



Aston All Saints Church of England Primary School
Early Years Policy

DATE: September 2023

REVIEW DATE: September 2024

EARLY YEARS LEAD: Mrs Joanne Walsh

We strongly believe that every child deserves the best possible start in life and support to reach their full potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe, nurturing and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose our Early Years Setting, they can be assured the provision will provide a safe and nurturing space for children to play and learn together. Together they will learn about respecting other people, co-operating and sharing. They learn about being true to themselves and respecting the rights of others.

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*
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind*
- A close working partnership between staff and parents and/or carers*
- Every child is included and supported through equality of opportunity and anti-discriminatory practice*

OUR EARLY YEARS SETTING AT ASTON ALL SAINTS C OF E PRIMARY SCHOOL

We currently have one Foundation Stage Two Classroom, with provision for 30 children on a full time basis. At this present time, the majority of our children enter FS2 from local authority nursery providers, as well as some children having previously attended nurseries in the private sector, or have accessed EYFS provision through a registered childminder. We have strong links with local early years settings, and a robust transition process in place. Our Foundation Stage Two provision is a separate building adjacent to the main school building, benefitting from its own exclusive outdoor area. Our natural woodland is a bespoke feature in our outdoor provision, which we are constantly developing to particularly develop children's understanding of the natural world around them. Our setting is fully secure, and all staff are familiar with the Early Year's Risk Assessments that are in

place. Even though we are separate from the main school building, we are very much part of the whole school community, and we attend collective worship with Key Stage One. All our staff are fully qualified, have a wide range of experience and expertise in working with, nurturing, and educating young children in the early years. They are committed to professional development and attend up to date training courses. Our Foundation team are all paediatric first aid trained, and regularly update their qualification every three years. The class teacher acts as the children's main 'key worker' responsible for each child's teaching and learning, and a designated teaching assistant will be allocated to provide additional key worker support. We are very much so a team and support all children in the setting, getting to know each child as a whole. Parents and carers are encouraged to speak to us about their child's development, and if they have any worries or concerns. From time to time, our setting will have visiting student teachers and NVQ students, or volunteers working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have an appropriate up to date DBS certificate, and parents will be informed when additional adults join our setting.

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023.

This document also complies with our funding agreement and articles of association.

Structure of the EYFS

Our EYFS provision at Aston All Saints caters for children in Foundation Stage 2 (reception). Children are educated in a one form entry class.

The Early Years Foundation Stage is based upon four themes:

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

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Aston All Saints C of E Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, and celebrate successes and achievements, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school, and utmost care is taken to assess the needs of each individual child in our setting from the age of four onwards. All children at Aston All Saints C of E Primary School are treated fairly regardless of race, gender, religion,

background or abilities. All children and their families are 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 and interests, when planning for their learning. We closely monitor children who are disadvantaged in anyway, ensuring that they achieve age related expectations and provide additional support so that they succeed. At Aston All Saints, we understand that children learn in a variety of ways and are mindful of this when organising our continuous provision and enhanced provision, and when planning activities for focused groups. All practitioners plan to meet the needs of boys and girls, children with different schemas; 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. We set ambitious and challenging expectations and continually evaluate our provision. We do this by regularly updating provision and practice through observing children's individual interests and then planning for 'next steps'.

Parents and carers are encouraged to share any medical and special need their child has on entry to the setting. A two-way dialogue is kept between parents to ensure a child's personal needs are met. If a child is considered to show signs of having special needs, discussions will take place with parents as soon as possible. Our system of early intervention allows us to provide age appropriate programmes of support for children based on individual need. We have links with various professional agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be asked for their permission before an outside agency is asked to assist us in supporting their child. For example, we have strong links with the Child Development Centre, the Speech and Language Therapy Service, and the Specialist Inclusion Service. The following policies are available to view in school.

Teaching and Learning Policy

Special Educational Needs Policy

Equal Opportunities Policy

Sex and Relationships Education Policy

Safeguarding

SEND/Equal Opportunities

Where a child has (or is suspected of having) SEND in EYFS, teachers will take care to ensure the child is able to demonstrate their progress & attainment. This will be done by capturing where a child started, assessing the best way to promote learning according to the child's interests and schemas & promoting learning & development of next steps. Within the EYFS children will be encouraged to use their preferred mode of communication for all the ELGs (except speaking).

A graduated response will take place involving the class Teacher, school SENDCo, family, child's view & outside agencies if appropriate.

