



Establish - Nurture - Grow

EARLY YEARS POLICY

"Mighty Oaks from little acorns grow"

Our vision is to inspire and equip our learners so that they can change the world!

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the academic year in which a child has their fifth birthday.

The EYFS is statutory and is detailed under the *Statutory Framework for the Early Years Foundation Stage* and the *Practical Guidance for the Early Years Foundation Stage*.

EYFS Curriculum

We follow the statutory framework and guidance detailed in the EYFS using our extensive experience we observe, plan and teach children in early years.

We provide a broad and balanced Early Years curriculum: -

- based on first hand experiences and purposeful interactions
- through carefully planned adult led or independent learning activities indoors and outdoors
- whilst having a regard for the skills and attitudes the Key Stage One curriculum will demand

- We aim to make the child's first experience of school happy, positive and fun.
- We aim to foster a love of learning and develop enquiring minds through promoting our school values of Establish-Nurture-Grow.
- We aim to develop the Characteristics of Effective Learning so that children can grow an understanding of themselves as learners and their role on our learning community.
- We aim to support and develop emotional well-being by promoting a healthy body and a healthy mind
- We aim to build positive relationships and work in partnership with families (recognising that parents are their child's first and foremost educator), carers and professionals to support every child to develop and learn.

EYFS Curriculum Delivery

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning throughout our school. These features equally apply to teaching and learning in the EYFS. Within the EYFS the development of a holistic learner is recognised based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion.

Teaching in the EYFS:

- Has a carefully planned curriculum which aims for all children to achieve or exceed the Early Learning Goals by the end of the EYFS.
- Involves creating adult and independent learning opportunities that will encourage children to explore, create, investigate, rehearse, practise, repeat and discover.
- Involves developing and deepening the Characteristics of Effective Learning so that children can understand themselves as a learner.
- Uses a multi-sensory, fun, play-based approach.
- Shows awareness of the different ways and rates by which children develop and learn; that there are many factors affecting achievement including ability, emotional state, age and maturity, and how this informs teaching strategies.
- Has a high expectation of children's behaviour and attainment.
- Recognises the importance of emotional well-being.
- Is outside as much as possible ensuring children take ownership of their learning.

Learning in the EYFS

- Through a comprehensive induction programme from home to Nursery and Nursery to Reception we ensure prior learning and development is valued and the transition into School is supported.

September 2021

- We encourage cross-curricular links to ensure a seamless transition into Key Stage One by building on previous experiences and planning those for the future.

In the EYFS children are learning when they: -

- Collaborate and learn from one another through shared experiences.
- Are supported to set their own challenges in their physical environment and in their learning.
- Access resources independently and responsibly.
- Ask questions and develop their natural curiosity.
- Use their senses to explore and investigate.
- Develop persistence and positive attitudes to learning as detailed in the Characteristics of Effective Learning.

Play in the EYFS

We highly value play and the learning it brings in itself. Anyone who has observed play for any length of time will recognise that, for young children, play is a tool for learning.

Through play children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules thereby developing emotional resilience and self-regulation.

Children have the opportunity to think creatively and problem solve alongside others. They express fears or relive anxious experiences in controlled and safe situations as well as re-enact positive experiences building self-awareness and self-esteem.

Inclusion in the EYFS

In consultation and working collaboratively with parents/guardians the school's Special Educational Needs Co-ordinator (SENCo) will lead on provision for children who may experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development in line with the Special Educational Needs (SEN) Code of Practice (2014) and the school's SEN/Inclusion Policy.

We aim to meet the needs of all our children by: -

- Setting realistic and challenging expectations. We aim for all children to achieve or exceed the Early Learning Goals by the end of the EYFS. We achieve this by planning for different learning styles, children with special educational needs, children who are more able, children with disabilities or medical needs, children from all social and cultural backgrounds as well as children with diverse linguistic backgrounds.
- Providing a safe and supportive learning environment in which the contributions of all children are valued.
- Using resources, which reflect diversity and are free from discrimination and stereotyping which all children have equal access to.
- Monitoring children's progress and providing support where necessary, within the resources available to the school. This may include a phased transition programme dependant on a child's specific SEN needs.
- Providing specific targets detailed in Education, Health and Care Plans and following external therapy or support programmes of work such as Speech and Language
- Working collaboratively with families or carers, the SENCo and other professionals such as Speech and Language Therapists, Educational Psychologists and Behaviour Specialists.
- Ensuring a balance across classes, within each cohort, of gender, ability, children with additional learning or medical needs and summer born children.
- Acknowledging the wishes of parents and carers of twins and multiple birth siblings regarding class allocation in the EYFS.

