

The Royal Borough of Kingston upon Thames

**Malden Parochial C of E
Primary School**



**Early Years
Policy**

Agreed: Autumn term 2021
Review date: Autumn term 2023
(or as required)



Ethos Statement

This is a Church of England Primary School. As such, its ethos derives from the Christian Gospel. In all that it does or aspires to achieve, the school is informed and strengthened by Christian belief and practice.

At the heart of the school's ethos is the conviction that God loves each person: that God desires the best for each person; that God longs for each person to develop their potential as human beings.

Mission Statement

In accordance with the Ethos Statement, our school will aim to provide high quality education to the children of the local community within a safe, happy and stimulating environment

Love, Learn, Live!

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1. Our Intent and Aims Within Early Years at Malden Parochial School

We aim to ensure:

- That children access a broad and balanced curriculum that gives them a wide 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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti - discriminatory practice
- Every child has a happy, positive and enjoyable start to their school life within a safe and secure environment
- Solid foundations and a deep love of learning are fostered
- Each child, through encouragement and high expectations, develops socially, emotionally, physically and intellectually in order to thrive in a diverse and ever-changing world
- Children develop independence within a nurturing and supportive environment

2. 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](#).

3. Structure of the EYFS

Implementation

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our Early Years Foundation Stage accommodates children from the age of 3 to 5 years. In our school we have one part-time Nursery class and one full-time Reception

class. Our Nursery class has 26 places and children are offered a place following their third birthday. In Nursery, staffing includes a teacher and nursery nurse. Children attend our Nursery on a part time basis for 3 hours each day, in the morning. Each child starting Nursery in September is guaranteed a minimum of three terms attendance before they enter full time school. Our Reception class has a teacher and a nursery nurse. To ensure best practice and continuity, our foundation stage classes work closely together and share planning and an outdoor learning environment.

All areas are organised to allow children to:

- explore and learn securely and safely
- build self-esteem and improve self-image through praise and recognition
- foster positive attitudes
- develop independence and self-control
- provide open ended tasks without the constraint of the end product
- provide a broad curriculum that caters for the whole child
- provide a sense of achievement involving sufficient challenge
- provide quality, structured play activities
- make the maximum progress appropriate to them
- develop socially, emotional, intellectually and physically acquiring skills, concepts, attitudes and knowledge to enable them to become successful lifelong learners

There are areas where the children can be active, explore or be quiet. Each area is set up in learning areas, where children are able to locate equipment and resources independently. Nursery and Reception have a dedicated outdoor area and have access to the field and main school play area if needed, thus having a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan outdoor activities and resources that help the children to develop in all areas of learning.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

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

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We enrich the Early Years framework with a curriculum to enhance the experience and opportunities available to the children. This includes special events and celebrations, memorable experiences, themes selected to drive the curriculum. Our teaching of synthetic phonics follows the Little Wandle scheme.

4.1 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, therefore, we have environments that provide continuous provision. Continuous provision is used throughout the EYFS setting at Malden Parochial where the classrooms and outdoors are set up with learning areas. Cross-curricular resources can be independently assessed throughout the day. Reception build upon and deepen experiences and learning from Nursery. Continuous provision provides children with stimulating, active play to encourage creative and critical thinking alongside other children, as well as on their own.

Children are able to practice 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 interest, 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 and questioning. They teach and extend play whilst developing skills and language. We understand that outdoor play is of equal importance as indoor play and that the outdoor classroom offers children ‘bigger’, ‘louder’ and ‘messier’ experiences.

4.2 Characteristic of Effective Learning

The EYFS also includes the ‘Characteristics of Effective Learning’ which help staff identify a child’s attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

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

4.3 Planning

Staff plan activities and experiences for children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus more strongly on the three prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Weekly evaluations, observations, interests and experiences of the children inform planning. Children and parents/carers are encouraged to offer information about themselves, their families and their experiences prior to joining and throughout their time in the EYFS. With this information, time is set-aside in the week to get to know the child through circle times and reflection groups, building a relationship with them before planning the 'Whatever Next' step. 'Whatever Next' enable the child to offer suggestions to extend their play in the different learning areas, staff record what they say and take this into account within their planning for the week.

- **Long Term Plans**

Within the EYFS, we have a rolling two year programme where broad topics are set for each academic year and the planning will often be linked to a book around the topic being studied,

- **Medium Term Plans**

Our medium term plan pools ideas within the topic, identifying specific learning intentions and developments. The planning is very flexible being constantly added to and adapted weekly to suit the children's needs and learning development. In Reception, daily phonics and mathematics sessions are planned with specific learning outcomes. In Nursery, phonics also plays an important part and over the week sessions also cover mathematical learning.

