

Christ Church New Malden

Church of England Primary School

Early Years Policy 2020

Committee responsible	Pupil Impact
Approval required by	Headteacher, Chair of Governing Body
Statutory or Recommended	Statutory
Frequency of review	1 Year
Date last reviewed	May 2020
Date of next review	May 2021
Display on website	Yes
Purpose	This policy sets out our arrangements for EYFS
Consultation	Pupil Impact Committee
Link with other policies	Health and Safety Policy, Safeguarding Policy,

	Signed	Date
Headteacher		20 th May 2020
Chair of Governors		20 th May 2020



Aims

At CCNM we work to help every child to reach their potential, to become the person that God made them to be. We value every child and want to enable all children to access all areas of the curriculum, to take part in rich, creative learning activities and to develop to the best of their ability in a caring, supportive environment. We seek to create an environment where children can learn through play and where good behaviour is praised and their self-confidence and independence can grow. We work closely in partnership with parents and carers **to support their child's learning and development as they begin their school journey. We aim to provide a safe, happy environment to support children's learning through the provision of well-planned, well-resourced activities supported by qualified staff to engage all children and support their learning and development to meet the Early Learning Goals at the end of Reception.**

Basis

The Early Years Foundation Stage is a critical time in a child's development and we aim to give children the best possible start to their formal education. Our Early Years provision in Nursery and Reception follows the **government's Statutory Framework for the Early Years Foundation Stage (2017) which sets the standards for learning, development & care for children from birth to five.** In line with the guidance published in the document Development Matters, we firmly believe that every child is unique and that positive relationships and an enabling environment are the most effective way to support their learning and development.

The EYFS is based upon four principles:

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

A Unique Child

At Christ Church we believe that every child is unique and that all children matter. We welcome children of all abilities, from different cultural and social, ethnic, linguistic and religious backgrounds and those with and without special educational needs and disabilities. Every child develops at a different rate and in their own way. We aim to support every child to access all areas of learning and to make as much progress as possible in all areas of their learning and development.

Inclusion

At our school, all children and families are valued. We value diversity within our school. We do not discriminate on any grounds and aim to enable all children to access the curriculum. If a child has any Special Educational or Medical needs, staff work with parents and carers in line with our SEND Policy to support the **child's learning and development.**

Positive Relationships

We acknowledge that parents and carers are a child's primary and enduring educators. We seek to build positive relationships with both children and their parents/carers to support their child's learning. We promote caring, respectful, professional relationships between children and staff members, and between children and encourage, model and praise good behaviour. Children will be treated with respect and their interests and strengths will be celebrated to build their self-esteem and independence. We aim to help every child to settle in and to feel secure and confident and valued in our Nursery and Reception environment. The children's learning will be supported by a staff team who are consistent and suitably qualified and all aim to develop positive relationships with children in the class. Each teacher will act as a 'key person' for the children in their class. Each teacher works with a teaching assistant, and in the nursery there is also an apprentice. Teachers will be available every day to discuss any concerns or questions with parents and carers. Every week teachers with send parents / carers an email about the learning for the week. Parents will be invited to events to share in or to support their child's learning in school.

Partnership with Parents and Carers

Our partnership with parents and carers begins before the child joins our Early Years provision. This is designed to support each child to make a smooth transition into our school, to feel secure and happy. Parents and carers of children entering Nursery or Reception are invited to an Induction evening the term before their child joins. Teachers meet with other pre-school settings in the local authority for a handover of information about any **child that is joining us to help support that child's transition. Each child is invited to attend an introductory session** before starting with us. Every child new to the school is offered a home visit to meet their teacher in their home environment where they are likely to feel most confident. At the start of the school year children begin by attending for shorter hours for a few days initially to build their confidence. Parents and carers are **encouraged to share their observations about their child's learning through conversations with staff, through 'wow' stickers, through contributions to their child's Learning Folder, and through sharing stories and reading at home.**

Teachers will invite Reception parents to a meeting in the Autumn term about supporting their child's learning in Reading, Writing and Maths. Teachers will regularly feedback to parents and carers about how their child is progressing. Parent meetings will take place in the autumn and spring terms. In the summer terms, parents will receive a written report about their child and an optional meeting with the teacher will also be offered. In Reception this report comprises the EYFS Profile which is a statutory **requirement to report on every child's progress** at the end of their Early Years Foundation Stage of education. Parents will be told if their child is emerging or expected or exceeding a particular age band for every area of the curriculum. If there are any concerns about a child, these will be discussed with parents and carers. If additional support is needed, teachers and parents will discuss the possibility of referring their child for more specialist assessment.