The EYFS Curriculum

The EYFS is statutory and is important in its own right as a basis for developing essential skills such as listening, speaking, persistence and collaborating with each other. The three prime areas cover the knowledge and skills which are the foundations for future progress, and which are applied and reinforced by the specific areas. All areas of learning are equally important and are interlinked.

The Development Matters and the Early Learning Goals and our Progression of Skills document guide our planning together with our identified teaching texts. In Nursery activities are planned around the children's current needs, schemas and interests to ensure all areas of the EYFS curriculum are embraced.

Weekly Planning focuses on day-to-day organisation of activities including both adult led and independent learning. It takes into account that children's learning is not necessarily sequential and that they may need time to consolidate, repeat and extend their learning in their own way. All planning is evaluated on an on-going basis and adapted in response to the children's needs and interests.

Assessment in the EYFS

As of September 2021, we will administer the statutory Reception Baseline Assessment (RBA). This must be carried out within the first six weeks the children are in school. As the RBA provides no data for school, during the children's first four full weeks, through observation and some initial assessments, the teacher's also assesses each child's development and learning attainment to determine whether a child is on track or not on track. We make regular assessments of children's learning and use this information to ensure future planning reflects individual or group needs. At three key points during the year; baseline, end of Spring 1, and end of year; summative assessments are made and entered into the school's data system. This information is then analysed for gaps in learning and development and this is then fed into our planning cycle.

In line with changes to the statutory EYFS Framework, there is no longer the requirement for onerous gathering of evidence for individual children. In the EYFS at Belle Vue will now keep evidence in 'Learning Stories' based on each of our teaching texts, as well as for individual phonics and maths. Records will be passed onto Year One teachers to ensure a smooth transition.

We have regular termly parents' meetings take place to ensure parents/carers are informed of their child's progress and next steps in learning. In addition to parents' meetings in the Autumn and Spring terms, parents receive an annual report in the Summer Term containing information on their child's progress across the curriculum; including the characteristics of effective learning.

Reflection in the EYFS

We use audits and surveys to reflect on our practise. This enable us to keep improving our practise and keep asking questions.

Regular meetings between staff provide opportunities for us to share current research and thinking behind delivering an effective Early Years Curriculum. We also complete an evaluation sheet during any adult-led group teaching such as phonics, maths and guided reading.

Working with Parents/ carers and other significant adults i.e. childminders

We recognise the importance of working alongside parents and other significant adults during a child's education. We do this through: -

- Inviting all parents to an induction meeting during the term before their child starts school.
- Giving the children, along with their parent / carer the opportunity to spend time with their teacher before starting school
- Providing formal meetings for parents during the school year to discuss children's progress.
- Welcoming parents to discuss any concerns with the teacher and/or teaching assistants.
- Working to build good relationships with families to promote a regular two-way flow of information.
- Send out surveys to parents.
- Offering an open-door policy to ensure parents have opportunity to discuss their daily concerns or share relevant information.

The Environment and Resources in the EYFS

A rich and varied 'enabling' environment is actively planned for and continuously developed with varied multi-cultural and inclusive resources to encourage exploratory play-based learning and challenge. The learning environment encompasses both indoor and outdoor provision, which are of equal importance. Children are encouraged to experience all areas of the learning environment in all weathers. We encourage children to plan their own selection of activities balanced with adult initiated activities. We set high expectations of the children to care for the resources provided in our indoor and outdoor environments, this expectation is explicitly taught at the start of the school year with staff then supporting children to meet this expectation on a daily basis.

Impact

- The majority of children in Nursery are ready to start school and experience a smooth transition.
- The majority of children in Reception will have met the ELGs by the end of the Summer Term and experience a smooth transition to Year One.
- Children develop the Characteristics of Effective Learning which helps them through the rest of school
- Children develop the ability to manage risks
- Children enjoy being independent in managing themselves and their learning
- Parents and carers are happy with their child's progress
- Parents feel part of the school community
- Practise is improved year on year
- Everyone is included
- Children have high levels of wellbeing and involvement
- Children identified as requiring support from external agencies have received that support and have made progress as a result.
- Staff are well informed, communicate well and are up to date with current practices.

Date of review: July 2022

Reviewed by: S. Richardson