

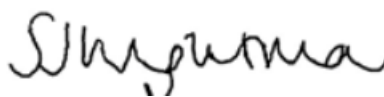


Barrow CEVC Primary School

Inspire, Create, Discover, Together



Early Years Policy

Originated by:	Nadine Fairweather
Reviewed by:	Nadine Fairweather
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Early childhood is the foundation on which children build the rest of their lives. Early Years education is a vitally important stage in itself and not just the preparation for the next stage. This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) education at Barrow Primary School. The implementation of this policy is the responsibility of practitioners working in the EYFS settings, including both teaching and non-teaching staff. It is the responsibility of the SLT to ensure that this policy is adhered to.

Aims:

At Barrow Primary we aim to provide;

- **High quality teaching and learning**, so that every child makes good progress from their starting points and no child gets left behind;
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly;
- **Positive Partnership** working between practitioners and with parents and carers;
- **Equality of opportunity and anti-discriminatory practice**, ensuring that every child is included and supported.
- **Confident, motivated and happy learners**, developing the skills, knowledge and attitudes necessary for their own successful future learning.

Admissions into Reception

Parents of children who require a Reception place will apply online to their Local Authority. Please see the school admissions department of your home local authority, the school website and the schools Admission Policy for details. All prospective parents are invited to visit the school and are taken on an informal tour.

Legislation

Statutory framework for the Early Years Foundation Stage (EYFS)

Teaching in the EYFS at Barrow Primary is delivered in accordance with the government's statutory document, 'Statutory Framework for the Early Years Foundation Stage.'

Our Approach

Every child deserves the best possible start in life and support to fulfill their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood helps provide the foundation for children to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) is a framework for children's development from birth to the end of the Reception year of Primary School. The EYFS principles which guide those working within the early years setting are grouped into four themes:

- **A unique child:** Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

- **Positive Relationships:** Children learn to be strong and independent from a base of loving and secure relationships with parents/carers and/or a key person.
- **Enabling environments:** The environment plays a key role in supporting and extending children's development and learning.
- **Learning and Developing:** Children develop and learn in different ways and at different rates. All areas of learning and development are equally important and inter-connected.

These principles inform the practice of the Early Years staff. This helps ensure that staff provide the best possible support for the development, learning and care of each individual child within the Foundation Stage at Barrow Primary School.

Curriculum

There are seven areas of learning and development that shape educational programmes in the EYFS at Barrow Primary. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The EYFS curriculum is organised into Prime Areas and Specific Areas of learning and development.

Prime Areas - Personal, Social and Emotional Development
 Communication and Language
 Physical Development

Specific Areas - Literacy
 Mathematics
 Understanding the World
 Expressive arts and design

Teaching and Learning

Through themes and the children's interests, learning is carefully planned to ensure all seven areas of learning are covered. The prime areas of learning are acknowledged as the building blocks for the specific areas, therefore there is a strong focus on these when children start their schooling. We encourage the children to become involved in their own learning and development. Our planning for learning is completed in collaboration with the children; we find out what they already know and encourage them to build on this. This helps them to take ownership of their learning and also of the learning environment.

Children learn at different speeds and in a variety of different ways so a wide range of teaching strategies are employed within the classroom to ensure that all children make

progress. We aim to create a balance between child-initiated and adult-led activities within the classroom to help build children's confidence, self-esteem and independence.

The children are carefully observed and monitored from their first day in Reception so that each child's individual interests and needs are fully met. Children at risk of falling behind are identified and early intervention is implemented.

Assessment

Baseline:

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at. During the first half term in Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress.

The RBA (Statutory Reception Baseline Assessment):

This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

Ongoing Observation:

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paperwork. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing /model. Some observations are uploaded using Tapestry and shared with parents and carers.

Phonics:

Phonic assessments are carried out using Twinkl phonics tracker every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible.

