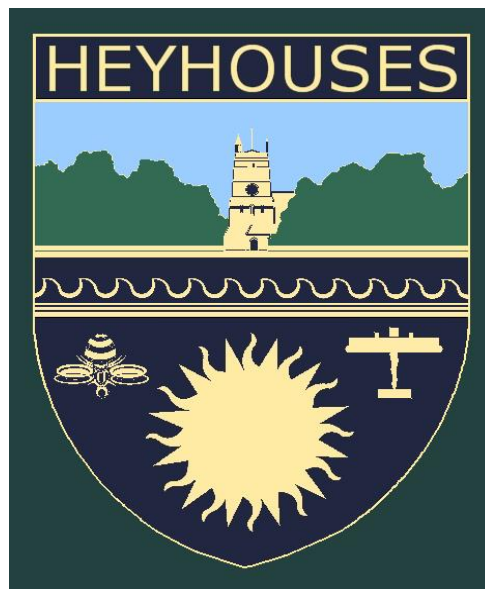


# Heyhouses C.E. Primary School

## Early Years Policy



## Introduction

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

## Overarching principles

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. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

### ***The Statutory Framework for the Early Years Foundation Stage***

The overarching aim of the Early Years Policy at Heyhouses School is to promote the principles of the EYFS Statutory Framework and The Development Matters in the Early Years Foundation Stage Guidance. (Revised Framework September 2021)

The Statutory document states the requirements for schools and Early Year's settings to support children's learning and development and safeguarding and welfare. The Statutory Framework briefly sets out the educational programmes and the Early Learning Goals for each area.

The Development Matters in the Early Years Foundation Stage Guidance provides detailed guidance on observing what children are learning, plus examples of what practitioners might do or provide to support positive relationships and develop enabling environments across each aspect of each area.

The policy supports our school Mission Statement in that *"we seek to enable children to reach their full potential educationally, spiritually and socially so that they may become all that God has created them to be"*.

At Heyhouses, we aim to provide a broad and balanced curriculum, which promotes the physical, intellectual, emotional, social, spiritual and moral development of each child, regardless of sex, race, class or disability.

We aim to provide a rich and stimulating environment in which the children can explore and experiment through play and firsthand experience, to further their learning in an atmosphere in which every child and adult feels secure, valued and confident.

We recognise that on starting school children will have had a range of different experiences and our curriculum provision takes into account individual needs and different starting points.

## **Safeguarding**

As a school and in our Early Years provision, safeguarding is a priority. We look to ensure children feel safe, and we aim to promote children's welfare and strive to safeguard children at all times. This includes:

- regular safeguarding training, including child protection training and updates for staff. Any safeguarding concerns are referred to the DSP, Elizabeth Hodgson, Head teacher,
- All staff have agreed to the terms outlined in the Acceptable Use Policy in relation to the use of mobile technologies. (See Acceptable Use Policy)
- the extent to which children behave in ways that are safe for themselves and others
- children's understanding of dangers and how to stay safe
- the steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
- the necessary steps taken to prevent the spread of infection, and appropriate action is taken when children are ill
- the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys

- the maintenance of records and policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met
- the suitability and qualifications of the adults looking after children or having unsupervised access to them, *All adults are aware of the terms in the school Health and Safety policy and the procedures for administering medication.*
- All staff are appraised throughout the year and their professional development is encouraged through in house training and courses.
- the effectiveness of risk assessments and actions taken to manage or eliminate risks.

Relevant Documents listed below are to be found on the school website and school server. A hard copy can be obtained from the school office.

- [Behaviour Policy](#)
- [Healthy and Safety](#)
- [Admissions Policy](#)
- [Acceptable Use Policy](#)
- [Risk Assessment for EYFS and Outdoor play](#)

## The Prevent Duty and British Values

The 'Prevent Duty Guidance' came into force on 1<sup>st</sup> July 2015. It places duties on school and registered childcare providers around keeping children safe and promoting their welfare. Providers are required to 'have due regard to prevent people from being drawn into terrorism.'

