the learning needs of the children, so they will often work flexibly across both classes.

The style of teaching and organisation of the curriculum changes gradually over the year as the children develop. The Reception team meet weekly to plan in the long, medium and shorter term as well as discuss the needs of individual children.

Transition from Nursery to full time Education

Our aim is to establish a smooth and successful transition to school for all children.

This is facilitated by:

- Spring Transition Forum with Feeder nurseries
- PAP’s meetings where the children and parents come into school for a short learning session.
- Teacher visits and phone calls to external settings
- Liaison with outside agencies
- Support from our school SENDCo
- Parent information meetings
- Children’s learning profiles passed on to Reception from Nurseries

Role of the Co-ordinator

It is the role of the Early Years Co-ordinator, under the guidance of the Head Teacher:

- To organise the delivery of Early Years Curriculum and to ensure progression and development.
- To monitor the quality of the curriculum in the EYFS.
- To analyse data and use this in target setting and planning.
- To keep abreast of developments within Early Years, by attending continuing professional development
- To carry out INSET when required
- To monitor and update resources and advise the Headteacher of the requirements needed for inclusion in the school budget.

Equal Opportunities

We value the diversity of individuals within the school and believe that every child matters. All children at Henry Bloom Noble are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school. We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

Safeguarding and Welfare

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits, help them understand why they exist, and encourage them to develop an awareness of and take responsibility for their own safety and manage their own risk. 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. Our staff perform daily risk assessments of each area within Reception, to ensure that the environment is as safe as possible for our children.

Regular safeguarding supervision meetings provide opportunities for every member of the EYFS staff team to

- Discuss any issues – particularly concerning children's development or well-being (including child protection concerns).
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness.

Good Health

All children being given the choice of milk and snack time and they have access to water at all times. We also promote the importance of good oral hygiene with the children. We value and understand the impact of movement, nature and

mindfulness on the developing brain and it's impact on learning. We facilitate and plan for opportunities to enhance gross and fine motor skills, along with mindful practice in nature.

Intimate Care

“Intimate” care is any care which involves washing, touching or carrying out a potentially 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. In most cases, intimate care is to do with personal hygiene. 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. No intimate care is to be given routinely without the permission of the parent or guardian of that child and parents and guardians will be asked to provide that permission if required.

Monitoring and Review

It is the responsibility of those working Reception to follow the principles stated in this policy. The Headteacher and EYFS Co-ordinators will carry out monitoring on EYFS as part of the whole school monitoring schedule.

Written by – Abby Carter (EYFS Lead) (September 2022)

Approved by: RA Ashley and School Governors.

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