At Aston All Saints we ensure:

- Differentiated and stimulating activities to suit the ability of the children*
- Access to appropriate materials and equipment*
- Early identification of cause for concern, along with intervention*
- Involvement of outside agencies if applicable*

-SEND assessment programs in order to set individual academic and/or SEMH targets
-high expectations for every child

Welfare

It is important to us that all children in the school are 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 and share stories which explore everyday situations. We understand that children should be allowed to take risks and that they need to be taught how to recognise and avoid hazards.

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”

At Aston All Saints C of E Primary School we understand that we are also legally required to comply with certain welfare requirements, as stated in the Statutory Framework for Early Years Foundation Stage 2021.

In our setting we:

- Promote the welfare of all children.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
 - Ask parents to inform us of any foods/substances their children are allergic to and ensure that staff are aware of the precautions to take; all children will have an individual care plan which is kept centrally, as well as in the class file in Foundation Stage Two Provision. All staff are aware of these children's needs.
 - Promote good health, preventing the spread of infection and ensuring children do not come into contact with foods/substances to which they are allergic and taking appropriate action when children are ill.
- All Foundation Stage Two staff have paediatric first aid training.
 - Ensure that our accident logs are kept up to date and that medication including inhalers is suitably stored and checked for expiry dates. Parents are informed by telephone if their child has an accident that needs treating. Parents and carers are advised when appropriate if their child needs more specialist medical assistance following an accident or if their child becomes unwell at school. All such incidents are also recorded on C POMS by staff.
 - Ensure our first aid kit is always available, checked and replenished, and stored securely in our class stockroom.
- Children with additional toileting needs are provided with an individual care plan that is approved by their parents.
 - Ensure that the premises, furniture and equipment is safe and suitable for purpose
 - Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Ensure that teaching and learning is broken down into small, manageable steps to allow for progression.
 - Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

- Ensure that all staff receive up to date safeguarding training and that this is regularly updated.

-Ensure that personal mobile phones, cameras and recording devices are not used anywhere within the setting and that all staff are aware of children whose photos must not be published on the school website or on class Do Jo.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over:
 - Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably-qualified overseas trained teacher:
 - For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
 - For all other classes, we have at least 1 member of staff for every 13 children
 - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils
 - We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

In line with the requirements of the EYFS Statutory Framework, staff in EYFS do not have mobile phones or cameras on their person when children are in class. The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

Positive Relationships

At Aston All Saints C of E Primary School, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Communicating with parents through class Do Jo on a daily basis, so that they are aware of what is being taught, can access photographs of their child engaging in learning experiences, and understand how they can support their child at home.
- Holding an 'EYFS Open Day Stay and Play Session', and a 'Prospective Parent's Meeting' in the Autumn Term, for those parents who are considering sending their child to Aston All Saints C of E Primary School in the following academic year.
- Holding welcome meetings for new parents, and sharing information about interests and needs, before their child starts in our school in a 1-1 meeting with their child's class teacher.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school on transition visits.
- Operating an open door policy for parents with queries and weekly opportunities to share in their child's learning at the beginning of the school day.
- Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents.
- Offering three parent/teacher consultation evenings per year, as well as opportunities to meet with the classteacher as and when the need arises by appointment.
- Children who are on the SEND register and have an IEP or EHCP, will have a termly review meeting to discuss progress made towards their targets and their provision.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation Stage. This is in the form of the Foundation Stage Profile.
- Developing a range of activities and parental support throughout the year, that encourage collaboration between child, school and parents- including Phonics, Literacy and Maths workshops related to the curriculum.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We have strong links with schools within our Learning Community and our DSAT Schools, and regular meetings allow us to focus on continuous improvement to our practice and provision as well as coordinate a very effective transition process. We always visit children in their nursery settings before they start school, and discuss their development with their key worker. This ensures they make a positive start to school.

Enabling Environments

At Aston All Saints C of E Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. We acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion. Children are encouraged to interact with others, to move about and explore a wide variety of learning situations, in an enabling environment.

It is important to us that children experience success, have fun and enjoy themselves whilst learning. All the staff in our setting work as part of a team to ensure that children have the very best opportunities. At Aston All Saints C of E Primary School, we place high value on our learning environments and the Foundation Stage classroom is no exception.

Practitioners create spaces which engage children's interest and cater for the range of ability and interest in the class. They allow children to explore and learn securely and safely and reflect theme and interest as well as celebrate children's work and achievements.

A weekly team meeting is held to ensure that clear learning intentions are shared amongst staff and everyone understands what their role is. All practitioners plan and work together to ensure continuity and progression, providing age and stage related activities and experiences to suit all children in the setting. Children access continuous provision in their own class indoor environment to initiate their own play and take part in planned adult-led activities. The Foundation Stage has its own outdoor learning space, including our own woodland, which can be freely accessed during a day. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can still explore, use their senses but be physically active and exuberant. In this area, staff also provide planned activities for children, as well as giving opportunities for them to make their own choices. We have all weather clothing and footwear; such as protective suits for muddy play, hats and gloves in the winter, and sun hats in the Summer and children have their own pair of wellies available, so children are protected and there are no barriers to learning. Staff also dress appropriately according to the weather.