To be effective and lawful, early years providers must meet specific legal duties including those arising from the Prevent Duty. This sets out the need for 'British Values' to help everyone live in safe and welcoming communities where they feel they belong.

These British Values are defined as :

- Democracy
- The Rule of law
- Individual liberty
- Mutual Respect and Tolerance

Through delivering the Early Years Foundation Stage we must make sure the British Values are explicit within observation, assessment and planning.

## **EYFS Provision at Heyhouses School**

### **Staff in the Early Years Department are:**

Helen Livesey – Reception Class Teacher, Early Years Leader

Joanne Kaced – Reception Class Teacher, Early Years Shadow and Nursery Manager

Sarah Burrow- Reception Class Teacher

Ruth Hutchinson – Reception Class Teacher

Anne Wynne – Reception Class Teacher and EYFS SEND Lead

Alison Rowan – Teaching Assistant

Sarah Davies – Teaching Assistant/HLTA (Paediatric First Aid Trained)

Claire Carroll - Teaching Assistant (Paediatric First Aid Trained)

Sharon Bishop- Teaching Assistant

Lindsay Frame- Teaching Assistant

Alex Batty - Teaching Assistant

Marcela Dalmaso - Teaching Assistant

Laura Brockbank - Teaching Assistant

All staff have received up to date First –Aid Training

All Teaching Assistants and Special Support Assistants are qualified to NVQ Level 2 or 3

All staff working in The Foundation Stage are conversant with EYFS 2021, and procedures for observation, assessment, record keeping and planning and have attended in house training on the Revised Framework.

## **Organisation and management of provision:**

Early Years provision for pupils aged 4 – 5 at Heyhouses is organised into three classes of up to 30 children. The current Reception Classes are called:

Oak Class,

Blossom Class

Sycamore Class

Each class has a teacher and at least one Teaching Assistant plus Special Needs support staff.

Each class has a class base with shared access to a large creative area, role-play area, purpose built bathrooms as well as the outdoor space. All classrooms are furnished with specialist Early Years furniture.

A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the Early Years department, and the children also have access to other equipment and facilities throughout the school, e.g. the hall and studio.

## **Daily routines**

School starts at 8.55 a.m. Each morning, the children are greeted at the door by the Teaching Assistants who take any messages from parents/guardians. The children are encouraged to be as independent as possible when hanging up coats, putting away lunch boxes and reading packets etc.

The children bring a mid-morning snack to school and have the option of a carton of milk in the afternoon. Each child brings a water bottle to allow them access to fresh water at all times, which they are encouraged to drink as often as possible. They also receive a free piece of fruit every afternoon.

The Reception Classes take a topic related approach to learning. The children are taught in whole class, group and 1:1 sessions. They will take part in teacher- lead or directed activities as well as self-initiated tasks. They will have access to the continuous provision resources, which will be enhanced by the teacher, according

to the topic and in response to how the children have related to the topic. The children are set daily 'challenges' to complete which may involve working on a set task independently or with adult support. This encourages the children to be motivated learners.

The children take part in daily phonics and maths sessions. Phonics is planned according to the DFES Letters and Sounds Documentation. This is supported through the use of Active Learn Phonics Bug Club, an interactive phonics programme. This can be whole class or in differentiated groups as appropriate.

Each Reception class has direct access to a purpose built outdoor space. Outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions)

Each class is also timetabled a P.E session once a week as well as time to explore the natural environment within our school grounds which we call our 'Wild At Heart' area.

## Inclusion in whole school assemblies, hall times etc.

The Reception children join the rest of the school for regular Worship Times, including any special whole school assemblies such as Friendship Day or Children in Need. They take part in daily prayers within their classroom and follow The Blackburn Syllabus for their weekly R.E lesson.

On Fridays, the Reception classes have their own special Celebration Assembly, when the children can share their interests and achievements from outside of school e.g. Swimming Awards, creative projects or talk about special family trips or occasions. The teachers also award certificates for achievements and positive behaviour in school. Friday Assembly is also when we celebrate any Birthdays which have taken place that week.

## Organisation of the key person system

It is statutory, in the Foundation Stage, for each child to be assigned a key person. At Heyhouses, this is always the class teacher. 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 their parents.

