

# Roe Farm Primary School



## Early Years Policy

**Approved by:** Governing Body

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| Date of amendment | By Whom | Summary of Changes                                                                                                                                         | Date amendment/s shared with governors |
|-------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| 13.09.24          | GOH     | Change in schemes of learning – removed Talk for Writing, added Maths No Problem, The PE Hub, Kapow, Access Art and Little Wandle Foundations for Phonics. |                                        |
| 13.09.24          | GOH     | Removed home visits as these are no longer offered.                                                                                                        |                                        |
| 13.09.24          | GOH     | Changed from two team leaders to one.                                                                                                                      |                                        |
| 13.09.24          | GOH     | Added F2 Transition Meeting offered to all.                                                                                                                |                                        |

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## **1.0 Introduction**

This policy outlines the provision Roe Farm Primary School offers to all pupils aged three to five years. Children within this age range are taught in the Early Years Foundation Stage (EYFS).

The Foundation Stage has its own framework and is delivered in Foundation Stage 1 (FS1), which refers to three to four-year olds and is formally known as the Nursery.

Foundation Stage 2 (FS2) refers to four to five-year olds and is formally known as Reception.

Early childhood education is valued and is not seen merely as a preparation for the next stage in learning and is crucial to providing the foundations for learning as children begin their journey through school.

## **2.0 Aims**

We have agreed to adopt the principles from the Early Years Foundation Stage (EYFS) Framework.

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 and with parents and/or carers;
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

### **2.1 Effective Early Years Education**

Effective education requires both a relevant curriculum and practitioners who understand and can implement the curriculum requirements. At Roe Farm, we believe that children develop rapidly during the early years – physically, intellectually, emotionally and socially. Therefore, practitioners should ensure that all children feel included, secure and valued. Early years experience should build on what the children already know and can do and no child should be disadvantaged. Parents and practitioners should work together in an atmosphere of mutual respect.

To be effective, the curriculum should be carefully structured (recognising different starting points; relevant to levels of need). There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate for themselves. Practitioners must be able to observe and respond appropriately to children, informed by knowledge of how children develop and learn.

Well-planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process. For children to have rich and stimulating experiences, the learning environment should be well planned and well organised. Above all, effective learning and development for young children requires high quality care and education by practitioners.

## **3.0 The Early Years Framework**

All pupils in the EYFS have access to a broad and rich curriculum where the majority of the experiences and activities are child – led both indoors and outdoors.

The seven areas of learning and development must shape educational programmes in early year's settings. All areas of learning and development are important and inter- connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas. Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.

The statutory framework also provides an essential link between the pre statutory framework and the Key Stage One programmes of study.

### **3.1 The Seven Areas of Learning**

The seven areas of learning covered by the framework are:

#### **PRIME AREA: Personal, Social and Emotional Development (PSED)**

This area has three sub sections: Self-Regulation, Managing Self and Building Relationships.

The outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and others. Children access the Jigsaw scheme of learning which supports the development of these skills.

#### **PRIME AREA: Communication and Language (C and L)**

This is broken down into two sub sections: Listening, Attention and Understanding and Speaking.

They cover important aspects of language development and provide the foundations for literacy. The Early Years Policy places a strong emphasis on children's developing competence in this area. Other areas of learning also make a vital contribution to the successful development of literacy. The Little Wandle programme followed clearly supports the development of language for all children, regardless of starting point.

#### **PRIME AREA: Physical Development (PD)**

This is broken down into two sub sections: Gross Motor Skills and Fine Motor Skills. Physical development is implicit in all areas of the EYFS framework. Teaching concentrates on children developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active way of life. All children access the PE hub scheme of learning at least once per week.

#### **SPECIFIC AREA: Mathematics (M)**

This is broken down into two subsections: Number and Numerical Patterns.

They cover important aspects of mathematical understanding and provide the foundation for Mathematics. They focus on achievement through practical activities and are using and understanding language in the development of simple mathematical ideas. Mathematics is delivered using the Maths No Problem scheme of learning.

