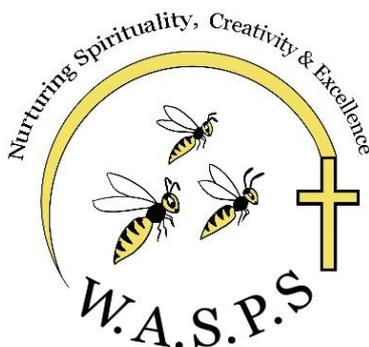


Early Years Policy

at

Weston All Saints Primary School



The Partnership Trust



This policy is written in reference to the Christian Foundation of the school.

'Nurturing spirituality, creativity and excellence'
I can do all these things through Christ who strengthens me –
Philippians 4:13

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1. Introduction

This document is a statement of the aims, principles and strategies for the provision of Early Years at Weston All Saints C of E Primary School (W.A.S.P.S).

'When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.' Development Matters July 2021

Early childhood is the foundation on which children build the rest of their lives. At WASPS we greatly value the importance that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

2. Aims and objectives

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
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- Close partnership working between practitioners and with parents and carers
- A safe, secure and caring environment is created in which children become independent active learners.

3. 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.

4. Scope

Whilst every attempt has been made to cover a wide range of situations, it is recognised that this policy cannot cover all eventualities. There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the standards outlined in this document. It is expected that in these circumstances staff in schools will always advise their headteachers of the justification for any such action already taken or proposed. Headteachers will in turn seek advice from the Schools' HR Provider where appropriate.

This policy applies to all adults who work in the school. This includes teachers, support staff, supply staff, governors, trainee teachers, contractors and volunteers.

It should be followed by any adult whose work brings them into contact with pupils. References to adults should be taken to apply to all the above groups of people in schools. Reference to pupils means all pupils at the school (including those over the age of 18).

This policy should not be used to address issues where other policies and procedures exist to deal with them. For example, any alleged misconduct which falls within the scope of the management of allegations policy requires the school to comply with additional child protection requirements as set out in that policy.

5. Status

This document sits alongside the relevant school's safeguarding policies and codes of conduct. The Local Safeguarding Children's Board and The Partnership Trust support the use of Guidance for Safer Working Practice for those working with pupils in education settings.

6. Principles

Adults who work with pupils are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Adults in schools should work, and be seen to work, in an open and transparent way. Adults in schools should continually monitor and review their practice in terms of working with young children and ensure they follow the guidance contained in this document.

7. Curriculum

Our Early Years team follow the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The EYFS is based upon 4 overarching principles.

A Unique Child ~ We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others and we use praise and encouragement as well as celebration and rewards to encourage children to develop a positive attitude to learning.

Positive Relationships ~ We recognise that children learn to be strong and independent from secure relationships and our aim is to develop caring, respectful and professional relationships with the children and their families. We endeavour to ensure that both children and parents feel secure and communication between home and school is strong.

Learning and Development ~ Through observations we assess the children's interests, stages of development as well as their learning needs before planning challenging and achievable activities and experiences to extend their learning.

Enabling Environments ~ We recognise that the environment plays a key role in supporting and extending children’s development. Our Foundation Stage has three large classrooms and a large outdoor area which is shared. There are areas where children can be active as well as spaces for quiet, reflection time. Children are able to locate equipment and resources independently and safely.

The framework includes 7 areas of learning and development that are equally important and are inter-connected. However, 3 areas are known as the prime areas and are seen as particularly important for igniting curiosity and enthusiasm for learning, for building capacity to learn and for forming and sustaining relationships.

