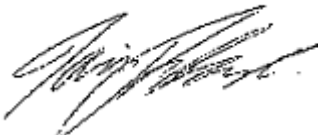


Early Years Policy
Statutory Policy



Early Years Policy

Statutory Policy

Date of Approval: April 2023	
This policy will be reviewed in full by the LPP Committee every 3 years.	
Date for Review: April 2026	
Signature 	Date April 2023
Head Teacher	
Signature 	Date April 2023
Chair of Governors	

*“Every child deserves the best possible start in life
and the support that enables them to fulfil their potential.”*

(EYFS Framework, 2021)

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the 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 is left behind.
- A close working partnership between staff and parents and carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy is based on requirements set out in the [‘Statutory framework for the Early Years Foundation Stage \(EYFS\)’](#) (September 2021).

The Curriculum

“Our EYFS Curriculum has been designed to reflect the nature of our beautiful environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to other places, cultures and nature in other parts of the world. It is therefore unique to Summernote Primary school”.

The Summernote EYFS curriculum has been written in accordance with the latest version of the [‘Statutory framework for the Early Years Foundation Stage \(EYFS\)’](#) (September 2021). The EYFS framework includes seven areas of learning and development that are important and interconnected:

- **Communication and language**
- **Personal, social and emotional development**
- **Physical development**
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Early Years Policy
Statutory Policy

However, the first three areas in the list above, 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:

We have developed the curriculum giving **communication and language** skills a high priority. This is in line with Development Matters 2020: ***"The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively."***

A high priority is also given to the teaching of **reading**. We aim to teach children to read and develop a love of books as soon as they arrive at Summerville School, and books are used to teach topics and to enhance our whole curriculum.

We follow a systematic approach to **phonics** teaching based on the Little Wandle Phonics scheme.

We underpin our curriculum with the Personal Social and Emotional Development of all our children. We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time. We teach the children the Summerville School Learning Powers: Independence, Challenge, Collaboration, Resilience, Communication and Positivity.

These values underpin our whole curriculum and teaching style throughout their Nursery and Reception years. These values then follow on throughout the school.

The Summerville Curriculum is based around cross-curricular topics. Each topic planned is included in the curriculum for specific reasons and we want to ensure that all children leave the Reception Year ready to start the Summerville KS1 curriculum. Each topic does not last a specific amount of time but is based on the children's learning at the time, and so a topic can run from anything between two and seven weeks. All the topics have resources and activities ready to use in the enhanced provision. Topics are introduced with a high quality storybook or age-appropriate non-fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

Teaching and Learning

We believe in the three characteristics of effective teaching and learning that are set out in Development Matters 2021. These are:

Playing and exploring – children investigate and experience things, and 'have a go'.

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achieving.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The Summerville curriculum is ambitious and aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage (*see Appendix A*). We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled and children are given sufficient time, support and resources to repeat and practise them.

Assessment

During the first term in Nursery and Reception, the teacher assesses the ability of each child using a mixture of the statutory government baseline and teacher observations. 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. We record each child's level of development throughout the year and record whether each child is on track or not on track to meet a Good Level of Development (GLD) at the end of the year, in July.

Children will be judged at either an emerging level or an expected level in each early learning goal. The exceeding level no longer applies. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations and through planned activities. Assessment is completed regularly and involves both the teacher, Early Year's practitioners, parents and children, as appropriate.

We record each child's level of development throughout the year. At the end of the final term, in Reception, we assess whether each child is on track or not on track in each strand within each area of learning and submit this data to the local authority. This information is also shared with the child's next teacher, who uses this information to make plans for the year ahead. We share this information with parents throughout the year at parental consultation meetings and in the end-of-year report.

At the end of Reception, Parents receive an annual written report that offers detailed comments on each child's holistic progress across all areas of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in July each year.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this, where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Early Year's Practitioners plan programmes together and where needed with liaison with the Special Educational Needs Co-ordinator. This ensures children with special educational needs are identified as early as possible.

Safeguarding and welfare procedures

It is important to us that all children at Summerville Primary 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. We help children to self-regulate and manage their emotions appropriately and Personal Social and Emotional Education is at the heart of everything we do.

Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults and their peers around them.

