



Sheerness West Federation

EARLY YEARS POLICY

June 20

Review: July 23

"Dreams Come True With A Positive View"

Policy Review Process	
Frequency of Review	3 Years
Reviewed	June 20
Reviewed By	Mrs S Mackay
Next Review Date	July 23

Policy Status	<i>Statutory</i>
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Policy Approval			
Policy to be approved by:		<i>Governing Body</i>	
Title	Name	Signed	Dated
Chair of Governing Body	Mr K Mackness		13/10/2020
Executive Head	Mr B Cooper		13/10/2020
Head of Schools	Miss H Brewer		13/10/2020
Date Policy Ratified by Governing Body / FLT			13/10/2020

Document Storage

This document is stored electronically as detailed below:

- On KLZ Sharepoint where it is accessible to all SWF Staff
- On the shared network drive, accessible to FLT members only
- On the school website(s) where applicable

A hardcopy of this document is kept in the FLT Offices at Rose Street and West Minster Primary Schools and displayed in the Staff Rooms where appropriate.

All due regard has been given to the Equality Act 2010 when creating the terms and conditions of this policy.

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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 its 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. DfE 2017)

Aims

The Early Years Foundation Stage provides the curriculum framework for practitioners working with children from birth to the end of the Reception year. It is a distinct phase that provides rich and diverse opportunities for lifelong learning.

Our aim is to support our children to become happy active learners who drive their own learning and development, by the choices they make, the interests they develop, the questions they ask, the knowledge they seek and their motivation to act more competently.

We aim to provide provision that is broad, differentiated and relevant and gives all children, regardless of race and gender, the opportunity to develop a range of skills. There is equal entitlement for boys and girls. Those with special educational needs and disabilities are catered for appropriately in accordance with the current code of practice.

Characteristics of Effective Learning

The Early Years Foundation Stage framework is a statutory document, which details the standards for learning, development and care for all children within the Foundation Stage. The EYFS also includes the characteristics of effective teaching and learning, both, Nursery and Reception strive to ensure these are at the heart of our early years provision. At the end of the Early Years Foundation Stage the children's learning and achievement will be recorded through the completion of the Early Years Foundation Stage Profile which records progress towards the Early Learning Goals and commentary about attitudes to learning with reference to Characteristics of Effective Learning.

The three characteristics are:

- **Playing and Exploring** – children investigate and experience things, and 'have a go'
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Positive Relationships

Children learn to be strong and independent through positive relationships and staff at SWF strive to embed positive relationships from the offset. West Minster Nursery and Rose Street Nursery both offer termly 'stay and play' sessions. These sessions continue in Reception Year groups from Term 2 on a weekly basis. West Minster School and Rose Street School have an open school policy for parents. Parents are welcomed into the classroom to settle their children in the mornings. As soon as children are able to come into school alone, their parents are encouraged to allow them to do so. Parents are encouraged to see the class teacher as soon as any problem arises or, if appropriate, to discuss any matters with a Teaching Assistant. Both schools organize a range of events for parents to attend such as sports day, graduation ceremonies, art days, mother's/father's day activities etc..

Child Initiated sessions are at the heart of the EYFS and an invaluable opportunity to observe children's development. During these sessions adults are continuously engaged with children supporting them to form positive relationships and be confident about trying new activities through carefully planned provision.

Staff at SWF are committed to;

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, happiness, peace, hope, caring, courage, trust, love, friendship and responsibility;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

Enabling Environments

Children learn and develop well in enabling environments. We aim to provide a stimulating learning environment which will encourage all children to explore, investigate and learn through first-hand experience. Early Years classrooms have defined areas with clearly labelled resources to ensure children can access them easily. A variety of activities are planned for and set up each day to reflect the seven areas of learning. Activities are planned for both the indoor and outdoor classroom throughout the school day. Daily teacher led activities are used to provide children with a safe opportunity to learn new skills and ask questions which they can develop further through their own explorative play during child initiated sessions. Continuous provision is key within EYFS, both the Nursery and Reception outdoor provision is carefully planned for in relation to children's next steps and ideas to ensure independent play based learning continues.

Learning and Development

Creating a positive learning environment is essential for success; the environment plays a key role in supporting and extending children's development and learning and are expected to be communication friendly spaces. Learning through play is an important part of our Early Years environments. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside others as well as on their own. They are able to practice skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. We believe that it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play.

