

Meersbrook Bank



Community Primary School

Early Years Policy

Version 2

October 2021

Revision history

| Date | Changes | Author(s) |
|----------|--|-----------------------|
| Oct 2021 | <ul style="list-style-type: none">Renamed Early Years Policy (formerly Foundation Stage Policy)Changes about the EY curriculumAddition of EY principlesRemoval of some sections and signposting made 'to be read in conjunction with' section below (e.g. Behaviour Policy) | K. Dyball & G. Harvey |

Approval

| Date | Approver(s) | Minute number |
|----------|----------------------------------|---------------|
| 3/2/2022 | Curriculum & Standards Committee | 6.1 |

Review: This policy will be reviewed annually

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|----------------------|
| Date due for review: |
| Oct 2022 |

To be read in conjunction with:

- [Behaviour Policy](#)
- [Curriculum Policy](#)
- [Equality Statement and Policy](#)
- [Administration of Medicines Policy](#)

STATEMENT OF POLICY

1. Introduction

Early Years education is an important stage in a child's life. At Meersbrook Bank we believe that all aspects of child development – emotional, intellectual, moral, physical, spiritual and social are equally important and are inter-related.

2. Aims

We aim to:

- Provide a caring environment where children may explore and repeat experiences according to their needs.
- Develop their confidence, self-image and positive attitudes towards learning.
- Provide a range of first hand experiences and activities, which secures access to a broad and balanced curriculum that covers the Areas of Learning in the EYFS and Foundation Stage Profile.
- Encourage children to be self-motivated, independent and questioning.
- Ensure that all children make progress in line with their developing abilities.
- Involve the Foundation Stage in the life of the school.
- Involve parents/carers in their child's education.
- Enable the children to make an effective transition from home to Nursery, Nursery to Reception and from Reception to Year 1.

3. The Early Years setting

The Nursery and Reception classes are on a split site. Nursery is housed in a separate building to the rest of the school, and the Reception class. Both have access to outdoor areas, which are used throughout the day for teaching and learning. The setting is designed to enable children to learn and play independently.

4. Principles of the Early Years Foundation Stage

A unique child:

- Every child is a unique, competent learner.
- Children develop in individual ways and at varying rates.
- Children's attitudes are fluid and can be influenced by others.

Positive relationships:

- Children learn to be strong, independent individuals by developing secure relationships with teachers and peers alike.
- Relationships with parents and carers are also important and will be nurtured and developed.
- Any relationship will be respectful, caring and professional.

Enabling environments:

- The learning and play environments are vital for supporting and extending a child's development.
- In the classroom and outdoor environment, we observe and assess the children's development and interests.
- Based on these observations, suitably challenging activities and experiences are planned to extend their learning and achievement.

Learning and development:

- The activities are organised in a way that encourages children to explore and learn safely.
- There are areas for activities and play, and others for quiet time.

5. The Curriculum

The Early Years Curriculum is based on the seven areas of learning as outlined in the renewed EYFS Framework 2020. The Early Years Staff meet regularly to ensure continuity and progression of children's learning.

The areas of learning are:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

6. Planning

Child-led learning is an important part of the Foundation Stage curriculum. Topics in the EYFS are planned in advance but will take into account the interests of the children on a daily/weekly basis. EYFS staff plan using the EYFS Age and Stage development statements for each area of learning.

Children are observed regularly by staff in EYFS. These observations are recorded and the learning from these observations is identified and linked to the Age and Stage statements. The next steps for learning are planned for following these observations. Planning is flexible and allows for spontaneous child-directed themes and activities.

Monitoring

The Foundation Stage Curriculum is monitored for coverage each term. Assessments are moderated regularly with other staff in school and other local schools.

Assessment, Recording and Reporting

A baseline assessment of each child is carried out on entry to Nursery and Reception.

Observations are ongoing throughout your child's time in Foundation Stage and these are recorded using the EAZMAGs system, to create children's Learning Journey. These observations contribute to termly assessments and inform staff of the next steps for learning. The Learning Journeys will reflect a child's progress over time.

Learning Journey observations are emailed to parents/carers on a regular basis and there is the opportunity for parents to reply and contribute to their child's Learning Journeys. Parents without email access can request to have their child's Learning Journey printed.

Parents are also welcome to talk to staff about their child's achievements through regular daily contact and a more formal arranged meeting with their child's key worker/teacher. Parents also receive a report at the end of the year with details of progress and attainment.

Each term assessments are recorded to monitor progress within the foundation stage curriculum. This information informs future planning. At the end of Reception the Foundation Stage Profile is completed for each child to record attainment against the Early Learning Goals.

7. Key Workers

In line with the requirements of the 'Early Years Foundation Stage' curriculum, we operate a key worker system. Every child in the Foundation Stage will be allocated a key worker. A key worker has special responsibilities for working with a small number of children, giving them reassurance to feel safe and cared for and building relationships with their parents.

Each child will be allocated a key worker on entry to the Foundation Stage, however as they progress through the Foundation Stage their key worker may change. Staff will continue to work closely together to ensure that every child's needs are met.

8. Special Needs and Inclusion

The Foundation Stage follows the school's and LEA guidelines on all Special Needs and Inclusion issues.

9. Equal Opportunities

The Foundation Stage Staff ensure that all children have equal access to the curriculum. They encourage all children to enjoy experiences from different cultures and develop respect and tolerance for all. This links in with the school values that encourage respect and developing good relationships with others.

10. Links with External agencies

The Foundation Stage maintains links with a range of external agencies. Regular visits and meetings take place with Health Visitors, Speech Therapists, Support Teachers, the Early Years Inclusion Service as required.

11. Safeguarding

Safety is paramount and the school's Child Protection & Safeguarding Policy is followed to ensure the children in our care are protected. We also follow the guidance in the Ofsted publication, "Inspecting safeguarding in early years".

All staff follow safeguarding policies and procedures set by Sheffield Safeguarding Hub in relation to Safeguarding practices for the Under 5s. Regular training is also undertaken within School, via online training.

12. First Aid

Early Years staff are all trained in paediatric first aid and will deal with any incidents that occur during the school day. The school keeps a record and informs parents of any first aid that has been administered, and send a bump note if a child has bumped their head. If a more serious incident occurs then parents would be contacted immediately. If any children have additional medical needs then these should be discussed with the school.

13. Home School Partnership

Partnership with parents is seen as a valuable and positive contribution to each child's learning journey. Parents/carers are encouraged to be involved in their child's education and staff work hard to build strong relationships with parents and carers. There are regular social meetings, activity days, workshops and fund-raising events for parents to be involved with.

14. Monitoring

This policy will be reviewed annually by the Early Years Lead Teacher and the Governing Board.