Assessment

In line with the 2021 Early Years Foundation Stage Framework, at Aston All Saints C of E Primary School, assessment in Early Years is about noticing and being very clear what children can do and what they know. It is not about collecting an enormous amount of evidence that takes staff away from the children for long periods, preventing them from interacting and communicating with the children.

Accurate, purposeful and useful assessment can highlight whether a child is succeeding in Phonics, hitting crucial communication and language milestones, developing mastery in Mathematics and working towards becoming an independent writer. As well as identifying those with special educational needs, or supporting in narrowing the gap for children from disadvantaged backgrounds, so that all children reach a good level of development.

At Aston All Saints C of E Primary School

- All records are passed on by the feeder nurseries before the children start school.
- Children are baselined using the National Statutory Baseline Assessments in the first six weeks of school.
- Children are informally assessed weekly in Phonics so that they make a strong start from the moment they start school, and any gaps in letter sound knowledge can be quickly addressed.
- Children are assessed every half term by the RWI Phonics Lead, so that any gaps can be addressed and so children can be placed in ability groups that can meet their individual needs.
- A writing assessment folder is set up at the beginning of the Spring Term to monitor children's independent writing skills.
- Children from disadvantaged backgrounds and those children who are falling behind age related expectations, are closely tracked and discussed in half termly pupil progress meetings.
- Staff are trained to have a good understanding of child development and to be clear about what they want children to know and be able to do.
- Assessment is ongoing and formative and often in the moment where staff engage in dialogue with the child to take their learning to the next step.

-We track children's attainment and progress half termly on E MAGZ which is our schools tracking tool.

Our Curriculum, Learning and Development

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. Our curriculum is driven by first-hand experiences and practical hands on activities. This curriculum has been developed and planned to ensure that every child develops their language skills. It is ambitious, carefully sequenced, and will help children to build their learning overtime. Learning is broken down into small manageable steps with clear learning intentions in all areas of learning Children's interests are at the heart of what we do. We understand that children do not develop in a fixed way. Their development is like a spider's web, with many strands, not in a straight line. Depth in early learning is much more important than covering lots of things in a superficial way.

Curriculum (Implementation)

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

Communication and Language

At Aston All Saints C of E we understand that the development of children's spoken language underpins all seven areas of learning and development. We appreciate that children's back and forth interactions in early years, form the foundations for language and cognitive development. We prioritise children taking part in an abundance of quality conversations between adults and their peers throughout the day, in a language rich environment. Staff are trained in how to ensure they are having high quality interactions with the children in their care. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, our staff build children's language effectively. At Aston All Saints C of E we read stories frequently to children, and engage them actively in stories, role-play, rhymes, songs, non-fiction and poems, providing them with extensive opportunities to use and embed new words in a range of contexts. Children take home a library book weekly to further develop their communication and language skills.

English as an additional language

We work closely with families with children where English is an additional language giving them the support they need. We understand that children will learn English from a strong foundation in their home language. We appreciate that sometimes children will typically go through a quiet phase where they do not say very much, and may use words in both languages in a sentence. We celebrate multilingualism in our setting.

Personal Social and Emotional Development

At Aston All Saints C of E Primary School, we understand that children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development and mental well-being. We use the 'Jigsaw' PHSE scheme of work, as well as the Christopher Winters (RSE) scheme of work as our spiral curriculum. The strong, warm and supportive relationships with staff, enable our children to learn how to understand their own feelings and those of others. Children learn how to manage their emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating and managing personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. We understand that these attributes will provide a secure platform, from which children can achieve and excel at school and later in life.

Physical Development

At Aston All Saints C of E Primary School, we understand that physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. We plan and teach to develop both gross and fine motor skills in our curriculum. Children develop overall body strength, coordination and balance through outdoor learning, and specific knowledge and skills in Physical Education sessions in Dance, Gymnastics and Games; such as rolling, climbing, walking, jumping, hopping, skipping and climbing. Children participate in learning activities where they are taught how to use a range of tools competently, safely and confidently; such as pencils for drawing and writing, paintbrushes, cutlery and scissors. Schemes are broken down into small achievable manageable steps. For example, we teach children how to use scissors in several sequential lessons. They combine different movements when they create obstacle courses outdoors. Children are taught how to hold a pencil correctly with increasing control, and how to form letters correctly and automatically. Children are taught about health and wellbeing including exercising, healthy eating, hand washing and looking after their teeth.

