

Pudsey Bolton Royd Primary School
Early Years Policy

Introduction

‘Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe 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.’

Early Years Foundation Stage Profile - Department for Children,
Schools and Families 2012

Our Philosophy

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. Early childhood is the foundation on which children build the rest of their lives. At Pudsey Bolton Royd Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. At this school we aim to provide a broad and balanced curriculum which will enable each child to develop emotionally, socially, physically, creatively and intellectually to their full potential and at their own pace. Each child is unique and is valued as an individual.

Our Aims

- To provide a happy, caring, safe and inclusive environment for learning, which meets the individual needs and interests of the children.
- To develop warm and secure relationships between children and adults.
- To provide a high quality, broad, balanced and relevant curriculum in line with the Early Years Foundation Stage Framework.
- For the children to become aware of moral and social values.
- To encourage active learning through first-hand experiences in both indoor and outdoor play, and through both verbal and non-verbal communication.
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- To develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- To value the cultural diversity within our school and its community.

The Foundation Stage Curriculum

The Early Years Foundation Stage is based on four themes:

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

At Pudsey Bolton Royd Primary 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 and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude towards learning.

The content of the curriculum within the Early Years unit is defined by the Learning and Development Requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) document. Children are supported in three prime areas and four specific areas of learning.

The prime areas are:

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

'Prime areas are fundamental, work together, and move through to support development in all other areas' (Development Matters 2012).

The specific areas are:

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

'Specific areas include essential skills and knowledge for children to participate successfully in society' (Development Matters 2012).

Children are also supported in developing the Characteristics of Effective Learning, as outlined in the EYFS framework. They strengthen achievement of both the prime and specific areas and describe factors which play a central role in a child's learning. These characteristics will support children with the

next stages of their education, as well as underpinning effective learning for life.

The Characteristics of Effective Learning are:

- Playing and exploring - engagement
- Active learning - motivation
- Creating and thinking critically - thinking

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. We recognise that the environment plays a key role in supporting and extending the children's development and is a place where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Play-based learning is paramount, and children have opportunities to direct their own learning with planned opportunities provided by staff. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use, risk assessed and checked regularly.

As well as having daily access to our areas of learning, Reception pupils also participate in a daily 'Read, Write, Inc' phonics session, and a daily maths input and activity session. Nursery children engage in short, daily adult-directed activities to introduce them to new ideas, skills or experiences.

Assessment

The teacher's knowledge, assessment and observations of the children throughout the year inform planning and enable us to complete the child's profile. They also enable us to plan next steps to deliver a curriculum that is specific to the children's needs. We complete the Foundation Stage Profile in partnership with parents.

Profiles are shared with parents and are a particular focus during parent/teacher consultations and 'Stay and Play' sessions. Parents are encouraged to contribute to the profiles by completing 'Learning at Home'

sheets or by sharing children's work or experiences that will help to support assessments.

During the first term in Reception, the teachers make a formative (or 'baseline') assessment of each child. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. It is also statutory to complete a 'Reception Baseline' assessment in the first half term in Reception. This is reported to the Department for Education and is used to measure cohort progress at the end of KS2.

It is statutory to complete the Foundation Stage Profile for each pupil. The children are assessed against the 17 early learning goals. Practitioners must indicate whether children are meeting expected levels of development, if they are 'exceeding' expected levels, or not yet reaching expected levels ('emerging'). EYFS profile scores are reported nationally and to the local authority at the end of the Reception year and are used during transition to inform Year 1 teachers of the child's ongoing educational needs. We provide a written summary of these judgements for parents through our end of year reports.

Organisation

Within the Early Years Unit there are two main areas - Nursery (FS1) and Reception - (FS2). A team of experienced teachers, bi-lingual support staff and classroom assistants work within the foundation stage. Children are placed into pastoral groups from nursery onwards. Pupils with specific EAL needs are supported by bi-lingual staff where possible. Each child is assigned a key worker. Their role is to help the child become familiar with the setting, offer a settled, familiar face for the child and build a relationship with their parents and family.

