****

Ludlow Primary School

EARLY YEARS POLICY

2022

1. **Aims**

This policy aims to ensure:

* + 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
  + Close partnership working between practitioners, parents and/or carers, other agencies and the wider community. We get to know the children and their families, knowing when and how to support them.
  + Every child is included and supported through equality of opportunity and anti-discriminatory practice

We will achieve this through:

* + Providing a secure and stimulating place in which children and adults can learn together with confidence and enjoyment.
  + Offering opportunities for children to learn as individuals and as part of a group at a pace appropriate to their development.
  + Fostering creativity and curiosity, and offer opportunities which will help children develop understanding about the world in which they live.
  + All adults supporting children’s esteem, confidence and positive self-image
  + Promoting core values such as honesty, fairness and justice, developing children who understand the needs and views of others.
  + Children accessing a broad and balanced curriculum that gives them the broad range of knowledge, new vocabulary and skills needed for good progress through school and life
  + Research based practice ensures the best teaching and learning methods used to help children progress in prime and specific area Mathematics and Literacy
  + Providing broad and balanced educational experiences which celebrates the richness and diversity of the society in which we live. We are opposed to racism or racist behaviour and will challenge instances of this should they occur. Girls and boys have an equal right to develop the skills they will need in order to live a full and happy life.
  + A person’s worth as a member of society is not related to social class, physical or intellectual ability and promote this view in our work with children and families

1. **Legislation**

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021. This document also complies with our funding agreement and articles of association.

**3. Structure of the EYFS**

Our EYFS department comprises of two parts. Our nursery caters for children aged 2 upwards and our reception class is for children who will become 5 years old in the year that they start.

Nursery is available for the same hours as school, 9.00 – 3.00. For charging information please contact our school office.

**4. Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

**4.1 Planning**

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. 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. In planning and guiding children’s activities, practitioners reflect on the different ways that children learn and include these in their practice.

**4.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction.

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.

**5. Assessment**

At Ludlow Primary School 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.

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).

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.

**6. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners 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.

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. Parents of reception age children are invited to attend two parent consultation meetings each school year. Nursery parents are kept updated with daily conversations about their children.

**7. Transition**

*The following is in place to ensure successful transition from home to Nursery:*

Parents and children are invited in to visit the setting and meet the staff.

*The following is in place to ensure successful transition from Nursery to Reception:*

The Early Years lead makes weekly visits to nursery to familiarise the children with her.

During the Spring and Summer term the Reception teachers have story sessions with the children who will be starting Reception the following September. During the Summer term the nursery children have weekly sessions in the Reception classes. Parents are invited to a series of meetings to meet the teachers and staff.

*The following process is in place to ensure children’s successful transition from Reception to Year 1:*

Parents are invited to a meeting to ensure they know about school procedures and allocation of classes, and to voice any concerns they may want to express. During the Summer term, parents are encouraged to help their children put a ‘treasure box’ together. It is used during the staggered start to support transition and to inform planning. Children are invited to a number of visits throughout the year to their Year 1 class. The first visits are within their pre-school settings, allowing them to feel secure in the new environment. In the Summer term, children visit at least once without the support of the pre-school practitioners or parents. In the Summer term, Reception and Year 1 staff meet to discuss each child's development in order to support a smooth transition to Year 1.

**7. Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general, in the early years by talking to children about:

• The effects of eating too many sweet things

• The importance of brushing your teeth

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

**8. Monitoring arrangements**

This policy will be reviewed and approved by the Early Years leader every year.

At every review, the policy will be shared with the governing board.

**Appendix 1. List of statutory policies and procedures for the EYFS**

|  |  |
| --- | --- |
| **Statutory policy or procedure for the EYFS** | **Where can it be found?** |
| Safeguarding policy and procedures | See child protection and safeguarding policy |
| Procedure for responding to illness | See attendance and Covid related policies |
| Administering medicines policy | See supporting pupils with medical conditions policy |
| Emergency evacuation procedure | See health and safety policy |
| Procedure for checking the identity of visitors | See child protection and safeguarding policy |
| Procedures for a parent failing to collect a child and for missing children | See child protection and safeguarding policy and missing child policy/uncollected child policy for nursery |
| Procedure for dealing with concerns and complaints | See complaints policy |