



Early Years Policy 2021

Adopted by the Governing Body of
New Road Primary and Nursery and
Park Lane Primary and Nursery School
on November 2021

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Annually

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Local Governing Body (New Road
Primary School and Nursery and Park
Lane Primary School and Nursery)

Review History

Review ratified:

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Early Years Policy 2021

1. Aims
2. Curriculum
 - 2.1 Current curriculum
 - 2.2 EYFS Reform 2021
3. Planning
4. Teaching, Assessment and Reporting
 - 4.1 Assessment
 - 4.2 Reports
 - 4.3 Enabling Environments
5. Transition into Year 1
6. Two-Year Old Check
7. Funding
 - 7.1 30 Hours Free Childcare
 - 7.2 15 Hours Free Childcare
8. Working with Parents
9. Health & Safety
10. Inclusion
11. Appendix

1. Aims

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage One.

“Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.” The British Association for Early Childhood Education

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Park Lane Primary School and Nursery, children are able to join Pre-School at the age of 3 and start Reception in the year they turn 5. The Academy's Early Years Foundation Stage accommodates children from the age of 3 to 5. At the Academy we have a 52 place Nursery. The morning session is from 8:30am-11:30am and the afternoon session from 12:30pm-3:30pm.

We have 2 reception classes with 30 children in each class. To ensure best practice we have two adults, one teacher and one teaching assistant attached to each class. In addition to this we have support staff who also work within the classes and provide extra support and intervention where needed.

2.1 Current Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 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** are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 **specific areas**:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

2.2 EYFS Reform 2021

The government has carefully considered all responses to the consultation on the proposed educational programmes and, in light of this, the following changes have been made and implemented as part of the reformed EYFS statutory framework:

- Communication and language will remain as proposed;
- PSED includes additional information on self-care and healthy eating;
- Physical Development has been strengthened to include a greater focus on development from birth to reception and on the link between gross and fine motor skills;
- Literacy has a stronger emphasis on pre-reception literacy learning, and the link between language comprehension and later reading and writing;
- Mathematics includes a greater detail on the importance of shapes, spatial reasoning and measure as part of early maths learning, and how children can foster a love of maths;
- Understanding the World includes wider experiences for children; and
- Expressive Arts and Design includes a wider variety of ways children can develop their creative skills.

Staff at the school have been trained and are kept up-to-date with the changes that have been implemented in the EYFS Reform to ensure the teaching practise is current.

3. Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. We follow a blended approach in our curriculum. This involves creating a curriculum that is knowledge based, focusing on what we want our children to know and do. This then runs alongside planning in the moment which is done through continuous provision, to develop the unique child and follow children's individual skills and interests. We display a weekly planning sheet where staff see the knowledge to be learned across the week, key vocabulary that the children should know and how we are to embed all of this in our environment. Wow moments and planning in the moment is recorded in the form of photographs and observations on Tapestry.

- Phonics is taught daily using the initiative Read Write Inc. which begins in the spring term in Nursery, is taught across Reception and continues in Key Stage One.
- We introduce maths concepts through play experiences and through some short, adult led sessions.
- We plan using all areas, including outdoors. Staff take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience.
- Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.
- Our progression document shows the clear progression of learning between children in nursery and reception as well as the links to learning that will prepare them for the year 1 curriculum. This document is used to underpin all of the planning in early years.

4. Teaching, Assessment and Reporting

4.1 Assessment:

- Children in nursery and reception have a baseline assessment to assess their starting points. This is then used to inform planning.
- Ongoing assessment is an integral part of the learning and development process. Staff use a range of adult initiated tasks, progress tasks and observations to shape future planning and ensure all children make progress.
- 3 times during the year, children are assessed against the 7 areas of learning to ascertain if they are 'on track' or 'not on track'. Children who are deemed not to be 'on track' are then targeted through intervention and small group work to support their learning and help them to make progress.

Observations are recorded within the children's online Tapestry Learning Journal. The prime and specific areas of learning are included in each observation as well as the characteristics of learning. Three characteristics of effective teaching and learning identified by the EYFS 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 achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- Parents and carers are also encouraged to add observations from home and staff can then assign assessment criteria to these, where appropriate.

4.2 Reports

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

4.3 Enabling Environments

- We aim to create an attractive and stimulating learning environment where 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.
- Effective learning builds and extends upon prior learning and follows children's interest.
- Effective planning is informed by our progression document to ensure that our children know more, remember more and do more.
- The children each have a Tapestry online learning journal and parents are regularly informed through this. We also provide a half-termly curriculum booklet to inform the learning outcomes that will take place and a linked key question that children can explore with their children. **Nursery parents receive regular newsletters informing**

them of future learning intentions and activities and interests the children have particularly enjoyed.

