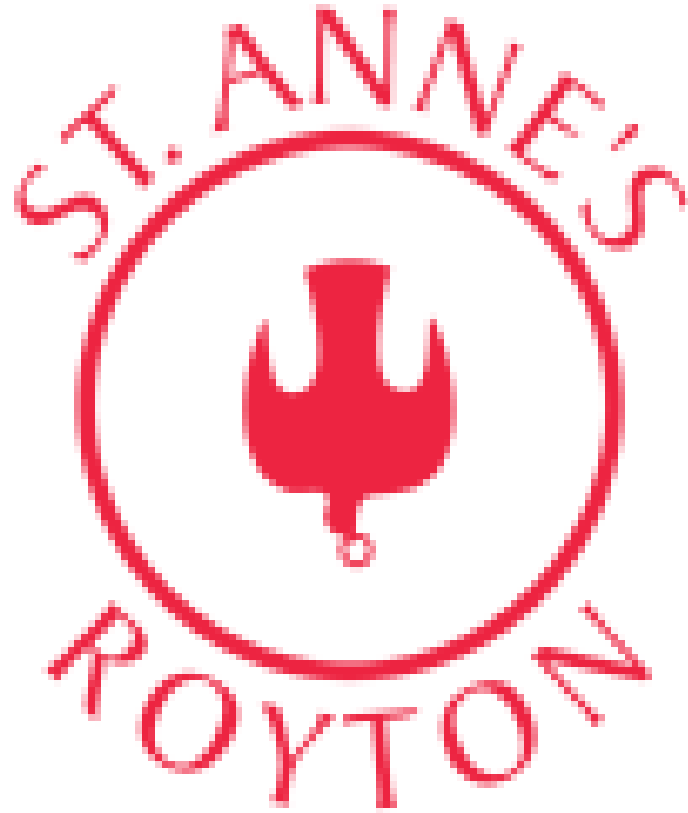


St. Anne's C.E. (Aided) Primary School



Early Years Policy

Our School Vision

St Anne's CE (Aided) Primary School is a happy vibrant school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop wisdom, confidence and resilience in an environment where efforts are valued and all children flourish.

Rationale

At St Anne's CE (Aided) Primary School we believe that every child deserves the best possible start to their education. Our school is a place where everyone is treated equally, encouraged and respected. We are committed to creating a safe and happy environment, where learning is nurtured and encouraged through motivating and enjoyable experiences.

Our vision is to ensure that children become confident and independent learners, who are extremely well prepared for the next stage of their education. As a result, all groups of children will flourish and achieve their full potential.

We ensure that opportunities to promote Christian values, and a sense of awe and wonder in God's world, are maximised throughout the curriculum and the experiences which children have at our school.

Aims

At St. Anne's CE Primary School, we aim to provide the highest quality care and education for our children by:

- Recognising that all children are unique and special.
- Ensuring a safe, secure and caring environment which is sensitive to the needs of the individual child.
- Teaching children to develop an understanding of how to keep themselves safe and manage their own risks and challenges.
- Enabling children to express and communicate their needs and feelings in appropriate ways.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions different from their own.
- Planning an exciting and challenging curriculum which fosters independence and self-confidence.
- Providing stimulating learning environments, both inside and outside, which allow children to be creative, think critically and build relationships with others.
- Developing strong relationships with parents and carers, which recognises and values their role in the child's development.

Early Years Foundation Stage Framework

The Statutory framework for the Early Years Foundation Stage became mandatory for all early years providers in England from 1st September 2021. The framework sets the standards for learning, development and care for children from birth to five. At St. Anne's, this includes our Nursery and Reception children.

The framework sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. Four guiding principles are set out in the framework and shape our practice. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured

- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- the importance of **learning and development**

The framework sets out the seven areas of learning and development that must shape educational programmes in early years settings. The level of development which children are expected to have attained by the end of the EYFS is set out in the framework and defined by the Early Learning Goals.

Early Years Foundation Stage Curriculum and Planning

At St. Anne's CE Primary School, we plan an exciting, challenging and relevant 'topic-based' curriculum across the seven areas of learning and development. We recognise that the seven areas of learning and development are important and inter-connected and cannot be taught in isolation.

Three of these areas are particularly important in igniting children's curiosity and enthusiasm.

These are the Prime Areas:

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

We also support our children in the four specific areas, through which the prime areas are strengthened and applied.

