




Evelyn Street Primary Academy

Early Years Policy

Ratified: April 2024

Next Review Date: April 25

Policy Responsibilities and Review

Policy type:	School policy
Guidance:	This policy complies with Warrington local authority guidance
Related policies:	This policy should be read in conjunction with DfE Statutory Guidance for Executive Principal, Staff and Local Governing Bodies
Review frequency:	Annually
Committee responsible:	LGC
Chair signature:	Juliet Brown 
Changes in latest version:	Revision following updated EYFS Framework Jan 2024

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Introduction:

Evelyn Street Primary School *'is an aspirational school with high standards of behaviour and achievement. All our children are encouraged to do their very best in a caring and supportive environment where they feel valued, are happy and secure.*

We create opportunities to develop independence, confidence and collaboration, recognising that everyone has their own talents which we work together to develop' (Head Teacher's School Website Welcome letter)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year, the academic year in which they are five years old. At Evelyn Street Primary School, children are able to join the nursery class the term after their second birthday or the term after their third birthday.

As children move through Early Years at Evelyn Street we want our pupils to be confident, resilient, empathetic, joyful and communicative learners. We are committed to ensuring every child is engaged in meaningful learning experiences that create a thirst for learning which is lifelong.

Article 28: *Your right to learn and go to school*

Article 31: *Your right to relax and play* (UNCRC- United Nations Convention on the Rights of the Child)

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. (Statutory Framework for the EYFS 2024)

Our setting will: put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching, and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.

There will be: At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. PFA training¹⁹ must be renewed every three years and be relevant for people caring for young children and babies.

Key person: Each child will be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. They should also help families engage with more specialist support if appropriate.

The EYFS Framework is based upon four overarching principles:

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments with teaching and support from adults**
- **Learning & Development**

In our Nursery and Reception classes at Evelyn Street Primary School we aim to provide the following for all children:

- A nurturing, secure and friendly atmosphere to develop independence, emotional well-being and a motivation to learn;
- A happy, positive and fun start to their school life in which they can establish solid foundations, fostering a deep love of learning;
- A wide range of new and exciting experiences, giving them the opportunity to build upon and extend their interests and knowledge;
- Encouragement and high expectations to develop to the full, socially, physically, intellectually and emotionally;
- A structure for learning and a curriculum that has a range of starting points and unlimited opportunities for development, responding to varying developmental needs and learning styles;
- Partnership working with home and external agencies to support and enhance learning opportunities to the full, and
- Guidance to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

The Curriculum:

The Nursery and Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS), which is available from www.gov.uk

The EYFS Framework includes seven areas of learning and development, all of which are seen as important and interconnected. The first three areas of learning, The **Prime Areas**, are seen as being particularly important for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving, these are:

- **Communication and Language:** Listening, Attention & Understanding / Speaking
- **Personal, Social and Emotional Development:** Self Regulation / Managing Self / Building Relationships
- **Physical Development:** Gross Motor Skills / Fine Motor Skills

The **Specific Areas** of Learning, develop essential skills and knowledge for children to participate successfully and help to strengthen the prime areas, these are:

- **Literacy:** Comprehension/ Word Reading /Writing
- **Mathematics:** Number / Numerical Patterns
- **Understanding the World:** Past and Present / People Culture and Communities/ The Natural World
- **Expressive Arts & Design:** Creating with Materials / Being Imaginative and Expressive

The EYFS Framework also includes the **Characteristics of Effective Learning**, identifying the way young children learn, interacting with others and their environment. These underpin learning and development across all areas and support the child to remain an effective and motivated learner, these are:

- **Playing and Exploring:** Finding out and exploring / Playing with what they know / Being willing to 'have a go'
- **Active Learning:** Being involved and concentrating / Keeping trying / Enjoying achieving what they set out to do
- **Creating and Thinking Critically:** Having their own ideas / Making links / Choosing ways to do things

Effective Teaching and Learning:

Through significant investment we have created welcoming, attractive and stimulating learning environments, facilitating early year's pedagogy. Defined indoor and outdoor areas, provide children with a choice of resources enabling them to practice, consolidate and apply key skills. Provision has been carefully planned to ensure it is progressive across the phase, meeting the learning needs of all children. Our provision is an on-going development as we seek to ensure it remains of the highest quality and meets and challenges the learning needs of changing cohorts.

Across the daily routine, practitioners ensure children have a balance of child-initiated and adult-led activities. It is recognised that young children learn by taking part in activities led by knowledgeable adults and leading their own learning.

Our Early Years planning has each child at its centre. We plan our teaching, learning and provision from our children's interests as a starting point whilst also carefully tailoring it around loose themes and significant events throughout the year. The long term curriculum plan that sits beside this has been developed across the phase to ensure a progressive and sequenced curriculum is in place. Through a robust observation and assessment cycle, activities are carefully planned to ensure on-going progress for all children, enabling them to meet at least 'expected' levels across all areas of learning.

We recognise that children learn to be strong and independent from secure relationships. The role of the Key Person is securely in place. Practitioners are knowledgeable, supporting children in their adult-led and child-initiated learning. All children in EYFS have access to enrichment activities, termly school visits and after school clubs.

As a school we also benefit from a SSTEW (Sustained Shared Thinking & Emotional Well-being) Scale trained member of staff. This enables our school to measure, reflect and action plan (in response to 5 areas of practice within which there are 14 items). The SSTEW Scale gives a detailed and ongoing observation tool for assessing practice.

Inclusion/Special Educational Needs and Disability (SEND)

All children are treated as individuals and have equal access to all provisions available. They are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential Special Educational Needs and Disability is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENDCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEND.

Partnership Working

We recognise that parents and carers are a child's first and most enduring educators and we value the contribution they make. We recognise the role that parents and carers have played, and their future role, in educating their children. We endeavour to ensure there is excellent lines of communication between ourselves and home.

Parents and carers are kept informed of their child's learning in a variety of ways, including:

- Our on-line learning journal, Tapestry
- Weekly friendly letters (Nursery), home learning letters (reception)
- Parents evenings and open evenings
- Phonics/reading and mathematics workshops
- Informal conversations at the start/end of each day
- Noticeboards

Prior to starting school there is an Open Evening in the Autumn Term for families prior to application (Dates available on the School website). This is followed by a detailed transition model that has been carefully developed to ensure a timely yet supportive programme. This has proven very successful for all children. These events introduce all staff to the parent/carer(s) and the child, and enables staff to gather and share detailed information to support a successful transition. Children attend sessions prior to the summer break to enable them to become familiar with their new learning environment.

Children in Evelyn Street Reception and Nursery classes are expected to wear uniform. This is detailed on the school website and is important to ensure children can fully access our physical curriculum and environment. We request children do not wear earrings.

Staff across EYFS work closely with internal specialist staff and integrated services to support next steps in learning for identified children. Our school has very high expectations of behaviour and a zero tolerance approach to aggressive play and language.

Through the year, home learning is supported through regular workshops. During the summer term, transition processes are then securely in place for all children as they continue their learning journey into Key Stage 1.