

# Meadowside Community Primary & Nursery School

A Member of **The Challenge Academy Trust**

## Early Years Policy

<b>Policy written by</b>	School
<b>Date Policy Written</b>	September 2022
<b>Date To Be Agreed by Governors</b>	October 2022
<b>Next Review</b>	October 2023
<b>Head teacher</b>	Mr S Wright
<b>Chair of Governors</b>	Mr P Calrow

*'Where Learners Grow'*

## Contents

1. Aims
2. Principles
3. Legislation
4. Structure of the EYFS
5. Curriculum
6. Assessment
7. Working with Parents
8. Safeguarding and welfare procedures
9. Staff training and ratios
10. Monitoring arrangements
11. GDPR

### 1. Aims

- To provide a safe, secure, exciting, stable and stimulating indoor and outdoor environment where all children can have their personal care, learning and development needs identified and planned for in an appropriate and challenging way
- To promote and develop children's self-respect, respect for others and respect for the environment.
- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- To have a close working partnership with practitioners, parents and/or carers and community groups.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

### 2. Principles

At Meadowside Community Primary & Nursery School we follow the principles set out in the Statutory Framework for Early Years Foundation Stage 2021.

**Unique Child** – a child who shows resilience, capable, confident and self-assured.

**Positive Relationships** – Learn to be strong and independent.

**Enabling Environments** – children's experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers

**Learning and Development** - Children develop and learn in different ways and at different rates. Providing education and care for *all* children.

### 3. Legislation

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

This document also complies with our funding agreement and articles of association as part of TCAT.

#### **4. Structure of the EYFS**

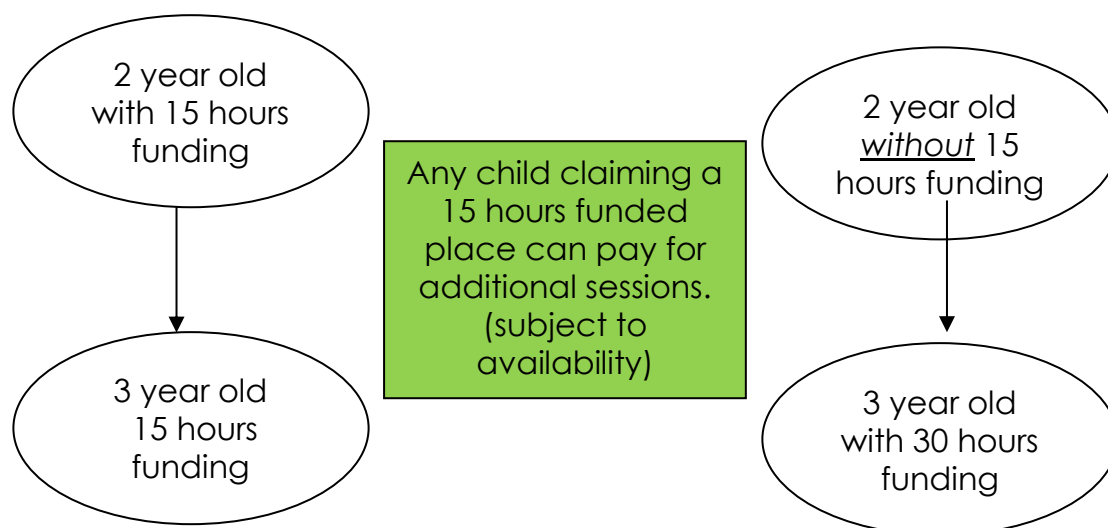
A Meadowside CP School and Nursery School the Early Years Foundation Stage refers to pupils within our 2 year old provision (Daisies), Pupils within our 3 and 4 year old provision (Sunflowers), pupils within our Reception Class and pupil within our Development Centre (Buttercups).

##### **2 Year Old provision:**

Children receiving 2-year-old funding are entitled to 15 hours free of charge. Children requiring more hours can pay £15 per half day or £30 for a full day. Sessions can be either morning or afternoon or a combination of both.

##### **3/4 Year Old provision:**

Children receiving 3-year-old funding are entitled to either 15 or 30 hours funded place. Children who are not entitled to 30 hours will receive 15 hours and can pay for additional sessions as above.



##### **Lunchtimes in Nursery:**

We encourage parents to provide children who are staying all day to provide a packed lunch. Alternatively, parents can pay £2.40 per day for a hot lunch for their child. This payment should be made through the parent's Arbor account.

Some children may be entitled to a free hot dinner and the office staff will let parents know if this is the case when the termly information comes through from the local authority. Menus for the week are available on the school website. A Teaching

Assistant (TA) and Mid-day Assistant (MDA) will supervise the children during their lunchtime break, in accordance with staff ratios (EYFS Framework 2021).