## Lunch time and playtime arrangements

The Reception children have lunch in the school hall from 11.45 p.m. The Welfare Staff ensure each child is offered a balanced diet and has had enough to eat before they go outside to play. Any concerns are reported to the class teacher to address with parents at the earliest opportunity.

Yellow Caps (Year 6 Children) are involved in looking after the Reception children (when Covid restrictions allow) and introduce them to new games to play in the playground at lunchtime.

## Facilities and support for children with SEN, EAL

Children with Special Educational Needs are supported by Special Support Assistants and children with English as an additional Language are supported with the help of outside specialist agencies, where appropriate.

Any concerns about individual children's additional needs are reported to Mrs Wynne, SEN Lead.

## Induction

The intake in September is staggered over a period of two to three weeks, starting with the children attending 1 hour play sessions (accompanied by a parent or guardian), followed by half day play sessions, leading to all children attending full

time by the end of the second week.

Should Covid Restrictions allow, our pre-school Induction programme begins in the Spring Term. New parents are invited to an evening to meet the Head teacher, The Early Years Team, The office manager, The SENCO, as well as PTA Representatives. They are given a Pre-School Handbook outlining the programme of events and school visits that will help their child to make a smooth transition from home/nursery to school. The evening allows parents to ask questions they may have about starting school. This Handbook can also be sent out to parents.

In the Summer Term, parents are invited to bring their child to school to see their new classroom as well as a play-session, where possible. These are opportunities for both parent and child to become familiar with their new environment and to begin to form relationships with the adults involved in their education at school. These visits also enable the teacher to begin to develop an effective partnership with parents as information is exchanged and school routines are explained.

Also during the Spring and Summer Term, Reception staff visit the local Nurseries to meet the children and gain relevant information. When face to face visits are not possible, Reception staff will make contact via telephone.

Before starting school, parents/guardians will be asked to provide information about their child e.g. Birth Certificate, contact details, allergies & medical needs, permission for photographs and school visits

## Parental Engagement and Involvement

At Heyhouses, we recognise that an effective partnership with parents has a positive impact on children's development and learning and therefore provide opportunities for parents to keep staff informed about their child's development or any concerns they may have.

Parents can speak to their child's teacher in the morning or by making an appointment by phoning the school office. Teachers are available most nights after school for 'a quick chat' or a longer appointment can be arranged for more in depth discussions.

In the Autumn term, we hold 'Stay and Play' sessions after the first few weeks to let parents know how their child has settled in to school life. When this is not possible, a phone call conversation will be offered. Information can also be found on our school website.

In the Spring Term, we hold Parents' Evenings to update parents on their child's progress and in the Summer Term, parents receive a written report. This includes a summary of their child's achievements over the year and sets some targets for them to aim for in preparation for Year One. In the final term, we hold another 'Stay and Play' session to allow parents a further opportunity to see how their child is progressing.

At the end of the year, parents will also receive their child's Learning Journey, a folder containing photographs, observations and examples of work completed.

Parents receive a weekly Reception Newsletter which includes a summary of what the children have been learning about so they can discuss the week's events with their child and consolidate their learning at home. It also includes opportunities for them to provide us with resources to enhance our provision and keeps them informed about events relevant to Reception. Information is also shared through the school website.

During our Music Arts and Drama Festival in June. When possible, parents are encouraged to come in to school to work with their child on various creative projects and to share this special experience with them.

Parents are encouraged to join the PTA and to attend a wide range of school events to support their child as well as the school e.g. School productions, Talent shows, Sports Day and The Summer Fair. We welcome parent-helpers on a regular basis, although this would not be in their own child's class.

## **Liaison with other agencies**

Further help and support is given to parents through outside agencies. Below is a list of the main outside agencies used by school.

