



# Cherry Orchard Primary School



## Early Years Policy Statement

<b>Date of Policy:</b>	September 2021
<b>Member of Staff Responsible:</b>	Sara Amphlett
<b>Review Date:</b>	September 2023
<b>Consultation:</b>	This policy was developed and is reviewed and updated with staff following the Early Years Statutory Framework 2021.

**To be read in conjunction with the Calculations Policy, Teaching and Learning Policy, Curriculum Policy, Assessment Policy, SEND Policy, Safeguarding Policy Equality Policy and SMSC Policy.**

### Ethos Statement

It is the aim of the Governing Body of Cherry Orchard Primary School to support the implementation of policies and procedures that support the vision of:

**“We care, we learn we succeed.”**

### Our Vision

Our vision encourages all children to grow into happy, active and resilient learners who learn with and from each other. Communication and language underpins our curriculum. Our curriculum supports our children to explore possibilities and to become confident in communicating with others.

### Early Years Foundation Stage

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) September 2021.

### 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. This includes children learning about the UNICEF's Rights of the Child
- quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- use and value what each child can do, assessing their individual needs and helping each child to progress
- a close working partnership between staff and parents and/or carers
- ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender of ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.

## The structure of EYFS at Cherry Orchard Primary School

### Nursery

We currently offer morning sessions for our children which is 3 hours a day. The morning session is from 8:45-11:45.

There is a class teacher and a level 3 teaching assistant in the classroom with additional adults dependent on the number of children.

## **Reception**

We are a two form entry school from Reception up to Year 6. The school day begins at 8:50 and finishes at 3:20.

Each class will have a class teacher/teachers and a teaching assistant.

## **Our curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework (September 2021).

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

## **Planning within EYFS**

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.

### **Long term planning**

There are long term plans for both Nursery and Reception. Both year groups have six topics that are taught across the year. These ensure all areas of learning are covered in depth throughout the year. Teachers assess where the children's needs are and plan activities linked to the areas of learning. These plans can be adapted depending on the needs and interests of the children.

## **Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through 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. The outdoor environment also supports children's learning.

### Teaching Phonics

In Reception, phonics is taught daily, using the Read Write Inc Phonics resources. Children are assessed every 8 weeks and new phonics groups created to continually support and improve children's reading. Nursery now follow RWI beginning from the Spring Term.

### Continuous Provision

These are the resources and activities that are part of our environment which children can access freely throughout each day. These are accessible for all children. Our continuous provision provides children with opportunities to demonstrate the characteristics of effective learning. It also enables children to explore and consolidate learning throughout the day or a period of time. Teachers will also take into account the children's interests when setting up the resources.

### WELLCOMM/NELI

One of our Higher Level Teaching Assistants and a teacher supports with communication and literacy in EYFS using WELLCOMM and NELI (from January 2022).

### Assessment

At Cherry Orchard Primary School, 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.

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.

The key to effective teaching lies in assessment and this is an ongoing procedure. Assessment of the children is achieved in a number of ways:

Frequent communication and interaction with the children  
Purposeful play with the children  
Observations  
Evidence of Work Produced  
Evaluative Response  
Pupil Self-assessment  
Setting and Assessing Tasks

### Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. Parents are given the opportunity to discuss their child's progress once a term at Parents' Evening. An interim

report is given in February to suggest targets. An annual written report is provided in the summer term, which details the child's progress and achievements.

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 also helps families to engage with more specialist support, if appropriate.

Children in Reception are also given school planners at the start of the academic year in which targets are shared and parents can make comments. Teachers also communicate via Google Classroom.

## **Equal Opportunities**

All children have an entitlement to access the programmes of study at an appropriate level. Cherry Orchard will ensure that, through reasonable adjustments, all pupils will have full access to the EYFS curriculum taking into consideration the entitlement of:

1. children with special education needs;
2. gender and positive encouragement to study
3. children with specific physical needs.

Where ever possible, we make sure we consider issues such as race, colour, culture and creed both in our approach to teaching and the materials we use.

## **Safeguarding**

### **Healthy living including oral leath**

We promote good oral health, as well as good health in general, in the Early Years by following the Jigsaw 'Healthy Me' scheme. This includes learning about:

- the effects of eating too many sweet things
- the importance of brushing your teeth
- making healthy choices
- good hygiene
- knowing the importance of exercise.

### **Risk assessment**

Staff in EYFS assess any potential risks of the indoor and outdoor classroom environment before the start of each day. Any risks that could cause harm to any child or adult is immediately reported to the site manager, health and safety manager and EYFS leader.

### **First Aid and Food Safety**

Within the EYFS there are designated members of staff with Paediatric First Aid and Food Safety Certificates. These are reviewed annually to ensure that a minimum of one member within our early years holds these qualifications.

## **Admission and induction procedures**

Prospective parents can visit the school website before, or when registering their children. Parents who accept a place in either Nursery and / or Reception are invited to a welcome meeting when the

Head Teacher explains the admissions procedures and gives information about the setting. During this meeting information packs are handed out. Parents and carers can visit their new classrooms and meet their children's teacher.

The current process for admissions into Nursery is that children from the school waiting list are invited to start in September of the new academic year. This is a staggered start to support the transition into the nursery setting. Arrangements are made to suit individuals and may be on a phased basis initially to help the child settle.

Any child that is new to our school will be required to have a home visit from two members of our school staff. This is to see the child in their own environment and begin to build relationships from the before the child has started school. These visits take place before the Summer holidays for Reception children and during the first week in September for the Nursery children.

The current process for admissions into Reception is that all children will be eligible to start school full time, regardless of their birth date, from September of the academic year they turn 5 years old.

Entry of Reception children into school is arranged in a transition period of mornings or afternoons for the first week of the academic year. Prior to the children starting in September, they are also invited to a morning or afternoon session to meet their peers and teachers.

Nursery children are admitted in small groups over a period of two-three weeks. Children have an hour session with a member of their family, a one hour session on their own and the third session is the full session.

### **Responsibilities of the Subject Manager**

- Implementing the overall school vision within the curriculum
- devising vision/rationale for subject
- devising annual action plans to work towards the vision and support the whole school development plan
- designing/writing schemes of work, medium term planning
- supporting teachers in writing their planning
- monitoring the implementation of the planning
- checking timetables and curriculum coverage
- providing professional development for teachers and support staff.

### **Monitoring and Evaluating EYFS**

The EYFS Leader, DHT and the Headteacher are responsible for the monitoring of EYFS throughout the school.

The EYFS leader writes a development plan for each academic year which is shared with all staff within the Early Years. This is continually reviewed throughout the year.

Learning walks, lesson observations, children's responses, planning, books and individual records are monitored and feedback given to teachers.

### **Governors**

The Headteacher keeps the Governors informed about EYFS in the school and the EYFS leader presents current information to the EYFS link governor twice a year.