EYFS Profile:

In the Summer term of Reception, the EYFS Profile will be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile will reflect on-going observation, all relevant records held by the setting, discussions with parents/carers and any other adults whom the teacher, parent/carer judges can offer a useful contribution. Each child's level of development will be assessed against the early learning goals. Practitioners will indicate whether children are meeting expected levels of development ('Expected') or are working towards the expected levels ('Emerging'). Year 1 teachers will be given a copy of the Profile report together with a short commentary on each child's skills and abilities. These will inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

The Learning Environment

We provide a safe, stimulating and enabling environment by:

- Early establishment of daily routines in order to create a sense of security and safety for pupils.
- Providing well planned, purposeful play opportunities, both indoors and outdoors, in order to establish the foundation of development and learning for young children.
- Recognising young children learn in a variety of ways by watching others, talking, asking questions, listening, exploring and investigating and providing opportunities to enable this.
- Placing emphasis upon learning through play which is both enjoyable and challenging and helps children to develop intellectually, creatively, physically, socially and emotionally.
- Organising our learning environment so that it provides the opportunity for children to access all of the seven areas of learning.
- Providing carefully planned areas that are interconnected and encourage free flow of children and resources between the areas and encourage communication.
- Providing resources which are carefully chosen to promote language development and creativity.
- Encourage free flow access to our outdoor area where children are encouraged from the very start to see this area as an extension of our classroom. This area gives the children a space to develop different ways of playing outside of the normal restrictions of the classroom.
- Provide access to a wide array of learning environments, which as well as our classroom include a large hall, a large playground area, school field, vegetable plot and wildlife area, providing further scope to challenge and stimulate the children.

The Role of Adults in the Foundation Stage

At Barrow we recognise the importance of the role the adults play in supporting the children's learning and development.

Adults support the children by:

- Ensuring the safety of the children at all times.
- Providing a well maintained and inspiring learning environment.
- Developing positive relationships with all children built on trust and mutual respect
- Demonstrating positive role modelling both with interactions with other staff and children.
- Planning a wide range of engaging learning opportunities based on the needs and interests of the children, building on what the children already know and can do.
- Engaging alongside the children in their play to further develop skills and knowledge of the children, ensuring interactions are high quality by following the ShREK approach.
- Extending children's vocabulary through modelling and sharing a wide variety of stories and rhymes
- Observe and reflect on children's play to be able to plan for next steps with regards to learning and development.
- Observe and reflect on children's use of the learning environment in order to be able to make enhancements to the provision.

Parents/carers as partners

We recognise that parents' influence is important throughout childhood. Parents guide, encourage and teach their children. Research has shown that parental involvement in a child's schooling is the most important factor in the success of the child's educational achievements in adolescence.

We encourage parents to play an active role in their child's schooling. To this end we work hard to forge strong home-school links. The settling in process plays a key role in this process but it does not end there.

To enable parents to work in partnership with the school we:

- Have an open door policy, ensuring that the Early Years staff are accessible both at the beginning and end of the school day so that parents/carers can chat and share information. Appointments can also be made to meet with staff in a more formal context;
- Encourage parents to participate, wherever possible, in the school life of their child through reading at home, helping out on school trips, sharing hobbies, jobs and skills with the class.
- Provide a Reception Knowledge Organiser at the start of each half term to let parents and carers know what learning is being covered and other classroom information so they are fully informed.
- Provide a weekly overview of learning via Google Classroom, informing parents and carers of the pre-planned learning to be covered in school that week.
- Provide timely feedback on children's progress through two parent consultations, termly mini reports and a full end of year report.
- Our online Learning Journey's enable parents to be involved in their children's learning by commenting on photographs and observations. Parents are encouraged to upload and share children's achievements and experiences from home.

Transition

To ensure a smooth transition into Reception we:

- Host two Open Evenings where parents can visit the Reception classroom, meet all staff and have tours of the school buildings and grounds.
- Visit the all feeder nurseries to spend time with the children and speak with Key Workers about children starting at school.
- Host a Parent Information Meeting in the Summer for parents of the prospective Reception group. The purpose of this meeting is to welcome new families to the school, to disseminate important information about routines and the curriculum, to encourage discussion and to emphasize the vital importance of home-school cooperation and mutual support. This marks the beginning of the home-school partnership, which we regard as high priority for the benefit of all of our children.
- Provide a robust transition programme via Google Classroom, where staff post welcome videos, share video stories, set transition activities and post important information for new families.