The Specific Areas

Literacy

At Aston All Saints C of E Primary School, we ensure our children develop a life-long love of reading and are surrounded by excellent quality texts. Reading consists of two dimensions: Word Reading and language Comprehension. Skilled word reading is taught through our systematic, discrete, Read Write Inc Phonics Programme, where children quickly learn how to recognise letter sounds and speedily decode and encode words. Language comprehension is developed through adults sharing and discussing stories and non-fiction texts. In Writing, children are taught how to form letters correctly using engaging handwriting rhymes, and are taught how to articulate their ideas by structuring them in speech, before writing. Children learn to write through engaging them in first hand experiences, role play and gain inspiration through quality texts and purposeful writing. There is a smooth transition when children enter Key Stage One because of our fidelity to one phonics programme; Read Write Inc. Parents are fully supported with early reading workshops in the Autumn Term, and virtual learning videos on Do Jo throughout the year.

Mathematics

At Aston All Saints C of E Primary School, we ensure that children develop a strong grounding in Number and Numerical Patterns, so that all children develop the necessary building blocks to excel in Mathematics. Children learn specific KIRFS each half-term and these are shared with parents. We adhere to a spiral curriculum using 'NCETM Maths Mastery', 'White Rose' and 'Power Maths' that is active, fun and engaging. Children learn how to count confidently, develop a deep understanding of the numbers to 10, and the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply their understanding - such as manipulatives, including small pebbles and five and ten frames for organising counting - children will develop a secure base and knowledge and vocabulary from which mastery of numbers is built. We value how important it is that children develop a positive attitude and interest in Mathematics from an early age, and develop a 'have a go' attitude. Staff make detailed observations and record how children are progressing daily. A Maths Workshop is held in the Spring Term, so that parents have a clear understanding of how Mathematics is taught in early years, and how they can support their child at home.

Understanding the World

Through our curriculum at Aston All Saints C of E, understanding the world involves guiding children to make sense of their physical world and their community. We provide a rich and diverse curriculum, through engagement in a wide variety of first-hand experiences, outdoor learning experiences and class visits. We value our children's own personal experiences of the outside world, and share, discuss and build on these at school. We learn about and meet important members of our community, such as police officers, firefighters and nurses. In addition, children listen to a broad range of stories, non-fiction, rhymes and poems, to foster an understanding of our culturally, social, technologically and ecologically diverse world. We learn about different festivals and celebrations at key points in the year through stories and role play activities, as well as celebrating the links we have with our own school families.

Expressive Arts and Design

At Aston All Saints C of E, we understand the development of children's artistic and cultural awareness, supports their imagination and creativity. Children have regular opportunities to engage in the arts, enabling them to explore a wide range of media and materials. They explore, use and refine a variety of artistic effects, to express their ideas and feelings. They play and create collaboratively sharing resources, ideas and skills. Children are encouraged to notice features of their natural and immediate world, and define them through colour, shape, and texture. Children are provided with a range of materials to construct with and choose how to represent their own ideas. They listen attentively, move to and talk about music, expressing their ideas and responses. They explore and engage in music making and develop their own storylines in their pretend play.

Leadership and management

The SLT are responsible for:

Ensuring EYFS staff have access to training & advice on all aspects of assessment & curriculum in EYFS

Ensuring teachers attend moderation meetings within school & possibly with other schools

Ensuring that parents are provided with written information of their child's progress against the ELGs at the end of FS2

Ensure that parents have opportunities to discuss their child's progress

Discussing any intentions to defer a child in EYFS in exceptional circumstances with the LA

The EYFS staff will be responsible for:

Contributing to the development of the EYFS Policy and teaching EYFS programmes

Administering the RBA in FS2

Developing schemes of work and lesson plans in line with the school's EYFS Policy and the objectives of the EYFS curriculum.

Facilitating the teaching of their EYFS curriculum, including coordinating activities and resources within their indoor & outdoor areas.

Assessing and recording pupils' progress and keeping the EYFS Coordinator apprised of this.

Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.

Attending and contributing to any INSET days

Meeting with teachers to discuss children at transition times

Ensuring ongoing dialogue with parents to get a clear picture of the child's learning & development

Upholding school policies & procedures

Keeping apprised on current affairs and best practice on the EYFS curriculum, and applying this to their work.

Monitoring arrangements

This policy will be reviewed and approved annually.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See Safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

Statutory policy or procedure for the EYFS	Where can it be found?
Procedures for a parent failing to collect a child and for missing children	See Safeguarding policy