#### **SPECIFIC AREA: Literacy (L)**

This area has three sub sections: Comprehension, Word Reading and Writing. Objectives ensure success in early reading and writing skills. Phonics plays a big part in this area and the ability to blend for reading and segment for spelling are skills that are promoted daily in the Foundation Stage through the Little Wandle reading scheme and Love of Reading and Writing inputs.

#### **SPECIFIC AREA: Understanding the World (UW)**

This area has three sub sections: Past and Present, People, Culture and Communities and The Natural World. It also has links to the National Curriculum Foundation Subjects: Geography, Science, History, RE and ICT. A major area of learning and enquiry focussing on children developing knowledge and understanding of their environment, other people and features of the natural and made world. It provides a foundation for historical, geographical, scientific and technological learning.

#### **SPECIFIC AREA: Expressive Arts and Design (EAD)**

This is broken down into two subsections: Creating with Materials, Being Imaginative, and Expressive.

It also has links to the National Curriculum Foundation Subjects: Art, Music and DT. This area of the EYFS framework focuses on the development of children's imagination, creativity and their ability to communicate and to express ideas and feelings in creative ways. Learning in Art follows the Access Art scheme of learning and Music is delivered through Little Wandle Rhyme Time or Kapow.

### **3.2 Planning**

At Roe Farm, planning is divided into long term, medium term and short term and links are made with the KS1 curriculum to show progression from the Early Years to Year 6.

Staff ensure that all children are encouraged to experience all areas of activity during the week, although they may not experience them each day. A mixture of directed and self-initiated activities are planned and children's choices are carefully monitored to ensure a balanced programme.

### **4.0 Admission Arrangements**

Children enter the Early Year Foundation Stage the term after their third birthday, subject to availability. The children can spend a maximum of five terms in Foundation Stage 1, depending on their birth date. Where parents require a place in Nursery, contact can be made with the school office to place their child on a waiting list. Contact will usually be made to organise stay and play sessions just before their child turns three.

This enables relevant information to be gathered and for settling in visits to be planned.

**We offer 15 or 30 - hour places dependent upon eligibility:**

#### **15 - hour places – over 2 and a half days**

- All day Monday, Tuesday and Wednesday morning
- OR**
- Wednesday afternoon, all day Thursday and Friday

#### **30 hours - All day Monday to Friday**

Children enter the Foundation Stage 2 classes in September of the school year in which they are five. Places in Foundation 2 classes are offered in accordance with Derby City School's admissions policies.

### **4.1 Organisation of classes**

In Foundation Stage 1, we offer 78 part - time places where children can attend for 15 hours per week or 30 hours as outlined above. All children must be accompanied to and from school by a known adult. A snack is provided during the session and we ask for a voluntary contribution of £1.00 per week.

Foundation Stage 2 is divided into two classes. Each class has a maximum of 30 children. The children will spend a maximum of three terms in Foundation Stage 2. The school day begins at 8.45am and ends at 3.15pm. All children must be accompanied to and from school by a known adult.

During the morning, a piece of fruit is available for each child. The children also have access to water provided from home in a suitable bottle. Children may have a meal provided by the school during the lunchtime period. Alternatively, children may bring a packed lunch from home.

All classes are taught by Qualified Teachers and Teaching Assistants. The Foundation Stage is led by a Team Leader, who is part of the Senior Leadership Team.

### **5.0 Discipline**

Positive behaviour is expected and encouraged in the Foundation Stage as within the rest of school. We operate a ClassDojo reward system and praise good behaviour and attitudes and have adopted the whole school approach of 'Good to be Green' to ensure consistency in approaches being used. Age-appropriate strategies are used to develop a safe and secure environment for learning. The children are encouraged and praised for following the school rules.

### **6.0 Outdoor Play**

In Foundation Stage 1 and 2, the outdoor play space is securely fenced and provides a safe play space where children can develop their physical skills and learn to share with others in structured and informal play.

Outdoor play is a very important part of children's development. Activities outside support all seven areas of learning. Children in Early Years also have access to the main school grounds (both field and hard areas).

### **6.1 Whole School Activities**

Children in Early Years join in with the whole school Celebration Assemblies and any occasions where additional performances or productions/events may be happening.