The rest of our safeguarding and welfare procedures are outlined in our Safeguarding policy which has been written in accordance with **'Keeping Children Safe in Education 2022'**.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children, we provide the universal infant free school meal. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. We make sure that children with allergies or other dietary requirements are catered for in conjunction with our catering providers.

Fresh water is readily available for all children and we encourage children to bring in water bottles so that they can help themselves to water at any time.

Members of the Early Years Team in the setting have a recognised paediatric first aid qualification in line with the EYFS framework 2021.

Structure and Staffing of the EYFS

The EYFS at Summernote consists of one Nursery class and two Reception Classes. The Reception Classes are taught by two qualified full time primary school teachers. Both teachers have a vast experience of teaching young children. [This is quite specific and possibly liable to change during the 2 year time frame of this document – possibly remove the words “full time”](#)

All EYFS classes also have full time, experienced Early Years Practitioners.

Extra Learning support assistants are employed for children who have an Education Health Care Plan.

Parental Involvement

We recognise that parents and carers are children’s first educators and we value having a positive relationship with them in their child’s education through:

- ✓ Making contact with parents and carers before their child starts school at our Meet the teacher afternoons, stay and play sessions, induction sessions, welcome packs and Nursery home-visits.
- ✓ Inviting parents and carers and children to attend an induction morning.
- ✓ Inviting the children for a week of mornings plus lunch time to ease transition into full days at school.
- ✓ Inviting parents and carers to phonic and reading workshops, fab finale afternoons and other special events to see how their children will begin learning and how they can support them.
- ✓ Operating an open-door policy for parents and carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
- ✓ Written contact through reading records, fortnightly newsletters and Knowledge Organisers.
- ✓ Sharing photos, updates and ‘wow moments’ on Tapestry (our online communication and home learning platform).
- ✓ Offering two, parent-teacher consultation meetings per year at which their child’s progress and wellbeing is discussed.
- ✓ Sending a written report on their child’s attainment, progress and attitude at the end of their time in Reception.

Early Years Policy
Statutory Policy

✓ Asking parents to sign a generic permission form for visits, food-tasting and photographs etc.

✓ Parents are invited to a range of activities throughout the school year such as special events, workshops, Christmas productions and sports day etc.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

We have a tried and tested induction programme which includes:

- Meet the teacher afternoons for parents and children to become familiar with the adults they will be with and their classroom.
- Stay and plays sessions at the start of term so that the children can get to know the teachers and school staff with their parent present.
- In Reception - a gradual introduction to the school day whereby the children do a week of mornings with lunches. This introduces the children to their new routines gradually and enables the children to be less overwhelmed and settle into their new environments.

When children transition into year 1 the teacher has time with the year 1 teacher to give them all the relevant welfare, academic and general information about all the children leaving the EYFS.

Monitoring arrangements

This policy will be reviewed and approved by the Early Years lead teacher every 2 years. At each review, the policy will be shared with the governing board. The Early Years governor will liaise with the Early Years Leader annually to discuss the EYFS Action Plan and relevant Strategic School Development Plan (SSDP) sections.

Interpretation

Any reference to a statute, statutory guidance and any other document shall be construed as a reference to that statute as amended or re-enacted and to the current edition or replacement of that statutory guidance or other document

Appendix A – Summernote Reception Curriculum

The EYFS Reception Year Curriculum at Summernote Primary School **‘Achieving through care, challenge and creativity’**

INTRODUCTION / AIMS

Our EYFS Curriculum has been designed to reflect the nature of our beautiful environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to other places, cultures and nature in other parts of the world. It is therefore unique to Summernote Primary school. Each topic planned is included in the curriculum for specific reasons and we want to ensure that all children leaving the Reception Year are ready to start the Summernote KS1 curriculum. Each topic does not last a specific amount of time but is based on the children’s learning at the time, and so a topic can run from anything between two and seven weeks. All the topics have resources and activities ready to use in the enhanced provision. Topics are introduced with a good quality storybook or age appropriate non – fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

This ambitious Early Year’s curriculum aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.

Personal Social and Emotional Development

We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time. We teach the children the Summerville School Learning Power. These values underpin our whole curriculum and teaching style throughout Early Years. These values then follow on throughout the school.