- **Short Term Plans**

These are completed weekly. The plans individualise focused activities based on a learning outcome and also record how the continuous provision is being enhanced in each area and how Nursery and Reception children can access it. Differentiation and expectations is planned for across the two age ranges and there is scope for year group planning within the umbrella of the main topic so that children's individual needs are recognised and met.

4.4 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a balance of adult-led and child-initiated activities. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential. The adults respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. In Reception, as the children's development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to complete a task with them; at other times they will participate in the child's play, extending it where possible. We see our Early Years staff as 'co-adventurers'. There are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on math's, literacy, phonics, stories and topic work. These times provide the opportunity for children to develop their ability to work as a group to listen, to take turns, to answer and concentrate. Whole class reading, story and rhyme time are important parts of the day.

We want our children to develop a lifelong love of reading. Children are exposed to a wide range of both fiction and non-fiction texts to provide them with opportunities to hear and use new vocabulary. We imitate, innovate and invent stories as we want our children to leave the EYFS knowing stories, both traditional and modern well. We make sure there is always time for a whole class story during the day, as well as opportunities to enjoy books within the continuous provision.

In Reception every child is provided with their own book bag and will receive a 'reading' book once a week. In school they will share this book with an adult three times a week either on a one-to-one basis or in a group. All the EYFS children have the opportunity to select a book for enjoyment from their class library on a weekly basis.

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply in the EYFS just as much as they do in the teaching in Key Stage 1 and Key Stage 2.

In the EYFS at Malden Parochial, the principles are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- the understanding that teachers have of how children develop and learn, and how this affects their teaching
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication
- the carefully planned curriculum that helps children work towards the Early Learning Goals and Foundation Stage profile statements throughout EYFS

- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotion abilities
- the encouragement needed to allow children to communicate and talk about their learning, and to develop independence and self-management
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment
- the identification of the progress and future learning needs of children through observations, which are shared with parents/carers
- the good relationships between our school and the settings that our children experience prior to joining our school and subsequently those that they move to within the local community

5. Assessment

At Malden Parochial ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

At the end of the year, in Nursery, staff review a child's progress and provide parents and/or carers with a written summary of the child's development in the three prime areas along with information about their development in literacy and mathematics. This report highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- or
- Not yet reaching expected levels ('emerging')

The results of the profile are shared with parents and/or carers for their child along with a written report that reflects on the child's achievements, strengths and areas to develop.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that parents and/or carers are children's first and most enduring educators and we value the contribution they make. We acknowledge that they play a vital and fundamental role in their child's education. We do this through:

- undertaking home visits to our Nursery children, and parent/carer and child discussion for Reception children before they start school
- inviting parents and their child into the Foundation Stage prior to their start in Reception and Nursery
- providing a form 'All About Me' for the Reception parent/carer and child to complete
- inviting all parents/carers to an induction meeting during the term before their child starts Nursery or Reception
- staff being available at the beginning and end of the date to share any concerns or issues
- offering parents/carers regular opportunities to talk about their child's progress; there is a formal meeting for parents/carers each term
- an end of school year report
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents/carers
- information evenings
- providing opportunities for parents/carers to contribute to their child's 'Learning Journey', on our 'WOW' boards, half termly activities, speech bubbles and home/school books where they are able to leave comments relating to their child's achievements.

Parents and/or carers are kept up to date with their child's progress and development. The end of year Nursery report and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

As outlined in the EYFS: 'Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with parents.' (Statutory Framework for EYFS, 2017) It is important to note that all staff within the EYFS will develop a relationship with all pupils. This will also ensure inclusion and that each individual pupil's needs are accommodated. Although each child will have a named key person, it will be the class teacher's responsibility to plan and teach the main class activities and have overall supervision of the observations and next steps of all of the children to track their progress.

7. Safeguarding and welfare procedures

At Malden Parochial, 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 to meet the needs of the children we are required to:

- promote the welfare of children
- promote good health, preventing the spread of infection and taking appropriate action when children are ill
- promote good oral health by involving the children in practical activities and discussions about the importance of brushing your teeth and the effects of too many sweet things. We follow [statutory guidance](#) for safety around supervised tooth brushing.

- manage behaviour effectively in a manner appropriate for the children’s stage of development and individuality
- ensure that the premises, furniture and equipment are safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and developmental experiences
- maintain records, policies and procedures required for safe and efficient management of the setting.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

7.1 Keeping Safe

It is important to us that all children in the school are ‘safe’. We aim to educate children about boundaries, rules and limits and help them understand why these exist. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We provide children with choices to help them develop this important life skill. We aim to protect the physical and psychological well-being of all children.

- maintain records, policies and procedures required for safe and efficient management of the setting.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection and Safeguarding Policy
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy	See Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Child Protection and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding Policy
Procedure for dealing with concerns and complaints	See Complaints Policy