Foundation Stage 2 children participate with the whole school for assemblies during the latter part of the summer term to support transition into Key Stage One. The Foundation Stage children also stage plays and assemblies to which parents are invited.

Children in the Foundation Stage have timetabled Hall and Gym slots for PE lessons each week that incorporate all areas of physical development, in addition to outdoor activities. All Foundation Stage children have access to the school library.

### **7.0 Information for Parents and Carers**

At Roe Farm, we provide parents with an Early Years information leaflet on entry and a Transition to Foundation Stage 2 meeting in the Summer Term before starting school. These contain all current information for our early year's provision and the school. Information on emergency contacts and medical conditions is collected for each child and regularly updated.

Parents and carers are encouraged to attend our termly parent meetings, open days, celebration assemblies and special events. We provide written reports for children leaving Foundation Stage 1 and 2 that inform the parents and carers of their child's progress through the curriculum.

### **7.1 Resources and Equipment**

All resources are stored in suitable containers and are kept clean and dry. Outdoor apparatus and larger indoor apparatus are inspected regularly for signs of wear and tear. Damaged or broken items are repaired or disposed of safely.

### **7.2 Health and Safety**

All reasonable measures are taken to ensure the safety of all children in Early Years. Special locks are installed on some of the Nursery and Reception doors.

Medicines are locked in a suitable cupboard and documentation is signed and approved by parents or carers before the administration of any medicines. No hazardous substances are used within the setting.

### **7.3 Links with the Community and other Agencies**

Roe Farm uses the opportunities offered by the local community. We visit local parks, shops and other attractions such as museums, galleries and places of worship. People within the community are invited into school to talk to the children. These include the police, fire officers, ambulance technicians, nurses, dentists, and the clergy.

All visitors hold the relevant documentation and clearance to work in school. See Visitors in School Policy.

Roe Farm Primary School works closely with other professionals to ensure our children have the best support in their learning and development. These can include Educational Psychology, School Nurse, Health Visitors and Social Services.

### **8.0 Assessment & Record Keeping**

In accordance with the EYFS Framework, regular observations of the children are carried out. These enable staff to monitor both the learning that is taking place and the provision to support each child's learning needs.

Early Years value and see the importance of the whole child therefore, all subjects are treated equally. At Roe Farm, we follow the OPAL assessment tool to monitor attainment and progress within the Early Years.

All children in the team have a 'Learning Journey' file that provides evidence of a child's time in the Early Years, progress throughout the curriculum and next steps in the learning. All parents, carers, staff and children contribute to these. Each class teacher keeps an assessment folder and data is recorded both electronically and in the Learning Journey Files. All can be viewed by parents and carers if requested.

### **9.0 Special Educational Needs**

Continual informal and formal assessments are undertaken by staff to assess and monitor the needs and abilities of all children. This provides opportunities to identify any specific needs a child may have. As children develop differently, it is recognised that a significant lack in achievement after the initial settling in period may represent initial concern and careful monitoring will take place, all evidence will be recorded on intervention records should the needs arise for later requests e.g. assessments from external professionals, EHCP requests. However, what we do also need to consider is their age at the time at which observations have been made and whether this may be a contributing factor. Where no developments have been made, concerns would be discussed with parents and the SENCO. Appropriate support/advice will then be sought for those children.

Where needs cannot be met by the existing curriculum, the child will be added to the SEN register and they will follow a 'Target Setting process' which will specify differentiated provision.

To support with transition class teachers/SENCo link with relevant settings to gather information about specific needs and the provision a child may need. This supports a more effective transition for those in particularly who have more complex needs. If required, then additional support within the classroom will be put in place.

### **10.0 Equal Opportunities**

All areas of provision will be made accessible to all children regardless of age, sex, gender, creed, race, ethnicity, or ability.

### **11.0 ICT**

Within the Early Years, the children have free access to an interactive whiteboard and programmable toys.

### **12. Safeguarding and Welfare Procedures**

Our safeguarding and welfare procedures are outlined in our Safeguarding Policy.