Physical Development

Our outdoor learning environment and expansive grounds enables us to make the most of the outdoors and we encourage children to play outside as much as possible. Our intention is that children learn how to take measured risks and they are given access to our whole playground and field. We encourage children to learn about nature and look after their environment through regular forest school sessions. Children are taught about the importance of regular exercise and healthy eating, and are encouraged to join in with whole-school sports initiatives.

Communication and Language

Children are encouraged to listen and communicate appropriately. We enhance the classroom and outdoor garden area to reflect the topic learnt. Each topic encompasses enhancements to the learning environment that include role-play areas, small-world play and story-making areas to encourage the children to act out scenarios and discuss concepts being learnt. This helps children learn and use new vocabulary introduced through the topics. Children are encouraged to ask questions and contribute to whole-class and group discussion whenever possible. Children who struggle to communicate are targeted in the provision and learning interventions are used when children lack confidence or do not have the age-appropriate skills.

Reading and Phonics

We aim to teach children to read and develop a love of books as soon as they arrive at Summerville School, and books are used to teach topics and to enhance our whole curriculum.

We follow a systematic approach to phonics teaching based on the Little Wandle Phonics scheme. Phonics lessons are taught daily for twenty-five minutes. In addition to daily phonics, children take part in guided reading twice a week, either in small groups or individually. The books they read are closely matches to the phonics phase being taught. Children are also encouraged to take home age-appropriate picture books each week from the class library. Teachers read stories to children from high quality age-appropriate texts at every available opportunity. These books are then used to enhance the learning environment and reading area. Children who need extra help with phonics are targeted in the provision by key members of staff. Those children who need extra teaching have catch up sessions five times a week with a member of staff who facilitates a short teaching session each day. Precision teaching is used for children who struggle to retain their knowledge of the sounds taught.

Writing

We introduce writing straight away, and teach handwriting alongside the Little Wandle scheme. Guided writing activities are taught in groups. These include writing topic words, lists, captions and short narratives. Guided writing activities are based on the topic being taught. Children are also encouraged to write in the provision, such as in the role-play area, writing area, maths area and outdoors. The children are provided with a range of pencils, pens, and other media to encourage them to write as much as possible. We hope to inspire children to write independently after they have been introduced to writing skills in their guided writing sessions.

Mathematics

Children are taught maths through guided group work and whole-class activities. We also use maths enhancement activities in the different areas in the classroom, including the outdoors. We use the WhiteRose maths scheme which covers number as well as shape, space and measures. Throughout their time in Early Years children learn to recognise numerals and count accurately as well as covering place value, calculation and arithmetic. Children who need extra help with mathematics are targeted in the provision by key members of staff.

Knowledge and Understanding of the World

We strive to give children knowledge about the world around them at Summercroft and the rest of the world. Science is taught through most of our topics. For example, we observe ice in our Antarctica topic and investigate how ice melts and forms through real hands-on experiences. Staff are very knowledgeable about local wildlife and plant species, and endeavour to pass this knowledge on to children at every opportunity. We also have our own pond for pond dipping throughout spring and summer. Our Life Cycle topic links particularly well to our nature walks, and we embrace first hand experiences, such as observing frogspawn or caterpillars in our classroom so that children are encouraged to see nature changing over time.

Geography is taught, including maps and countries of the world, through our Celebrations and Wider World topics. Similarly, we introduce the children to history learning through our topics. For example, we look at old and new buildings and how buildings have changed over time. We teach RE throughout the year based on celebrations including, The Diwali story, The Christmas story and the Easter Story so that children are introduced to different belief systems.

Expressive Arts and Design

There is a rich tradition at Summercroft of music, dance and drama. We want children to sing songs, make music, dance and perform. We have regular music and dance lessons. Children are given time to play imaginative games and make up stories, songs and dances.

In art, the children are taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. We study artists and experience workshops by real artists. Child-initiated art activities are encouraged during continuous provision as well as art and crafts being taught by the staff. We endeavour that children leave Reception with good art skills, as well as encouraging them to use their own ideas and techniques in their art and design work.

Summerville Primary – an Academy School
achieving through care, challenge and creativity

Early Years Policy
Statutory Policy

Appendix A - 17 Early Learning Goals – EYF5

Communication and Language
Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking Participate in small group, class and one-to-one discussions, offering their evidence.
Understanding the World
Past and Present - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Literacy

Comprehension

- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.