Love Trust Community

Early Years Policy 2024/2025

WICKHAMBREAUX

CHURCH OF ENGLAND

PRIMARY SCHOOL

Our small, rural school opens its door to a diverse global family offering a warm welcome. We invest in, and nurture, everyone's unique, God given talents and abilities. Our dynamic, enriched, curriculum provides individuals with a supportive community where they can reflect and thrive, developing a deeper understanding of the world.

Wickhambreaux Church of England Primary School Early Years Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, children join full time school, (Reception) in the September of the year in which they are five.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Our Intent

In Wickhambreaux Early Years Foundation Stage, we believe that all children are entitled to a Good Level of Development, where every child matters. We strive to ensure that each child overcomes any barriers to learning on their individual pathway towards achieving their full potential.

Professional Development

Within our setting, we have a team of highly trained and motivated staff, who provide excellent role-models for our children. The reception class is supported by two members of staff, a teacher (B/Ed QTS) and a TA (NVQ Level 3/BA&MA in Early Education). Training is regularly attended by both members of staff to address targets set out in the setting's action plan and the wider school agenda. The class teacher attends meetings with staff from feeder pre-school settings, to ascertain information about new children on the admissions list. These meetings ensure early identification of need and possible strategies for our children to settle quickly into the reception class. In addition, SEND meetings with outside agencies also take place to provide specific knowledge to support individuals, where necessary. Teaching staff attend Early Years Foundation Forum meetings to discuss agendas that are linked to national initiatives and moderation. Staff also keep up-to date with ideas and new initiatives through regular CPD websites, Podcasts, Webinars and Early Years Forum publications, as well as attendance at the local rural school collaboration group.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and inquisitive. We recognise that children develop in individual ways and at varying rates. Practitioners use observations and knowledge of early years pedagogy to skilfully analyse and support children in their next steps of learning as an individual. The EYFS *'Characteristics of learning'* are embedded through continuous provision and sensitive adult interactions to develop deep, sustained shared thinking. Children are encouraged to develop their independence, curiosity, and problem-solving skills. In our nurturing environment we use praise, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

- We value the diversity of individuals within the school and do not discriminate against children from any socio, ethnic or economic background.
- All children at Wickhambreaux CEP School Early Years Foundation Stage are treated fairly, regardless of race, religion, or abilities.
- All children and their families are highly valued within our school.
- In our school we believe that all our children matter.
- We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.
- In our Early Years, we set realistic and challenging expectations that meet the needs of all our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.
- Further information can also be found in the school's SEND policy which is on our school website or can be made available on request. Our Special Educational Needs and Disability Co-ordinator (SENDCO) Mrs Harriet Barnes, who can be contacted via the main office.

Implementation

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Valuing parental contributions to their child's learning.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing instant marking through verbal feedback to support and extend skills.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contributions of all children are valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Monitoring children's progress and taking action to provide support as necessary.
- Working with outside agencies to continually update SEND support and provide relevant speech and language, physical development and social interaction schemes when required.

Enabling Environments

At Wickhambreaux Church of England Primary Foundation Stage, we recognise that the environment plays a key role in supporting and extending the children's development. The setting is organised to allow children to explore and learn securely and safely where there are areas to be active or be quiet and reflective. Excellent, well organised provision, both indoors and outdoors, encourage creativity and independence. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities, experiences, and provision to extend the children's

learning. Staff are aware of children who join us with varying experiences and plan accordingly to extend their culture capital.
Children are nurtured to develop self- confidence and make decisions. Through play our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. We encourage our children to communicate with others as they investigate and solve problems.
In our Foundation Stage, we believe that experiences in the outdoor environment are vital to a child's development. Our school grounds provide a larger learning environment for gross motor skills and the opportunity to dig, construct and explore on a large scale.