The children follow the Early Years Foundation Stage Curriculum, which has the following three prime areas:

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

We support the children in four specific areas, which include the essential skills and knowledge for our youngest children, and through which the prime areas, as stated above, are strengthened and applied.

The four specific areas are:

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

These express important principles underpinning effective practice in the care, development and learning of young children.

The Early Learning Goals establish the expected level that most children should reach by the end of the EYFS (end of the Reception year). By the end of the EYFS, most children will have reached the expected Early Learning Goals. Some children will have exceeded the Early Learning Goals. Other children will be emerging or working towards some or all of the Early Learning Goals.

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.

Principles of Assessment and Recording

Individual 'Pupil Profiles' form the basis of ongoing assessment, starting from point of entry, when information may be received from other settings and continuing until the end of Reception, when profiles will be used as basis for reports and then handed on to KS1 teachers.

We begin to build a profile of each child by using a point of entry (pre-school) profile. Formal assessment continues with the introduction of Data on Entry which is completed for each child in the first half term of school and repeated during reception year to evaluate learning and inform teaching.

Observation and Assessment

Understanding of the children's individual needs is supported by careful observations of both planned and unplanned activities.

Observations are made by a range of adults working in the reception classes, which are then assessed and recorded with the support of the class teacher. Assessment supports planning for future teaching children's next steps. Evidence of assessment may include photographs, tapes, videos, notes by adults, samples of children's work.

We record achievements in order to value the individual child, identify areas of need, share our findings with others e.g. staff and parents.

How do we record observations and achievements?

- Individual Foundation Stage Profile for children
- Profile on 2 Simple programme
- Samples of children's work kept to build up profile.
- Letters & sounds & number assessments termly.
- Termly next step targets "for all children".
- Intervention groups & provision mapping.
- Special academic, or other, achievements rewarded with certificate of merit in special assembly.

Induction Procedure

Initial Meeting

During the term before the child starts West Minster School and Rose Street School they are invited to join the reception class for a 2 week period, for either a 2.5 hour morning (8.45-11.15) or afternoon session (12.45 – 3.15) to meet the teacher and participate in class activities. This gives the teacher a chance for an initial assessment and to be aware of any problems that may arise.

Also in the term before their child is due to start school, parents are invited to an Evening Meeting at school. The purpose of this meeting is to introduce parents to the philosophy of the school and to share information with them. At this meeting parents are given a pack which includes school prospectus, pre-primary profile and term dates.

A talk is given by the Head of School and a display is set up showing school uniform and items including school sweatshirts, book bags, hats and PE T-shirts that are available for purchase from a local supplier.

The First Term

Point of Entry

In September children in Reception Class start school on a full time basis in the third week. The first 2 weeks will be a settling in period, where children will attend morning sessions only; week 1- 8.35- 12.00 and week 2 - 8.35 – 1. This gives the children the opportunity to settle in. However, if it is thought that certain children would benefit from continuing the period of half days; this is arranged through discussion with parents, Teacher and Head of School. Also during the first term of school some pupils benefit from having their mid-day meal at home, returning for the afternoon session. * **The start of the academic year 20-21 will differ due to Covid-19.***

Parents will be offered the opportunity to meet with their child's class teacher in the home or school environment during the first 2 weeks in September to complete a point of entry document with the class teacher at the beginning of the term. This gives parents and teachers the opportunity to discuss any concerns they may have including social, emotional or medical problems. This meeting to discuss the child at point of entry is considered an invaluable occasion when teacher and parent can exchange information.

During the first seven weeks of term each child is individually assessed to gain data on entry. The result of this assessment is used to inform the teacher's individual teaching strategy for each child.

The teacher also introduces the 'Individual Pupil Profile' that will form the basis of individual assessment for each pupil during the Foundation Stage. Some pupils may have information from other settings to transfer into this profile book.

Health and Safety

Safeguarding is our first priority and underpins all we do. Through a continuous and rigorous programme we ensure that staff are aware of their Safeguarding responsibility.

- At all times safety is of paramount importance.
- Outside a fenced-off-area adjoining the reception classes and for their sole use, ensuring safety when working outside.
- At all times children work and play with trained staff and other adults maintaining close supervision.
- Cloakroom and toilet areas are within the classroom, so careful supervision is maintained.
- Children will be encouraged to develop their own understanding of safety issues.
- Children will be trained in basic hygiene procedures.
- Close contact with parents at arrival/departure from school.