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

Prime Areas of Learning		
Personal, Social and Emotional Development	Physical Development	Communication and Language
<ul style="list-style-type: none"> • Self-regulation • Managing self • Building relationships 	<ul style="list-style-type: none"> • Gross motor skills • Fine motor skills 	<ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking

Specific Areas of Learning			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> • Comprehension • Word reading • Writing 	<ul style="list-style-type: none"> • Number • Numerical Patterns 	<ul style="list-style-type: none"> • Past and Present • People Culture and Communities • The Natural World 	<ul style="list-style-type: none"> • Creating with materials • Being Imaginative and Expressive

At WASPS, all areas of learning are delivered through a well-planned play-based curriculum with a balance of adult-led and child-initiated activities. Throughout the Foundation Stage our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area at the appropriate developmental level. Our long-term planning ensures coverage so that all children have opportunities to work towards and achieve the Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS. We follow a termly topic-based approach which allows flexibility to ensure that both children’s needs and their interests are considered.

Teachers plan activities with the characteristics of effective teaching and learning in mind. These characteristics highlight the importance of a child’s attitude towards learning and their ability to play, explore and think critically about the world around them. The 3 characteristics are;

- **Playing and Exploring** ~ children investigate and experience things, and ‘have a go’
- **Active Learning** ~ children concentrate, keep on trying if they encounter difficulties and enjoy their achievements
- **Creating and Thinking Critically** ~ Children have and develop their own ideas, make links between ideas and develop strategies for doing things

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, strong communication skills and promote physical development.

8. Play

Learning through play underpins our approach to teaching and learning in the Foundation Stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so, we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world. Children have opportunities through their play to think creatively alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

9. Assessment

Assessment plays an important role in helping the school to recognise children's progress, plan appropriate activities and assess the need for additional support. During the first term of Reception, assessments are made for each child using a national baseline screener. This enables patterns of attainment within the cohort to be identified, in order to adjust the teaching program for individual pupils and groups of children. As part of our daily practice, we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways, including what the child has said and done and also by using photographic evidence. Significant observations of children's achievements are collected and collated using Curriculum Maestro which is our online curriculum, assessment and planning tool. Should there be a concern regarding a child's progress, class teachers discuss this with the child's parents. A strategy of support will be agreed and consideration will be taken as to whether the child may have a special education need or disability which requires further investigation or intervention from a specialist.

At the end of the year, teachers use the exemplification documents and their knowledge of the child to make an assessment in accordance with the Early Learning Goals (ELGs) as to whether the child is working at the expected level or emerging (not yet meeting the expected level).

Information is stored in line with GDPR and the school's Data Protection Policy.

10. Partnerships with Parents

We strive to create and maintain close working partnerships with parents and carers as we recognise that together we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and promote parental support and engagement in numerous ways.

These ways include but are not exclusive to:

- The school website ~ This aims to share much information with parents, including statutory information
- Email ~ Parents are welcome to email the school office with any questions
- Telephone calls ~ Phone calls to parents may be made on occasion by staff
- Face-to face communication when children are dropped off in the morning and collected at the end of the day
- Dojo ~ This is used to share information about the daily life of the class/school and is also a quick way of communication between families and the class teacher (temporarily suspended, Jan 2022)
- Regular parents' meetings throughout the year
- Parentpay ~ Email and text alerts

Parents are very much encouraged to approach staff should they ever have any queries or concerns.

11. Inclusion

Our whole school ethos, as well as that of the Foundation Stage, embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures.

We strive to give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning and we set realistic and challenging expectations that meet the needs of individual children, so that they are able to reach their full potential.

We achieve this by planning carefully to meet the needs of all our children and providing a safe and supportive learning environment in which the contribution of all children is valued and resources reflect diversity and are free from discrimination and stereotyping.

As a staff team, we regularly reflect on how we provide a curriculum which supports

- Pupils identified as having a special educational need
- More able pupils
- Children from all social and cultural backgrounds
- Children of different ethnic groups and those from diverse linguistic backgrounds
- Different genders
- Pupils identified as the least advantaged pupils

12. Induction and Transition

Transition is planned carefully to ensure that it is as smooth as possible for each child and enables them to settle into WASPS quickly and happily. Prior to children starting school, the EYFS lead contacts pre-school providers, child minders and nursery settings to discuss the needs of individual children. Written information from these settings is sent to the school. During the summer term prior to a child starting school, WASPS staff visit settings to meet children and talk to keyworkers about concerns and pupil interests.