## Links with other professionals, agencies and settings

Mrs Richardson Pastoral Care Worker  
Speech and Language Therapist from LCC  
School Nurse  
Heyhouses Nursery  
Specialist Teachers

## **Organisation and management of the learning environment:**

In line with the principles of the EYFS (*unique child, positive relationships, enabling environments, learning and development*) our practice starts with the child and their interests, abilities and skills rather than the curriculum. We offer a play based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to learn through a wide range of opportunities and experiences. Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Areas of learning include:

### Indoors

Role play, small world, construction, malleable / sensory experiences, mark making, reading area, creative workshop, ICT, gross and fine motor skills development, investigation area.

### Outdoors

Bikes and scooters and balancing equipment to develop gross motor skills, mark-making materials to develop fine motor skills, drapes, small world and large

construction kits to encourage creative play and den-making, gardening and exploration and investigation of wildlife.

Practitioners plan for 'purposeful play'. Activities are organised to include a balance between adult directed or guided tasks and child initiated tasks, with an emphasis on 'following the needs and interests of the children in order to ensure learning is real, relevant and purposeful. This is achieved by involving the children in planning new topics and being flexible in where a topic might take us, depending on how the class respond.

The learning environment enables children to demonstrate The Characteristics of Effective Learning as described in The Early Years Framework;

- **playing and exploring,**
- **active learning,**
- **developing creativity and thinking critically.**

Specialist Early Years furniture and the organisation of resources mean that the children are able to take control of their own learning, choosing how they want to do things, allowing them to explore and develop their own ideas. In setting daily 'challenges', the teacher encourages them to complete directed tasks. The children are praised and rewarded for having a go, for persevering and for achieving what they set out to do.

Teachers organise a range of experiences and opportunities based on 'real' events, which give children chance to make decisions and choices, work individually or in groups and explore the learning environment.

The Continuous Provision is often open-ended to meet the needs of individual children.

Adult directed or guided tasks are differentiated to suit the ability of the group or individual children, including SEN and EAL pupils. The learning environment is changed and developed throughout the year, to ensure progression of learning and challenge for all children. This involves changing some of the resources each

term to promote independence and by increasing the ratio of adult directed to self-chosen tasks,

## **Early Years Foundation Stage Curriculum**

Our Early Years Curriculum is based on the revised EYFS and is planned to lead smoothly into the National Curriculum at KS 1 in a way which is relevant and meaningful for all children. The EYFS curriculum stresses the importance of the child's personal, emotional and social development, the role of physical development and emphasises that early literacy and numeracy lay the foundation for the future learning of all children.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

### **3 Prime:**

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

### **4 Specific**

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

At Heyhouses, we have high expectations of the children. As well as achieving the Early Learning Goals by the end of the Reception year, we would expect a significant number of children to be working beyond them.

The curriculum at Heyhouses is developed in line with the EYFS requirements for long, medium and short term planning. Each of the 7 areas of learning are planned for to ensure essential skills and knowledge are covered.

The wider curriculum at Heyhouses consists of ....

- Educational visits and visitors, e.g. family members, members of the local community, Blackpool Zoo
- Opportunities to access the local and wider environment including the Infant and Junior Site and The Parish Church
- Music, Art and Drama Festival
- Wild At Heart
- After School Clubs

## **EYFS Planning**

At our school planning includes:

**Long Term Planning:** this forms an overview and helps us focus on our medium term planning:

- ❖ We reflect on the four EYFS overarching principles.
- ❖ We ensure coverage of all areas of Learning and Development in line with the educational programmes of the EYFS Framework & whole school initiatives
- ❖ We follow the requirements for the locally agreed syllabus for RE as appropriate
- ❖ We identify how we meet the requirements of the educational programmes in relation to the seven areas of Learning and Development, and the Characteristics of effective learning, including ongoing monitoring and evaluation

**Medium Term Planning:** this is done on a half-termly basis and informs and helps us focus on short term planning.

Our planning is 'child led' and is based on the children's interests and needs. The use of Class big books reflects the experiences and response to the themes and topics.

