

**Wye Forest Federation**

**St.Briavels and Redbrook Primary Schools**

Approved Full Governing Body:

Review period: Every 1 year

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Executive Headteacher)

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Chair of Governors WFF)

Date of Review: September 2020 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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EARLY YEARS POLICY

**STIVING TO BE THE BEST WE CAN BE**

**READY, RESPECT, SAFE**

**Introduction**

This policy was updated by Nadia Arnold.

**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 and Redbrook School we value the individual child. We acknowledge the value of his/her pre-school experiences and build upon them by providing a broad and balanced curriculum in order to promote the child development matters statements (2012 EYFS). We aim to maintain a secure, purposeful, happy and stimulating environment within the classroom.

**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 (See appendix 1 EYFS Curriculum for Bluebell class).

• 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’ are documented in the settings planning book and shared with parents using our online learning journal.

• 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. An ‘In the moment’ planning approach is adopted to ensure that teaching is a natural process taken to the child at their current place of play with the teacher seen as a ‘play partner’. 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 enquiries. Each enquiry is adapted to the needs of the children’s interests and stage in their learning. More information can be found on the ‘Early Years Curriculum information’ Appendix 1

**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 weekly and ‘In the Moment’ as the children need them.

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 groups 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**

Please see the Assessment policy in appendix 2

Children in the Foundation Stage are continually assessed through observation, in the form of:

• Spontaneous written observations

• Planned focussed observation

• Photographs

• Video

Our timetable ensures that adults in the classroom are given the opportunity to observe all children over a period of time, and respond appropriately by supporting and extending learning.

This ongoing assessment informs us of the children’s interests to develop our planning and next step cycle.

Children have individual learning journeys, which contain transition documents and ongoing key assessments that show progress over the year in all seven areas of development. When children enter reception class we observe the children carefully to assess the child’s starting point or ‘Baseline Assessment’.

**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. In order for assessment of development matters statements or Early Learning goals to be consistent and accurate and identify particular groups of children who need extra support or challenge.

•Monitoring of the Characteristics of effective learning through observing interactions with the children and developing these through play.

• Weekly 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 moderated 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 part time and follow a staggered admission programme. All children are full time by week three.

**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 2014 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