



All Saints National Academy

EARLY YEARS POLICY

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on 01/09/2023

It is due for review on 01/09/24 (up to 12 months from the above date).

Signature Date

Principal

Signature Date

Chair of Governors

1. POLICY INTRODUCTION

At All Saints National Academy we endeavour to help everyone achieve their potential. By listening to each other, thinking about what we do, checking our outcomes and always striving to improve we will ensure that everyone can be safe, happy and successful.

The Early Years Foundation Stage (EYFS) applies to children in Reception. At All Saints National Academy, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children:

- play and explore - 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

(Statutory framework for the EYFS)

Four guiding principles should shape practice in early years settings

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.
- importance of **learning and development**. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

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, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude

to learning. Inclusion/Special Educational Needs (SEND) All children and their families are valued at All Saints National Academy. Children are treated as individuals and have equal access to all provision available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments consider contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SEND Coordinator is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEND.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and acting to provide support as necessary. Welfare It is important to us that all children in the school are 'safe'.
- Engage in purposeful conversations with adults ensuring all pupils are given every opportunity to develop their language skills and become confidential conversationalists.

We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy) "Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At All Saints National Academy, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At All Saints National Academy, we recognise that children learn to be strong independent and form secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. Parents as Partners We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- talking to parents about their child before their child starts in our school;
- the children have the opportunity to spend time with their teacher before starting school during transfer sessions;
- support children through the transition from pre-school to Reception with the children starting in three groups, the summer children as the first intake.
- inviting all parents to an induction meeting during the term before their child starts school in order to detail how we aim to work with their child particularly in relation to reading and phonics;
- encouraging parents to talk to the child's teacher if there are any concerns.
- Parents are invited in during the summer before their child/ren are due to start to meet the team and look at the Early Years environment. Throughout the year there will be opportunities to discuss their child's progress during parental consultation meetings. These meetings are usually face-to-face, however since the Covid-19 pandemic the academy has adjusted how these opportunities are provided. If it is not possible for the academy to invite parents on site then the academy will provide opportunities to discuss progress either over the telephone, through a online video call or via an interim report. Regular contact will also be made via Class Dojo where successes and concerns will be reported.

- Parents receive a report on their child's attainment and progress at the end of each school year
- We aim to plan and arrange a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies, school visits, open afternoons; as a result of the covid-19 pandemic some of these sessions and opportunities may have to be delivered virtually
- by providing a quiet and confidential area where parents are able to discuss any concerns.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and follows children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual Learning Journals. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The **prime areas** are - communication and language - physical development - personal, social and emotional development.

The **specific areas** are - Literacy - Mathematics - Understanding of the world and - Expressive arts and design.

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SEND coordinator in order to access Special Educational Needs support. At All Saints National Academy: "Each area of learning and development is

implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary. (Statutory Framework for EYFS 2021)

We support children in using 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; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. (Taken from statutory framework for the EYFS 2021)

Religious Education is also taught in the reception classes.

Equal Opportunities

All members of the academy are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At All Saints National Academy, there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS (see EYFS risk assessment) and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies (see EYFS risk assessment)

In line with the EYFS statutory framework 2021, at All Saints National Academy we undertake;

- A whole academy medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer."

At All Saints National Academy a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2021)

- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- Children are given the choice of fruit and milk every day.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy. A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in the academy must not be used for staff own personal use. Mobile phones are locked away in the locker.

Transition From Pre-school /Feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express. We prefer this meeting to be onsite, however since the Covid-19 pandemic there may be a requirement to adjust how these meetings are delivered and move them to a video posted on our communication portal, Class Dojo. Further information is posted on the academy website;

- During the summer term either a member of the early years team or a member of the SLT will make telephone contact with all parents to discuss any apprehension
- During the summer term parents are encouraged to complete an "all about me" booklet. It is used during the Autumn term to support transition and to inform planning;

- Members of the Early Years team will make contact and visit the feeder settings and hold discussions regarding observations made by the nursery staff;
- Children requiring extra support will have professionals' meetings with the class teacher, SENCo and a member of SLT. The SENCo and class teacher will also schedule meetings with the nursery provision to gain any required information, including support received whilst in their setting.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, working towards the expected level of development or working below the expected level of development. Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.