- Hold settling in sessions, to enable each child to explore their new learning environment and meet the Reception staff.
- Offer a staggered entry to ease the transition from home to school. Whilst this is offered, this is not compulsory.
- Offer a home visit to specific families to whom we feel it may be appropriate.

Towards the end of the Reception year, the teachers will begin to prepare the children for Year 1.

To ensure a smooth transition into Year 1 we:

- Gradually move the timetable in the Summer term to one more similar to that of Year 1 for seamless transition.
- Provide a continuous provision environment alongside adult-led learning for at least the first half of the Autumn Term in Year 1.
- Schedule a 'Transition Day', when all classes will spend part of the day with their new teacher in their new classroom.
- Hold a 'Meet the Teacher' session for parents to understand the expectations for a child in Year 1, the differences in timetable, homework and learning.
- Allow time for the teachers of the existing classes to 'handover' to the Year 1 teachers, giving information on family background, learning styles, friendship groups, academic ability, progress achieved through the year etc.
- Ensure we have an open-door policy for any concerns the parents and/or children may have.

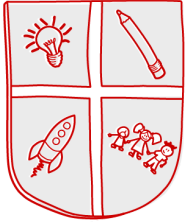
Community Links

We feel it is important for the children to see their school as being part of a community, to see how the community helps the school but also how the school and pupils contribute to the community around them. At Barrow school we work hard to forge strong links between the school and the local community.

We do this in the following ways:

- Establish strong links with feeder nurseries and pre-schools by inviting them to attend events at the school such as Nativity plays and Sports Day.
- Regular visits to the local church for services and festivals.
- Inviting members of the local community to visit the Reception to talk to the children about their role in the community, their jobs or any interesting hobbies they may have.
- Host, in the school hall, a weekly Parent and Toddler group (Barrow Bear Cubs) run by members of the school staff.

Nadine Fairweather
EYFS Leader



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EQUALITY IMPACT ASSESSMENT

Part A :- SCREENING EIA							
General Information							
1. Title of the policy or practice being assessed:							
Early Years Policy							
2. Aim(s) of the policy or practice being assessed:							
The purpose of Barrow Early Years policy is to:							
<ul style="list-style-type: none"> • Ensure all staff understand the philosophy of Early Years at Barrow • To outline procedures and processes for Early years 							
3. Type of policy or practice being assessed:							
Existing				Proposed			
✓							
4. Name of person responsible:							
For the policy or practice				For completing this EIA			
Miss Nadine Fairweather				Miss Nadine Fairweather			
5. Which members of our school community are affected/likely to be affected by the policy or practice?							
Pupils	Staff	Parents and carers	Governors	School volunteers	Visitors to the school	Other –	
✓	✓	✓	✓	✓	✓		
6. Does or could this policy have a negative impact on any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
X	X	X	X	X	X	X	X
Undertake a full EIA if any answer is 'yes' or 'not sure'.							
7. Does or could this policy help promote equality for any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation

Undertake a full EIA if any answer is 'no' or 'not sure'.							
Any adverse impacts are explored in Part B :- the Full Impact Assessment below.							

Part B :- FULL EIA			
1. Identify the aims of the policy and how it is implemented.			
➤			
➤			
2. Assessment of impact (with regard to protected characteristics)			
Protected Characteristics	Assessment of impact	Consideration of alternative measures or adjustments.	Consultat
Age			
Disability			
Gender			
Gender identity			
Pregnancy or maternity			
Race			
Religion or belief			
Sexual orientation			
3. Monitor for adverse impact in the future			
➤			
➤			
➤			
4. Publication of results of the impact assessment			
➤			
➤			
➤			

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Part C :- EIA ACTION PLAN

Actions recommended as a result of this impact assessment.

Issue/Objective	Action required	Lead person	Timescale	Resource implications