In Nursery we have 2 sessions, each able to admit a theoretical maximum number of 52 children. We offer Nursery education grant funded (free), part-time places where children can attend for 15 hours per week. Children can attend a daily, 3 hours session - either for a morning ('Option 1': 8.45-11.45am), or an afternoon ('Option 2': 12.30-3.30pm).

There is an intake of 60 children into Reception, organised into 2 registration classes. These classes can then work flexibly in smaller groupings to meet the learning needs of the children through the different activities during the day.

The style of teaching and organisation of the curriculum changes gradually over the year as the children develop. Nursery and Reception teams meet weekly to plan in the long, medium and short term.

Transition from Nursery to full time education

Our aim is to establish a smooth and successful transition to school for all children - whether they have attended Pudsey Bolton Royd Nursery or are from another pre-school setting. This is facilitated by:

- Transition meetings within school between staff
- Children have the opportunity to make a visit/visits to the Reception classroom
- Liaison with outside agencies and childcare settings
- Support from our school SENCO
- Support from our Learning Mentor
- Parents and carers contributing through 'Learning in the Summer Holidays' and 'All About Me and my Family' sheets
- A staggered intake into Reception
- Parent information meetings in the summer term before Reception starts
- Children's learning profiles passed on to Reception teachers

Role of the Co-ordinator

It is the role of the Early Years Co-ordinator, under the guidance of the Head Teacher: -

- To organise the delivery of Early Years Curriculum and to ensure progression and development.
- To monitor the quality of the curriculum in the EYFS.
- To analyse pupil assessment data and use this in target setting and planning at regular pupil progress meetings.
- To keep abreast of developments within Early Years, by attending Family of Schools network meetings, local authority EYFS Leadership Forums and to carry out INSET when required.
- To evaluate, plan and implement an annual EYFS action plan as part of the overall school development plan
- To monitor and update resources and advise the Headteacher of EYFS resource needs for inclusion in school budget planning
- To liaise with and support pre-school establishments within the Partnership link.

Equal Opportunities

We value the diversity of individuals within the school and firmly believe that every child matters. All children at Pudsey Bolton Royd Primary are treated fairly, regardless of race, gender, religion or ability. All families are valued within our school. We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

Safeguarding and Welfare

It is of paramount importance to us that all children in the school are safe. We aim to educate children on managing their own risk, through understanding 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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We do our utmost to protect the physical and psychological well-being of all children.

The full Safeguarding Policy is available on our school website or from our school office.

Good Health

We aim to create dynamic lessons wherever possible and ensure all children access active learning and outdoor play. We pride ourselves on having a firm understanding of the importance of movement for learning. We provide lots of opportunities for implementing movement play to support brain development and the foundations of learning. All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times.

Intimate Care

“Intimate” care is any care which involves washing or touching a child or carrying out a potentially invasive procedure (such as changing their clothes). Although we encourage all children to develop independence in dealing with their own intimate care (as it is part of the EYFS curriculum of Health and Self-Care), and recognise that most children are able to carry out this themselves, we occasionally need to support children to develop these skills. Depending on a child's age and stage of development, or in the

case of children with special educational needs, they may need additional support - for example dressing, wiping their bottom clean after using the toilet or changing underwear following an accident. In most cases, intimate care is to do with personal hygiene.

We ensure that we uphold every child's right to privacy, dignity and a professional approach from all staff when meeting their intimate care needs and it is important that staff seek to work in partnership with parents to enable us to give the right support to an individual child.

For further information please see the 'Statutory Framework for Early Years Foundation Stage', 2017 and the 'PBRPS Safeguarding and Child Protection Policy' and 'Leeds SCP Children and Young People's Intimate Care Good Practice Guidelines' and Pudsey Bolton Royd's Intimate Care Policy.

Monitoring and Review

It is the responsibility of all those working in Nursery and Reception to follow the principles stated in this policy. The Headteacher and EYFS coordinator will carry out monitoring on EYFS as part of the whole school monitoring schedule.

Written by - Mrs G Marsh, Ms A-F Wilson, Mrs I Sharp -
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