

Early Years Policy



Capenhurst C.E. (Controlled) Primary School

Headteacher: Claire Green

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Review: as required

EYFS at CAPENHURST

Through the early years curriculum on offer at Capenhurst our children will develop the knowledge, skills and understanding that will enable them to take advantage of all that life has to offer both within the classroom and beyond it. It will prepare our pupils for later life and enable the adults around them to be best placed to make the most of the rich and varied opportunities that they will encounter.

As an Anglican school, the precepts of Anglican education remain at our core. This includes recognising and valuing the Church of England Vision for Education – Deeply Christian, Serving the Common Good. This is worked around the four core elements of wisdom, hope, community and dignity and recognises people of all and no faith. This openness to finding out about people of all faiths, cultures and beliefs is at the core of the curriculum at Capenhurst ensuring that no one person is singled out or left behind.

We want all our children to see the wisdom of finding out more through a broad and varied curriculum offering a range of activities (***be curious***); have hope when faced with adversity and challenges that they are strong enough to overcome them and know where to seek help and guidance (***be resilient***); feel part of a community that values them for who they are and enables them to know themselves and how to build healthy relationships with others (***be compassionate***). All of this we envisage taking place within a stimulating and exploratory environment that holds the basic principle of respect for others at its core; through vigilant safeguarding and an understanding within everyone that every single person is valued for their uniqueness.

As a small, Christian Primary School, our early years children are very much part of the whole school from day one. As such the range of whole school policies that are in place apply to the children in Early Years. The purpose of this document is to outline specific Early Years needs with links to whole school policy made clear.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

- a unique child
- positive relationships
- enabling environments with teaching and support from adults
- learning and development

EYFS AREAS OF LEARNING

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the 7 areas of learning and the associated educational programmes.

Prime areas are - Communication and Language, Physical Development, Personal, Social and Emotional development.

Specific areas are – Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

Educational programmes must involve activities and experiences for children as set out in each of the areas of learning. Within the areas of learning there are 17 early learning goals which

define the level of development a child should be expected to have attained by the end of their time in EYFS. These goals do not define the curriculum but should be used to support teachers and staff in making a holistic, best-fit judgement about a child's development, and their readiness for year one.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of each child, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. This planning will reflect the three characteristics of effective learning – playing and exploring, active learning and creating and thinking effectively. More details of the EYFS curriculum on offer at Capenhurst can be found in the curriculum section of the school website - www.capenhurstcep.cheshire.sch.uk

ORGANISATION AND STAFFING

The organisation and staffing arrangements for Early Years children at Capenhurst is reviewed annually and is dependent on pupil numbers starting school in reception and those already in school moving into Key Stage One. The final decision is taken with the best outcomes for the children at the forefront. Children may be taught as a single-age group or in a mixed class with pupils in Key Stage One. Experienced teachers and teaching assistants observe and track the progress of the Early Years children to ensure that their needs are being met at all times.

All the staff working with Early Years children plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

At Capenhurst all children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

In the Foundation Stage we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

PARENTS/CARERS AS PARTNERS

Parents/carers are the child's first and most enduring educators and when practitioners and parents work together in the early years the results have a positive impact on the child's development.

We value the involvement of parents in school. Parental involvement with school begins even before children enter Reception with an invitation to visit the school and meet their child's teacher. Parent consultation meetings are held in the Autumn and Spring Term at which parents are invited to discuss their child's progress. In addition, there will be regular sessions for parents to review and add to their child's learning journey as well as 'Learn Together' sessions where parents can join their child in school and experience how they learn. A report is sent out at the end of the Summer term and parents are invited into school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher or Head teacher. Parents are kept informed of all happenings in the school by regular newsletters and invited to various assemblies and functions throughout the year. It is essential that a smooth transition from home to school is in place so that stability for each child is established.

OUTSIDE

We have an outside learning space which children have access to each day. We have all weather clothing and footwear available so children are protected and there are no barriers to learning. The outside area is an extension of the classrooms and there is a variety of resources to facilitate learning.

ASSESSMENT OF CHILDREN

Children are assessed on entry to school using the Reception Baseline Assessment tool as defined by the DfE. Further information about the RBA is included in Annex B of the Statutory Framework for the Early Years Foundation Stage. Assessment continues at regular intervals through the year. The achievements are measured against the Development Matters documentation and finally the Early Learning Goals. The EYFS profile will be completed for each child no later than 30th June. Evidence for assessment is gathered through observation, 1to1 work, group activities, stand-alone tasks and information from parents. There is a balance of evidence from adult led and child initiated activities so that the fullest picture of a child's ability and needs can be obtained.

PHOTOGRAPHS/VIDEOS

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's individual record books and on the school website.

SAFEGUARDING CHILDREN

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The policies and procedures for pupils in the Early Years are in line with the whole school policy. The full Safeguarding Policy is available on the school website.

EQUALITIES and DISABILITIES

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all

levels of ability. As a Primary School we have whole school Special Educational Needs and Disability policy and an Equality of Access policy which cover pupils in the Early Years.

SPECIAL EDUCATIONAL NEEDS

Care is taken to assess the needs of each child from Nursery age onwards. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. As a Primary School we have a whole school Special Educational Needs and Disability policy which encompasses the needs of Early Years children.

HEALTH AND SAFETY

We have a Health and Safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Early Years staff have had paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we embark on school outings. A full Health and Safety Policy is available in School.

ALLERGIES/MEDICAL NEEDS

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the class register. Photos and specific care requirements of pupils with allergies are displayed in the staffroom and school kitchen with all adults involved duly informed. School also has a Medical Needs policy and a First Aid policy which detail the school policy and duty of care for any pupil with medical needs and deals with the administration of medicines and first aid,

MONITORING and REVIEW

It is the responsibility of the EYFS staff to follow this policy. This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned. The policy has been written with the guidance of the DfE document – Statutory Framework for the Early Years Foundation Stage (September 2021).