The Specific Areas are:

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

In planning and guiding what children learn, we take account of the three characteristics of effective teaching and learning. These 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

Our curriculum fosters positive attitudes towards learning and supports our children in achieving the Early Learning Goals. We do this through:

- Providing rich, meaningful first-hand experiences
- Planning opportunities that build upon and extend children's knowledge, experiences and interests
- Ensuring teaching and learning opportunities are carefully planned and structured
- Remaining flexible to allow for unplanned circumstances and children's responses
- Continually evaluating planning to ensure that children's individual learning needs are met
- Providing a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults
- Ensuring that all adults in the setting interact when appropriate to stretch and challenge children further

At the beginning of Reception year, children begin daily discrete phonics lessons using the Little Wandle Letters and Sounds Revised systematic synthetic phonics programme. We follow the White Rose Maths Scheme from Reception.

Assessment

The Reception Baseline is a statutory assessment taken by children within the first six weeks of beginning school. The assessment is carried out by the class teacher on a one to one basis and takes approximately 20 minutes per child. Results are submitted to the DfE.

Staff complete their own 'Baseline Assessments' when children start school, helping to identify children's individual starting points and areas of interest. These assessments are carried out through interactions in child-initiated play. Information provided by parents/carers and prior settings is also used to inform baseline assessments.

Assessment plays an important part in our daily practice, helping staff to recognise children's progress, understand their needs, and plan activities to support development. High quality observations of children in different teaching and learning contexts (including adult led activities and child-initiated play) take place daily. When assessing whether an individual child is at the expected level of development, staff draw on their knowledge of the child from interactions and observations, as well as their own expert professional judgement.

Observations of children's achievements are collated in their own personal online Learning Journal. Parents/carers receive a notification when an observation has been added to their child's Learning Journal and are encouraged to add their own comments and observations.

At the end of the EYFS, each child's level of development is assessed against the Early Learning Goals. Staff must indicate whether children are reaching the expected level of development ('expected') or are not yet reaching the expected levels ('emerging'). This is the EYFS Profile. The Profile provides a well-rounded picture of the child's knowledge, understanding and abilities, and attainment. The Profile is used to inform discussions with year 1 teachers and support the child's transition, and results are shared with parents.

Parents as Partners

At St Anne's CE (Aided) Primary School we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. Staff endeavour to encourage the regular sharing of information about the children with parents through informal discussions and via our online Learning Journals

Parental involvement with school begins before children start in Nursery or Reception, with an invitation to visit the school and meet their child's teacher. Baseline meetings are held at the start of the Autumn term. These are an opportunity for parents and staff to talk about the Early Years, what the children do, how this can be supported at home, and any concerns which parents may have. A further parent consultation meeting is held in the Spring Term, at which parents are invited to discuss their child's progress. A report is sent out at the end of each term and parents are invited into school to discuss these reports if they wish. Parents are kept informed of what is happening in the setting through our online Learning Journal (Tapestry), termly topic updates, via the school website, parent meetings and informal chatting at the beginning and end of each day. Parents are encouraged to contribute to their child's learning journal by adding photos, observations and news from home.

Equalities

All governors and staff recognize our duties under the Equality Act 2010 to:

- Eliminate discrimination, bullying and harassment aimed at protected characteristics as defined in the Act.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

In line with our Behaviour/Anti-Bullying Policy we deal firmly with derogatory language aimed at protected characteristics. We ensure our environment is as inclusive as possible and our resources reflect the diversity in our society.

Special Educational Needs

Great care is taken to assess the needs of each child from Nursery age onwards. Should a child have any special need we will consult with parents at an early stage to gain a better understanding of him/her. We will aim to make appropriate provision to overcome all barriers to learning and we will work positively with outside agencies across health, education and social care to ensure children's needs are met. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (SEN) Policy available at school and on the school website.

Health and Safety

We have a Health and Safety policy which all staff are familiar with and we have designated staff responsible for First Aid across the whole school. Foundation Stage staff have had Paediatric First Aid training. Safety, in all its practices, forms part of our curriculum provision. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken daily before and after school activities take place and before we embark on school outings. A full Health and Safety Policy is available in school.

Medical needs

This policy must be read in line with our Medical Needs policy. Each class keeps a list of any medical needs, allergies, children who need inhalers, prescribed medication, epi-pens etc in the class notice area so everyone is aware of the individual needs.

Children with severe medical needs will have their own individualised Medical Care Plan which is shared with all practitioners within the setting.

Monitoring and review

It is the responsibility of all the EYFS staff to follow the principles stated in this policy. The governors will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Headteacher and EYFS Lead will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

Linked policies

This policy is to be read in line with all school policies.