

<p>Name of Policy: Early Years Policy</p>	<p>Version/Last Review Date: July 2022 (V4)</p>
<p>Statutory documents linked to policy: The Early Years Foundation Stage Framework - https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</p>	<p>Previous review date: September 2014 (v1) September 2019 (V2) September 2021 (V3)</p>
<p>Other Policies linked to this policy: Assessment and Reporting Policy SEND Policy Intimate Care Policy Educational Visits Policy Safe guarding and child protection Health and Safety First Aid Behaviour and Discipline Teaching and Learning Policy All Curriculum Polices The above and all other relelvent policies are available on the school website</p>	<p>Next Review Date: September 2024</p>
<p>Governor Committee Responsible</p>	<p>Curriculum & research</p>

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole

Legislation

This policy is based on the requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021. This policy describes the framework upon which the beliefs and practice of this school are based, this policy should be used in conjunction with the Teaching and Learning Policy, Assessment Policy and SEN Policy.

Our Philosophy

Each child is unique and is valued as an individual. We aim to provide a secure foundation through learning and development opportunities based around the needs of each individual child.

We believe that every child deserves the best possible start in life and the support that enables them to excel as individuals and reach their full potential. Children develop and learn in different ways and at different rates. In the Foundation Stage children learn best through play based activities and first hand experiences.

Objectives

- To provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children
- To develop warm and secure relationships between children and adults
- To provide a high quality curriculum in line with the Early Years Foundation Stage Framework
- For the children to become aware of moral and social values
- To encourage active learning through first hand experiences both in indoor and outdoor play
- To develop speech, language and communication skills
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline
- To value the cultural diversity within our school and community
- To foster positive home school links and share a common sense of purpose with parents.

The Structure of EYFS

Our EYFS department consists of a Nursery and a Reception Class. We admit children from the age of three years old into our Early Years provision. Most children who join our setting begin with a staggered start until they are settled and confident in our routines.

The Foundation Stage Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework. We use Development Matters guidance on effective teaching and learning within the early years.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected.

Prime Areas

- Personal, Social and Emotional Development
- Physical development
- Communication and Language

Specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

The prime areas are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. The specific areas then build on these foundations.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 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.

Teaching

Each area of learning and development is implemented through planned purposeful play, with a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. We look at children's developmental stage with the EYFS to plan for their next steps, so sometimes Reception age children may spend time within the nursery environment if that suits their needs developmentally and vice versa.

Assessment

At West Newcastle, 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. We use the Seesaw app to record observations, these are also accessible to parents and carers. 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:

- On Track
- Not on track

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally using guidance from Development Matters and in partnership with other local schools to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Organisation of Environment

Nursery and Reception each have their own specific classroom within the Nature Park building when they usually begin their day. The children will spend some time as a Foundation Unit working together and sharing the spaces during free play, as well taking part in some small group sessions such as RWI phonics and maths. The outside areas

are used by all Early Years children throughout the day and the Nature Park grounds are used for outdoor learning activities frequently. We also use the mini buses to take children for visits off site.

Transition to WNA

Our aim is to establish a smooth and successful transition into nursery (and Reception for those not coming for WNA nursery) This is facilitated by

- Phone calls/ visits to previous settings.
- Play sessions that are held at the school in the summer for all children prior to starting and information sessions re held for parents/carers.
- Phone calls home or home visits when required and information sharing between school and home.
- Liaison with outside agencies.
- The opportunity for summer born children to begin school life on a part time basis
- Offering a flexi school option for parents that request it (under the agreement of the head teacher).

Role of the EYFS Co-ordinator

It is the role of the Early Years Co-ordinator, under the guidance of the headteacher:

- To organise the delivery of EYFS Curriculum and to ensure progression and development
- To monitor planning and quality of delivery within the curriculum
- To keep abreast of developments within EYFS and carry out INSET when required
- To monitor and update resources and develop a budget for development work
- To liaise with and support staff in pre-school establishments

Equal Opportunities

All children have an equal entitlement to a good Early Years Curriculum regardless of gender, race, culture, religion, disability and special or medical needs.

Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth & providing each child with their own toothbrush

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