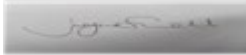





Western Primary School Early Years Policy

Persons/body responsible for updating:	SLT
Date approved and by whom:	May 2022 - LGB
Chair of Governors' signature	
Headteacher's signature	
Due for review:	May 2025
Status:	Statutory
Required on website:	No

Our School Vision

At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.

Western Primary School Early Years Policy

Rationale

The Early Years supports pupils from the age of 2-4 (EY 1) to 4-5 years (EY 2). Pupils enter school with a variety of skills and knowledge. In the Early Years the children have opportunities to build on their experiences and understanding. Each child needs a well-planned and resourced curriculum to take their learning forward. The Early Years provides opportunities for pupils to succeed in an atmosphere where they feel valued. We offer children access to both the indoor and outdoor classroom and appreciate that the outdoors can provide a scale and freedom for a type of play that it is difficult to replicate indoors.

Aims

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Objectives

- To follow the school's Foundation Stage Philosophy.
- To ensure that all children feel secure, included and valued.
- To make sure early years experiences build on what children already know and do.
- Ensure opportunities for the children to engage in activities by adults and those they have planned or initiated themselves. Practitioners should observe and respond appropriately to the children's needs and use assessments made to inform future planning and provision.
- Well planned, purposeful activity and appropriate intervention will enhance the learning process in our Early Years.
- For children to have rich and fulfilling experiences the learning environment must be well-planned, organised and stimulating.
- No child should be excluded or disadvantaged.
- Parents and practitioners should work together in an atmosphere of respect.
- To use the outdoor environment daily as a context for learning throughout the year.
- To promote a healthy and active lifestyle.
- To use the local community where possible to enhance provision.

Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#). This document also complies with our funding agreement and articles of association as part of RKLTL.

EYFS Structure at Western

At Western we have three nursery classes (EY1). Our Turquoise Room Nursery offers provision for our youngest children aged 2-3 years and is led by a Level 3 HLTA. We offer paid places for 2-year-olds with some families accessing 2-year-old funding. We have two 3-4-year-old nursery rooms: Green Room offers places to our younger three-year-olds and is led by a Level 3 HLTA. Our Purple Room nursery offers provision for our pre-school children who will predominantly transition into our school, this is led by a qualified teacher. We have a flexible offer which means parents/ carers can use both 15-hour and 30-hour funding in our 3-4-year-old nursery rooms. Parents/ Carers can choose part-time or full-time care on the days that suit their working pattern, we try and accommodate working families wherever

practicable. We can also offer additional paid sessions and wrap around care for children in our school-led Breakfast and After School Club, the 'Hive.'

Curriculum

Our Early Years setting follows the curriculum as outlined in the 2021 EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. To do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. Staff have overarching themes for learning but may come away from these to follow children's specific interests and fascinations.

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. Staff are aware of all children's next steps for learning and how they can move forward.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. A process of continual reflection on practice ensures that staff are using the best strategies and approaches for each cohort of children.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through kind, caring and positive interactions embedding the school values. High quality interactions and skilled questioning is used to help children progress with their next steps for learning. Children have access to both indoor and outdoor learning and this is given equitable value when planning for teaching and learning.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Transition

We strive to ensure that transition from home to school is stress-free for the parent/carer and the child, we offer transition visits and stay and play sessions before any child starts school or nursery. There are also opportunities for parents/carers and staff to discuss a child's needs before they start. Where children attend an additional setting, sharing of information is actively encouraged. Transition to reception classes is seamless as the children have opportunities to integrate and experience EY2 throughout the year.

Any children that are new to our setting in Reception, receive a visit to their existing setting prior to start. These children also benefit from transition sessions prior to school commencing and a staggered start at the beginning of the year which is done quickly but allows new children to settle in first in a smaller group. Close liaison with Year One teachers also ensures that the children's eventual transition into KS1 is smooth.

Parents/ Carers

At Western we believe that parents have a major role to play in the development of their child's education. The use of an online learning journal enables parents to contribute regularly to their child's learning journey.

In addition, we hold meetings for parents whose children are just starting school to explain our approaches to teaching and learning. Regular, formal and informal opportunities are made for parents to liaise with the Early Years team.

Monitoring and Evaluation

This will include:

- Regular staff observations which are led by discussions with staff and the EY Action Plan and SDP.
- Discussions and feedback from children and parents.
- Discussion and review of the Early Years Policy regularly to ensure it meets the needs of the current children.
- Regular book/journal scrutinies
- Environment and provision walkarounds by staff.

Assessment

At Western, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. We use Tapestry Learning Journal to record any significant snapshots of children's learning and progress.

When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. Within the first 6 weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA).

Ongoing assessments are made throughout the year to temperature check the children's progress. The information from these checks is used to inform future planning and to put in place any support or interventions that may be needed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Working with Parents and Carers

At Western, we recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. The use of an online learning journal, enables parents to contribute regularly to their child's learning journey.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

In addition, we hold meetings for parents whose children are just starting school to explain our approaches to teaching and learning. Regular formal and informal opportunities are made for parents to liaise with the Early Years team.

Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by promoting good health through our curriculum - for example by talking to children about:

- The importance of eating healthy foods
- Why we need to exercise
- The effects of eating too many sweet things
- The importance of brushing your teeth.
- The importance of being calm and looking after our own well-being.
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The rest of our Safeguarding and Welfare procedures are outlined in our Safeguarding Policy. All staff have regular updates and training on Safeguarding.