Parents are invited to attend an induction meeting in the summer term before their child starts school. This is an opportunity for parents to:

- Meet Key Staff
- Learn about the EYFS curriculum and the school day
- Complete necessary paperwork
- Purchase uniform
- Understand the process of school absence
- Complete forms regarding Free School Meals and milk
- Meet other parents

Prior to starting school, parents complete an information pack in order to share with school staff information regarding the child's home environment, likes, dislikes, strengths and areas where support may be needed. Children also receive a transition card with pictures of the setting and photographs of staff. This is emailed to pre-school for keyworkers to share and is accessible online for parents and carers to share at home.

Towards the end of the summer term, children and parents are invited to a stay and play session followed by a story time hosted (where possible) by the EYFS teacher and staff within the setting. Parents are invited to stay for the session to meet the teachers and other parents.

Our induction program generally follows the guidelines below:

Week 1

- Children attend school from 8.50am until 12pm **or** from 1pm to 3.20pm. The class is split into two groups and children are allocated sessions to attend.

Week 2

- Children attend school from 8.50am until 12pm **or** from 1pm to 3.20pm.

Week 3

- Children attend school from 8.50am until 1pm. They have lunch at school. Some children begin to stay for the afternoon.

Week 4

- Children attend school full time. Some children will continue to attend on a part time basis but this will have been discussed in advance with the Headteacher, Early Years leader and class teacher.

For children identified as having additional needs, during the summer term before school entry, a meeting is held between school, parents and relevant agencies. A School Entry Plan (SEP) is agreed which enables the starting school timetable to be adjusted to meet the needs of the pupil as well as other children within the setting.

13. Transition from Early Years to Year 1

During the summer term all children across the school will experience Shunt morning; a morning with their new teacher to support the transition from one year group to the next. The move from Reception to Year 1 can feel very different for Reception children and parents. In Reception children will play and explore, often initiating their play themselves with some adult direction. Adult directed tasks are planned in line with class topics. Daily phonic and maths teaching will happen but the rest of the day is open for the children to explore all the wonderful play-based activities on offer. When the children move to Year 1 they are taught from the National Curriculum and the day is much more structured with tasks being led by adults. Before a child starts their year in Year 1 their Reception teacher will complete a written end of year report and will have the opportunity to 'hand over' vital information about each individual child.

14. Safeguarding and Welfare

All necessary steps are taken to keep the children at WASPS safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training. Staff receive regular safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

15. Staffing

A robust recruitment process is in place, which aims to ensure that staff employed in the EYFS are suitable. Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety. Staff are supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience. All members of staff who have contact with children and families will be under the supervision of the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns
- Identify solutions to address issues
- Receive coaching to improve their effectiveness

16. Health and Safety

There will be at least one member of staff on the school premises at all times who has a current Paediatric First Aid certificate. The school has a room dedicated to the administration of First Aid and all classrooms have a First Aid kit. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered as outlined in the school's Administration of Medicine Policy.

The class teacher or teaching assistant will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded in an accident book, located in the school office.

The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

The school has a Fire Evacuation Plan in place.

Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded and all relevant staff informed.

Children are asked to bring in their own boots and cycle helmets to enable full participation in the curriculum. The school has generic equipment for children whose parents wish to make use of this.

The Health and Safety Policy outlines the full health and safety policies and procedures.

17. Links with other Policies

This document should be read in conjunction with the following documents:

- Keeping Children Safe in Education (last updated September 2021 and any updates thereafter)
- Equal Opportunity Policy
- Administering Medication Policy
- Guidance for Safer Working Practice for Adults who Work with Children and Young People 2019 (and any updates thereto)
- Child Protection and Safeguarding Policy
- Data Protection Policy
- Complaints Procedures Policy
- All staff must adhere to, and apply the principles of this document in all aspects of their work. Failure to do so may lead to action being taken under the disciplinary procedure.