- ❖ We include a range of experiences and activities appropriate to our groups of children in line with the EYFS educational programmes
- ❖ We include provision for outdoor activities as well as indoor activities, time for individual or small group interaction as well as whole class activities with staff

- ❖ We include planning for areas of continuous provision, indoor and outdoor learning, and planning which reflects the children's interests through topics such as Ourselves, Celebrations, Superheroes, Once upon A time, Pirates, Dinosaurs, and Animals,
- ❖ We review and plan to meet the observed needs and interests of individual and groups of children
- ❖ We review and plan for the balance between activities both adult directed, adult guided and child initiated to meet the observed needs and interests of individual and groups of children, which will change throughout the year
- ❖ We evaluate our provision in relation to the principles of the EYFS, and as part of our Early Years action plan we review our progress, e.g. parental involvement, procedures for observation and assessment, awareness of child development

**Short Term Planning:** takes account of the Observation, assessment and planning cycle. It provides a daily / weekly overview of teaching and learning activities covering the seven areas of learning and opportunities for the development of the characteristics of effective learning. All staff within the Foundation Department are involved in the planning and assessment process.

Planning includes

- ❖ knowledge of prior learning,
- ❖ specific planning to meet the requirements of the seven areas of learning and development,
- ❖ mental maths,
- ❖ phonics
- ❖ Blackburn RE syllabus.
- ❖ Adult led or adult guided activities,
- ❖ Enhancements in continuous provision,
- ❖ Activities to support observed interests of the children.
- ❖ Individual Educational Needs of the children (SEN)
- ❖ Evaluation of provision
- ❖ A daily routine

## **Observation and Assessment**



On-going observations are used to inform planning and inform practitioners of next steps in children's learning.

### **On Entry Assessment**

On starting school, adults observe each child inside and outside the classroom. It is obligatory to complete a Computerised Baseline Assessment with each child within the first six weeks of them starting school.

Information about each child is also gathered from previous settings, meetings with parents and other professionals. Children are also observed during Nursery visits and induction sessions, where possible.

During the year, information is collated, organised and analysed to inform the provision. At Heyhouses, we record our findings using The 2 Simple Evidence Me app. These observations are emailed out to parents each week, who can respond with any comments and they can also send evidence of their children's achievements at home, The children's learning is also recorded in individual Writing books, as well as by their contribution to Whole Class Topic books.

Whole class and individual tracking grids are also kept by the class teacher in their Assessment folders. We also complete The Lancashire Tracker each Term. Cohort assessment data is kept by The Early Years Leader as well as The Management Team.

### **Summative Assessment**

We use summative assessment in our setting to ensure that:

- Practitioners have a clear understanding of a child's progress across all areas of learning and development.
- Parents understand their child's progress and are helped to support learning and development at home.
- Concerns about individual children's progress are identified and addressed.
- The quality of provision is monitored and improvements made where necessary.
- The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn.
- The staff have the skills and knowledge they need to enable the children to make progress.

Statutory assessment for reception is the EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority.

***'Each child's development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile'*** Statutory Framework

At our school, we use information collected in Learning Journeys, children's books and trackers each term to form a summative assessment in the Summer Term.

## **Reporting to Parents**

At the end of the Reception year, schools must share the results of the Profile with parents to inform them of their child's progress towards the Early Learning Goals

and the profile must be completed for all children, including those with SEN or disabilities.

Heyhouses Parents will receive this information along with their child's written school report in the Summer Term.

## **Transition to Year 1**

In the Summer Term, the children will spend time with their Year1 teacher in their Year 1 classroom, where possible.

Reception teachers will liaise with Year 1 staff to transfer information about each child to ensure an effective transition to Year 1. This data will include:

- EYFS Assessment data, characteristics of effective learning information and how this is used to plan for teaching & learning in Y1
- On-going assessment documents e.g. reading records, writing assessments, behaviour programmes, care programmes and SEN Information

## **Resource Audit**

The Management Team are responsible for the upkeep of resources. The Early Years Team monitor equipment and furniture in order to identify development needs. We ensure resources are age-appropriate and there are specialist resources for children with SEN and EAL. The Early Years School Development Plan takes into account the need to update and replace both consumable resources and expensive items such as furniture and outdoor play equipment.

## **Reviewing the Early Years policy**

The Early Years Team will review this policy on a regular basis to ensure it is being implemented appropriately and to take account of changing circumstances.

**Next Review Date: October 2022**