Safeguarding & Welfare

To protect the physical, mental and emotional wellbeing of children in our care we follow the school's **Safeguarding Policy**. The school's Safeguarding Officers are displayed in every classroom.

Enabling Environment

To support children's learning, we aim to provide a safe environment with creative, age-appropriate resources, both inside and out, where children can explore and choose from a range of engaging activities. We celebrate **all children's efforts and creativity by valuing their work and displaying as much as possible** in the classroom. Children have access to outside areas to enable them to learn in a more exuberant way. We recognise that children learn in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Learning and Development

In the Early Stage and Foundation Stage, we recognise that children learn through play. It is through play that children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas. They learn how to regulate their emotions and how to control themselves and understand the need for rules and boundaries. They communicate with others and learn to move safely and with increasing physical control. They learn to take reasonable risks and to recognise and avoid danger. If there are any concerns about a child, these will be discussed with parents and carers. If additional support is needed, teachers and parents will discuss the possibility of referring their child for more specialist assessment. We aim to help children to progress in their learning and development in all areas. The EYFS states that there are three prime areas which are fundamental to all areas of learning. These are:

Communication and Language

Physical Development

Personal, Social and Emotional Development

These support learning in the four specific areas of learning which are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

We also teach Religious Education following the Diocese of Southwark's Scheme of Work.

We also work to enable each child to develop the Characteristics of Effective Learning as set out in Development Matters which are:

- Playing and Exploring (investigating, **exploring** and '**having a go**'),
- Active Learning (concentrating, enjoying their achievements, and keeping on trying if they encounter difficulties) and
- Creating and Thinking Critically (having their own ideas and developing strategies).

These skills will support their learning for the rest of their life.

Observation, Assessment and Planning

Long term planning sets out broad based topics in a yearly cycle. Medium term plans are based around different themes which are used as a guide for forming their weekly plans. Teachers plan a variety of engaging **activities to build on and extend children's interests, to offer them new experiences and to develop their skills** and abilities in all areas of learning. Children are regularly assessed by staff observing their learning and play on a daily basis. These observations and assessments are used by teachers to plan learning activities that **meet each child's needs and move them on to their next step of development. Each child has a Learning Folder** where examples of **observations, photos and their work** are filed to record the child's learning and progress. Three times a year, teachers use the **age-banding in Development Matters to assess each child's learning**. These assessments are recorded on SIMS and data is closely monitored. Teachers meet with the Headteacher, Deputy and SenCo each term to discuss progress and attainment in their classes and to develop strategies for supporting individual children.

Hours available to children

Parents and carers may apply in line with the Admissions Policy (by January for Reception and usually by March for Nursery) for their child to join in September. Children enter Reception in September of the school year in which they are five, that is if they are 4 years old on or before 31 August. Children in Reception are usually expected to attend Reception full-time unless there are special circumstances which should be discussed with the headteacher. Children must attend school full-time once they reach compulsory school age. This is on 31 December, 31 March or 31 August following their fifth birthday. Every Nursery aged child (those who have turned 3 by 31 August) is entitled to 15 hours of nursery provision per week paid for by the government. At Christ Church we offer this either five mornings a week or five afternoons a week in term time. Nursery children with two parents where both are working, or with a single parent who is working, may be entitled to 30 hours of nursery provision per week of term time (subject to terms and conditions which can be found at <https://www.childcarechoices.gov.uk/>). At Christ Church, 30 hours nursery children attend for the full week of nursery, and pay a small fee for a supervised lunch club to which they bring their own packed lunch. If a child is attending nursery for 15 hours a week and there is a space, parents and carers may pay for a three hour session for the other half of the day and for the nursery lunch club.

Relevant documents / websites

Development matters in the Early Years Foundation Stage (2012)

Statutory framework for the early years foundation stage (2018)

Safeguarding Policy

SEND Policy

Teaching & Learning Policy

RE Policy

Health & Safety Policy

<https://www.childcarechoices.gov.uk/>