

Wye Forest Federation

Redbrook Church of England Primary School
St Briavels Parochial Church of England Primary School



Name of Policy:

This policy was agreed by the Full Governing Body on: (and supersedes all previous policies relating to this area)		July 21
Signed by:		
		(Executive Headteacher)
Signed by:		
		(WFF Chair of Governors)
Implemented:		
Review date:		Sept 22

Introduction

This policy was updated by Nadia Arnold July 2021

The Nature of the Early Years Education

In this policy document the 'Early Years' refers to children under the age of five and those who are five in the reception classroom. This policy applies to Sunflowers and Bluebell class at St Briavels and Robins reception children at Redbrook.

At St Briavels Parochial Primary School we believe in providing a secure foundation for future learning and development for our children. Our EYFS curriculum allows children to develop interpersonal skills, build resilience and become creative thinkers. We aim to provide a progressive, challenging and rich educational environment that enables each individual to thrive! Reception and Nursery staff work closely with each other to ensure continuity and consistency between the foundation stage. Our Vision statement '*Striving Together To Be The Best We Can Be*' is at the heart of everything we do.

Learning in Early Years is Values-based and built around our bespoke 'drivers'. Our School Values; **Respect, Resilience, Courage and Compassion** and the 'key drivers' **Diversity, Active, Independence and belonging** shape how we behave, what we say, how we build relationships and how we learn. They are incorporated in every aspect of life at St Briavels School and Early Years. Every child is recognised as a unique individual. We celebrate and welcome the differences within our school community.

Entitlement

The development of the whole child is crucial and provision in the Early Years can underpin future attitudes to learning. With this in mind, the Early Years team believe that:

- The child is at the centre of decisions about the curriculum.
- The curriculum reflects the way that young children learn, through purposeful and well-planned play and first hand experiences.
- We take account of children's previous learning in other Foundation Stage settings and ensure the next steps in achieving his or her potential are appropriate.
- The curriculum is planned to ensure coverage, continuity and progression in the development of the characteristics of learning within the prime and specific areas of learning and development
- The environment (both indoors and outdoors), is well planned and resourced to promote independence.
- Children's learning will not be compartmentalised into subjects, but will enable them to make links throughout all areas of learning.
- Opportunities to teach children 'In the moment' as well as a balance between child and adult led play/activities
- Practitioners work in partnership with parents/carers throughout the year through 'Focus Children' meetings, formal parent/teacher meetings and regular parent pop in sessions.

Planning in Sunflowers (2.5 year olds – Pre school)

Planning is responsive to the immediate interests of the children, built on ongoing observations, considering a relevant and inspiring curriculum for all children. A progressive, long term is in place with a balance of 'In the moment' following children's interests. As children develop we ensure a balance between adult led and child initiated activities are appropriate for the age and stage of development.

Planning in Bluebell Class – Reception

Planning for the year ensures progression of knowledge and skills through termly 'Big Questions'. Each 'Big Question' links to the needs of the children, their interests and stage in their learning. It provides them with the **knowledge** they need to prepare them for the KS1 curriculum.

Staffing, equipment and resources

The Foundation lead/practitioner ensures that appropriate resources are provided.

Resources that inspire children and support the curriculum. These resources are monitored and updated. Resourcing is progressive and ensures children are exposed to the correct resources at the right time to take their learning forward e.g. moving from a trike to a balance bike and finally a pedal bike.

Bluebell class has a full time teaching assistant in order to ensure the highest quality provision for children. Every child in Sunflower room has a key worker responsible for their next steps and development. Robins class at Redbrook have a teaching assistant every morning. Flexible staffing adheres to the child/staff ratios and ensures workload is shared and appropriate for staff members.