Impact

Due to the fact that many of our children join Wickhambreaux Early Years Foundation Stage with a wide range of experiences, planning is based around half termly themes and whole school curriculum map to enrich children's knowledge and skills, which have been informed by the statutory Early Years Baseline Assessment. These plans are then used by the EYFS staff as a guide for weekly planning, however staff may alter these in response to the needs (next steps and interests) of the children based on the outcome of their learning. Staff follow the 'Plan-do-Review' model in order for children to consolidate skills and then apply them independently through self-initiated activities. Observations are recorded through the use of Tapestry and acted upon through continuous provision or 1:1 input to move children on or consolidate knowledge. Summative assessments are transferred onto the school assessment system (Arbor) and analysed regularly as the children progress towards the EYFSP. 'Curriculum gaps' for groups and individuals are identified to inform future planning. Pupil progress meetings enable parents to be fully involved in the development of their child. Individuals who require extra target work to enable them to achieve at least the expected progress on their individual journey towards achieving a Good level of Development are also identified early through regular discussion between the class teacher, teaching assistant and parents.
Within the final term of the EYFS, a written summary is provided to parents, reporting their progress against the ELG's and Early Years Foundation Stage Profile. The parents are given the opportunity to discuss these judgements with the teacher and both parents and children are encouraged to complete a feedback sheet.

Welfare

In Wickhambreaux Church of England Primary School's Foundation Stage, it is important to us that all children in the setting understand how to stay safe.
We aim to educate children on boundaries, rules and limits, and to help them understand why they exist.
We provide children with choices to help them develop this important life skill. Children are allowed to take risks, but are taught how to recognise and avoid hazards.
We aim to protect the physical and psychological well-being of all children. All staff are aware of and follow our whole school safeguarding procedures. (See School Child Protection Policy and Safeguarding Leaflet). Every pupil should feel safe and protected from any form of abuse. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As is stated in *Keeping Children Safe in Education (2023)*: *"Safeguarding and promoting the*

welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child." ***(1.2 - pg 6***
Keeping children safe in education 2024. Statutory guidance for schools and colleges September 2024)
We understand that we are also legally required to comply with welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2021. Setting the standards for learning, development and care for children from birth to five.

We understand that we are required to:
Ensure that children are kept safe in education

- Promote the welfare of children.
- Promote good health and hygiene practise to help prevent the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements. "Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them…. create a high-quality, welcoming, and safe setting where children can enjoy learning and grow in confidence **(Statuary Framework for the Early Years Foundation Stage, For group and school based providers, Nov 2024, Section 3.1-2 pg 16)**

To ensure children are discharged safely at the end of the day, the Foundation Stage staff dismiss the children from the class garden gate or the main school door in inclement weather. Children will not be allowed to leave with anyone other than their parents/carer unless a message has been given verbally to the teacher or via telephone through the office. Any child that is uncollected will be looked after in school while the parent or carer is contacted. If contact cannot be made the secondary contacts will be contacted. If we are unable to make contact we will inform the Designated Safeguarding Lead (DSL) who will attempt further contact. If contact is still not made after 30 minutes the local authority safeguarding team will be contacted.
Canterbury Social Care team: Call **03000 41 11 11** (text relay 18001 03000 41 11 11)
email social.services@kent.gov.uk

At Wickhambreaux we recognise that everyone is responsible for the safeguarding and welfare of our children. Should a concern arise it will be reported to our Safeguarding team: **Mrs Lisa Crosbie,** (DSL/Headteacher) **Mr R Green** (Governor) **Mr Mick Beard** (Teacher Governor) and **Mrs Harriet Barnes** (DSL.)

Positive Relationships

At Wickhambreaux Church of England School we recognise that children learn to be strong, independent individuals through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. Staff work with all children in the setting.