- Parents/ carers are encouraged to share what the children's interests are to help the teachers get to know the children.
- Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.
- At the end of the year children will be assessed against the Early Learning Goals.

5. Transition into Year One

Transition from Reception to Year One presents a unique challenge as children move from the play-based approach of the Early Years Foundation Stage to the demands of Key Stage One.

- Leaders and Teachers from both EYFS and Year 1 discuss the autumn term planning strategies and where applicable tailor it to the needs/interests of the cohort.
- Staff will use the early learning goals objectives when appropriate. Reception plans are adapted to enable guided group work and challenges and to enable the children to take more responsibility for their learning.
- Activities are interactive, with a mixture of adult led and child initiated. The plans follow the EYFS curriculum, with challenges for the children who are ready.

6. Two-Year Old Check

'When a child is aged between two and three, practitioners must **review their progress**, and provide parents and/or carers with a **short written summary** of their child's development in the prime areas. This progress check must identify the child's **strengths**, and any areas where the child's **progress is less than expected**' ([Statutory Framework for the Early Years Foundation Stage](#) Section 2.4, 2021).

Our Nursery at New Road takes children from 2 years old. We aim to give the children a term to settle in and for us to get to know them and where possible complete these the term before they are 3. If children begin in our setting during the term that they turn 3 then they are given time to settle and the check is then completed before their third birthday.

Aims of the EYFS progress check at age two:

- review a child's development progress in the three prime areas
- ensure that parents have a clear picture of their child's development
- enable practitioners and parents to understand the child's needs and plan activities to meet them
- note areas where a child is progressing well and identify any areas where progress is less than expected
- describe actions the setting intends to take to address any developmental concerns (including working with other professionals where appropriate).

7. Funding

7.1 30 Hours Free Childcare

The government's 30-hours funded childcare places for working parents of three- and four-year-olds differs from the 15 hours childcare offer (see below).

You will be eligible for the 30-hour funded childcare offer if:

- You earn more than the equivalent of 16 hours at the national living wage or minimum wage per week: for example, over the next three months you expect to earn at least £1,813.76 - the National Living Wage if you are 25 or older.

There is no requirement to work a certain number of hours per week – it is all about how much you earn. This means if you only work 10 hours a week but earn £12 per hour, you will meet the minimum earning threshold. Apprentices are also eligible as long as they earn the equivalent to 16 hours at the apprentice minimum wage.

AND

- You earn less than £100,000 per year.
This applies if you are **self-employed or on a zero-hours contract** and expect to meet the earning criteria on average over the three months after you have applied for the 30-hours. HMRC will look at data such as your previous earnings to consider whether you are likely to meet the criteria and may contact you for further information if they are unsure.

If you are starting up your own business, you will not be expected to meet the minimum earning criteria in your first year of trading.

If you are not working but you expect to take up paid work within 31 days, you can still apply for 30 hours, as long as you expect to meet the income criteria over the coming three months.

If you are a single parent and meet the above criteria, you will be eligible for the 30 hours. If you live with a partner, you both must meet the above criteria. This still applies if one of you is not the child's parent – for example, if you have remarried or have started living with a new partner. If you are separated/divorced from your child's parent, the eligibility rules will only apply to the parent that the child normally lives with (and their new partner if they are part of the same household).

If you are on shared parental, maternity, paternity or adoption leave, you can still apply for the 30 hours. If you're on adoption leave for a child aged three- to four-years-old, you must return to work within 31 days of the date you first apply for 30 hours free childcare.

7.2 15 Free Hours Childcare

This is linked information for the New Road Nursery.

All 3 to 4-year-olds in England can get 570 free hours per year. It's usually taken as 15 hours a week for 38 weeks of the year, but you can choose to take fewer hours over more weeks, for example.

Some 3 to 4-year-olds are eligible for 30 hours free childcare a week. [Check if you're eligible and find out how to apply.](#)

The free early education and childcare:

- stops when your child starts in reception class (or reaches compulsory school age, if later)

You can get it from the term after your child's 3rd birthday.

8 Working with Parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/ or carers. Parents and/ or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/ or carers with a well-rounded picture of their child's knowledge, understanding and abilities. The children each have a Tapestry online learning journal and parents are regularly informed through this. In our Nursery each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs.

9 Health & Safety

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. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to the school's safeguarding policy.

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 and the menu is regularly monitored with the chef. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal.

Fresh water is readily available for all children and we encourage children to bring in water bottles with water only.

Children are taught the importance of oral hygiene, keeping clean and washing their hands correctly.

10 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 Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator. (Please refer to the school's 'Special Needs Policy' for greater detail). The needs of children with English as an additional language will be met through planning and support alongside any other relevant support that is available.

The renewal date for this policy will be annually.

NB: Some of our policy statements will be subject to change to take account of the current pandemic.