Involving Parents

Parents play a vital role in their child's development and are vital to their child's education. All parents are invited to:

- A 'new' parents evening prior to the children starting school.
- A chance to regularly attend 'parent pop in' mornings
- A workshop to inform and work with parents about how young children learn.
- 'WOW' vouchers, for parents to use with their children at home, are available to support the home/school links.
- Parents are encouraged to share achievements at home and can access and contribute to their child's learning journey on a weekly basis.

Assessment and Record Keeping

We are not driven by assessment and tracking.

Assessment serves children's learning and our curriculum. Most assessment is formative, so that it quickly helps us to make a difference to children's learning. However, we also need to have an overview of children's progress, so that we can take further actions where needed, and so we can monitor equalities. Our aim is for the system to be proportionate, and to ensure it is not overly burdensome.

This information is collated onto INSIGHT. The EYFS Lead and lead practitioner teachers input the data onto INSIGHT three times a year using the checkpoints as guidance from Development Matters 2021. Senior leaders work with the Nursery Lead and EYFS lead to analyse the information in order to take action for individual children, or groups of children, as needed.

Our objectives:

- Dialogue with parents, so that we can work in a respectful partnership to support children's learning at home and at school
- Dialogue with children, focused on how they learn, to promote metacognitive thinking
- Early identification of children who need temporary extra help, and children who may have special educational needs

- Checking that individual children, and groups of children, are making progress and taking prompt action where this is not the case
- Reporting formally to parents and to the receiving reception/year 1 teacher in the summer so that children can continue their learning journey through the EYFS as seamlessly as possible and be ready for the next stage of their learning.

Monitoring and Evaluation

Monitoring of the Foundation Stage includes:

- Regular learning walks by Lead practitioner and senior management team/head teacher
- Monitoring of the seven areas of learning through our online data tracker 'INSIGHT' and online learning journey.
- Monitoring of the Characteristics of effective learning through observing interactions with the children and developing these through play.
- Regular planning meetings to ensure continuity of provision.
- Annual action plans to identify key areas of development within the Foundation Stage
- Children's attainment and progress is discussed with SENCO and SLT termly and reported on at the end of the year to the Local Authority, parents and year 1 teacher.

The EYFS staff are involved in regular moderation sessions throughout the year (both in school and offsite at other schools). This helps staff recognise the importance of judging children's 'best fit' and enables consistency in our judgements. See Moderation plan – appendix 3.

SEND

All children, whatever their stage of development or ability will be encouraged to participate fully in all activities and be motivated to reach their full potential. Those perceived to have SEND, for any reason, have individual help and support from the classroom teacher and teaching assistants. If necessary, children are entered on the SEND register and their development is monitored (see SEND policy).

Equal opportunities

All children are given equal access to all activities undertaken in school. We aim for each child to make progress in line with his/her abilities irrespective of gender, social background, ethnic group or physical ability

Health and Safety

All Early Years children are made aware of the need for some simple, basic rules within the classroom and school in order to keep themselves and others safe. They are taught about safe use of equipment and a full and comprehensive safeguarding policy is in place (see safeguarding policy). Access to water is always available and hygienic food preparation areas for healthy food snacks are available in class.

Admissions into school

All children are admitted at the start of the school year in which they will be five. There is a meeting at the end of the summer term where parents are given an insight into the foundation stage curriculum. Parents also have the opportunity to pass on any information about their child. We have developed very good relationships with playgroups (and other pre-school establishments) to ensure smooth transition. At St Briavels, Sunflower children visit Bluebell Class from the Spring Term on a weekly basis. Home visits are offered where appropriate. Children start school full time in order to maximise their learning.

British Values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2021 Early Years Foundation Stage. In Foundation stage classes we plan daily opportunities for the children where they are given responsibility, asked to make choices, make group decisions and vote fairly. We encourage respect for individuals of any age, ability and any faith.

Internet safety

EYFS children have access to the interactive whiteboard, digital cameras, photocopier and class Ipad. Devices are accessed with adult supervision and adheres to our school internet safety policy. All online assessment and learning journey systems are fully compliant to GDPR