Parents as Partners

- We recognise that parents are children's first and most enduring educators and we value the contribution they make.
- We recognise the role that parents have played, and their future role, in educating the children and believe that a strong partnership between home and school is essential to a child's success.
- We do this through:
- Talking to parents about their child before their child starts in our school through school visits.
- Providing the children with the opportunity to spend a series of induction mornings/afternoons before starting.
- Inviting all parents to an induction meeting during the term before their child commences.
- Encouraging parents to talk to the child's teacher or teaching assistant if there are any concerns.
- Encourage parents to come into the setting to share their knowledge and skills.
- Provide training for parents/carers on how to use support their child with both Literacy and Mathematical Development.
- Encourage Parents/carers to contribute evidence towards their child's E-learning Journal.
- Providing termly school curriculum newsletters.
- Publish Knowledge Organisers for each term on the school website.
- Reporting on their child's attainment and progress at the end of each academic year during their child's time in the Foundation Stage on the annual reports.

Health and Safety

At Wickhambreaux Church of England Primary School there are clear procedures for assessing risk (see whole school risk assessment policy) that includes procedures for keeping children safe during outings and for any aspect of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework, we undertake:

- A whole school Supporting Children with Medical Needs policy. This ensures that there are systems in place to ensure that medicine and the systems for obtaining information about a child's needs for medication are recorded and kept up to date centrally through the school office. Medicines will not be administered unless a doctor, dentist, nurse or pharmacist has prescribed them. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that medicine has been obtained from the child's parent and/or carer and this will be administered by a qualified first aider. A written record is kept each

time a medicine is administered to a child and the child's parents and/or carers are informed on the same day or as soon as reasonably practicable. (Statutory Framework for EYFS Nov 2024 Section 3.52 and 3.53).

- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- The classroom has a sink area and children are provided with a healthy snack in school. The class teaching assistant has an up to date Food Hygiene Qualification.
- A first aid box is accessible at all times and a record of accidents and injuries is kept in the school office. All members of the EYFS staff have paediatric first aid training.
- A health and safety policy and procedure which cover identifying, reporting and dealing with accidents, hazards and faulty equipment can be found in the school office. (Please see whole school policy.)
- A fire and emergency evacuation procedure and policy that can be found in the school office. (Please see whole school policy.)
- A code of conduct policy stating how all devices; mobile phones, smart watches and cameras are to be used and stored securely whilst children are in the setting. Devices that have imaging capabilities that are used in school must not be used for staff own personal use and must be used in line with the schools Mobile, Technology and Social Medial Policy. (Please see whole school policy in school office.)

Learning and Development

Our policy on teaching and learning mirrors the features of effective teaching and learning in the whole school policy. These features apply to the EYFS just as much as they do to the teaching in Key Stages 1 and 2 and refer to Hatti table of effects with an emphasis on Piagetian Programs in;

- Pre-operational stage (2 – 7 years old): Children are able to understand basic concepts and symbols, but do not yet understand concrete logic and cannot mentally manipulate information.
- Concrete operational stage (7-12 years old): Children in these ages start solving problems in a more logical fashion but abstract, hypothetical thinking has not yet developed.

We use oral feedback delivered at the time or as soon as possible after an activity. 'Child friendly' success criteria to allow children to self-assess and take action against misconceptions.

Representational Development and Collaboration are also central to the children's daily experiences.

- Representational Development - the concept of multiple intelligences – with the presentation of new ideas and concepts in multiple forms, such as print, art, drama, music, puppetry is used to ensure that all children have the chance to understand and connect with the concepts being explored.
- Collaboration is seen as necessary to further a child's cognitive development so both large and small groups are encouraged to work together to problem-solve using dialogue, comparisons, negotiations, and other important interpersonal skills. Each child's voice is heard to promote a balance between a sense of belonging to the group and a sense of self.

Areas of Learning

The EYFS is made up of seven areas of learning:

Prime areas:

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

Specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area, there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Monitoring and review

It is the responsibility of the Foundation Stage Practitioners to follow the principles stated in this policy. The Head teacher and subject coordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule of their subjects.

An EYFS school governor has the opportunity to discuss EYFS practice with the practitioners as set out in the school's SIP and provide feedback to the whole governing body, raising any issues that require discussion or development.

Date: September 2024.