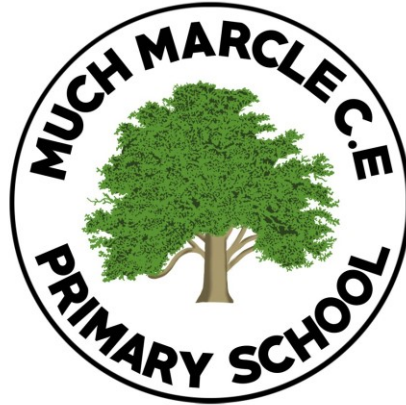


From tiny seeds, grow mighty trees!



Early Years Policy

Date: September 2024

Review date: September 2025

1. Aims

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
- Close partnership working between practitioners, parents and/or carers, other agencies and the wider community. We get to know the children and their families, knowing when and how to support them.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

We will achieve this through:

- Providing a secure and stimulating place in which children and adults can learn together with confidence and enjoyment.
- Offering opportunities for children to learn as individuals and as part of a group at a pace appropriate to their development.
- Fostering creativity and curiosity, and offer opportunities which will help children develop understanding about the world in which they live.
- All adults supporting children's esteem, confidence and positive self-image
- Promoting core values such as honesty, fairness and justice, developing children who understand the needs and views of others.
- Children accessing a broad and balanced curriculum that gives them the broad range of knowledge, new vocabulary and skills needed for good progress through school and life
- Research based practice ensures the best teaching and learning methods used to help children progress in prime and specific area Mathematics and Literacy
- Providing broad and balanced educational experiences which celebrates the richness and diversity of the society in which we live. We are opposed to racism or racist behaviour and will challenge instances of this should they occur. Girls and boys have an equal right to develop the skills they will need in order to live a full and happy life.
- A person's worth as a member of society is not related to social class, physical or intellectual ability and promote this view in our work with children and families

2. Legislation

This policy is based on requirements set out in the

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> for 2024.

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Our EYFS consists of one class comprising of Nursery children (from the age of 3) and Reception aged children.

Nursery is available for the same hours as school, 8.45-3.20. Both nursery and reception children are able to access before and after school care.

For charging information please contact our school office.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners 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, practitioners reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At Much Marcle, 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. These assessments are recorded through Tapestry and then on our whole school MIS Scholarpack three times a year.

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
- Not yet reaching expected levels ('emerging')

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 (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 children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

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

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person and the school SENCO also helps families to engage with more specialist support, if appropriate.

Both Nursery and Reception age children are invited to attend two parent consultation meetings each school year. Nursery parents are also kept updated with daily conversations about their children at pick up time.

Reception parents are also invited to attend workshops to explain how phonics is taught at Much Marcle, how we teach early maths and how parents/carers can best support their child at home.

7. Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over: Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children

- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

8. Monitoring arrangements

This policy will be reviewed and approved by the Early Years leader every year.

At every review, the policy will be shared with the governing board.