We follow the Voluntary Food and Drink guidelines for Early Years Settings in England 'Eat Better, Start Better' guidance on packed lunches:

1. Base your child's packed lunch on a portion of starchy food: white or wholegrain bread, rolls, pitta bread or wraps, chapattis, plain naan bread, bagels, cooked pasta, rice, noodles, couscous or potato.
2. Add a portion of fruit or veg: carrot, cucumber, pepper or celery sticks; lentils in daal; grated carrot in sandwiches or wraps; mixed chopped fruit or strawberries; dried fruit like raisins or apricots.
3. Add a portion of meat, fish, eggs or other non-dairy protein: sliced meat, poultry or fish in sandwiches, rolls or wraps, or by itself; sliced egg in sandwiches, rolls or wraps; put meat alternatives like tofu in salads or pulses like kidney beans, chickpeas, lentils in bean salads.
4. Add a portion of milk or dairy food: a pot of yoghurt or fromage frais; cheese in sandwiches or wraps.
5. Drinks-wise, go for either fruit juice and water (diluted together, half and half), semi-skimmed milk (for two year-olds and older) or water.
6. Super snacks: Slices of fresh apple or banana; chopped grapes, carrot or cucumber; cubes of cheese, plain yoghurt or fromage frais with breadsticks, crackers, oatcakes, rice cakes, a small pitta or a bread roll. [Eat-Better-Start-Better1.pdf \(foundationyears.org.uk\)](#)

## **5. Curriculum**

Our early years setting follows the requirement 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. The 3 areas known as the prime areas are seen as particularly important, especially within our nursery settings, 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

### **5.1 Planning**

Staff plan learning experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. The EYFS Meadowside Curriculum has been designed using the guidance from Development Matters 2021 alongside our school values **and schemes, such as Talk for Writing**.

Staff also consider 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 parents/carers, relevant staff and any outside agencies.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice following the Characteristics of Effective Learning; Playing and exploring, Active Learning and Creating and thinking critically.

Practitioners work together when planning and reviewing to ensure there is progression across the key stage.

Planning is a combination of themed topics **and books**, opportunities that the seasons/ natural environment brings, annual **and personal** celebrations and children's interests.

## **5.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging learning need and interest.

As children reach Reception Elm and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

All children have the opportunity to learn inside or outside throughout the day. In addition, children will have regular access to the school's forest area.

Phonics is taught daily. Nursery classes (Daisies and Sunflowers) follow Letters and Sounds Phase 1, in some cases it maybe appropriate for children in Sunflowers to start Phase 2, this would be discussed with the EYFS lead/Reception staff. **Reception Elm follow Little Wandle and begin Phase 2 shortly after starting Reception class (within 2 weeks).**

There is a strong emphasis on the teaching and exposure to new vocabulary and language development, using the Word Aware approach, supported by Makaton. This is taught through direct teaching and providing stimulating and engaging activities and modelling from adults. **Adults within the classes model and encourage exploration of new vocabulary within a language rich learning environment.**

## **6. Assessment**

At Meadowside CP School and Nursery School ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape

future planning. Practitioners also consider observations shared by parents and/or carers. Assessment is based on observations (samples of work, photograph and recordings), staff discussion and teacher judgements. **Observations are recorded and shared with parents/carers via Class Dojo.** Reception Elm have a Writing book and journal to document samples of work. All baseline assessments are completed within 4 weeks of starting the setting. **In addition, Reception Elm complete the statutory Reception Baseline Assessment within 6 weeks.**

Data is collected at regular points throughout the year. October (baseline), December, April and June (end of year).

#### Daisies & Sunflowers

Data is inputted on Insight to help track the progression, filter groups of children e.g. SEN, Pupil Premium, identify if a child is working at ARE, any support needed.

When a child starts EYFS information on the children baseline assessment is shared with parents and carers. This meeting highlights the areas in which a child is progressing well and the areas in which additional support is needed. Advice and next steps are discussed.

#### Reception Elm

At the end of the EYFS, staff assess all children against the EYFS Early Learning Goals (2021).

- Meet **expected** levels of development
- Not yet reached expected levels ('**emerging**')

**Children who are working beyond 'expected' level would be discussed as 'exceeding/greater depth as they transition to Year 1.**

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, including the Characteristics of Effective Learning in a written format.

### **7. Working with Parents and carers**

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, verbally and through our online learning platform, class Dojo. 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.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We promote parental involvement through;

- Open door policy
- Home visits for new children starting EYFS (covid restrictions permitted)
- Home reading record for Reception pupils

- Class **Dojo (class story and child portfolio)**
- Various forms of written communication to celebrate children's learning

Parents and Carers will be asked to contribute to their child's learning and development progression regularly. This can be done through a variety of ways verbally, written and via class dojo or school email.

Parents/Carers are invited to attend parents meetings (x2 per year) to discuss their child's learning and development needs.

Parent workshops/events are carried out every half term.

All pupils within EYFS will receive an end of year report. This report informs parents/carers of the child's age and stage of development.

### **8. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our Safeguarding policy and Interim Care policy. We follow the guidance as outlined in 'Working together to safeguard Children 2015' and 'Prevent Duty Guidance 2015'.

### **9. Staff training and ratios**

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. This is to be renewed every 3 years.

### **Ratio outline in the Statutory Framework for Early Years Foundation Stage 2017.**

#### **Children aged 2:**

Minimum requirement – 1:4 at least one member of staff holds full and relevant level 3 qualification or above. At least half of all other staff must hold a full and relevant level 2 qualification.

#### **Children aged 3 and over:**

Minimum requirement – 1:13 if someone with QTS or equivalent is present. Ratio drops to 1:8 if staff do not hold QTS (or equivalent) at least one member of staff must hold a relevant level 3 qualification and at least half other staff hold level 2 relevant qualification.

#### **Children who will reach age of five or older within the school year:**

Minimum requirement - 1:30.

### **10. GDPR**

On May 25 2018 an EU law called the [General Data Protection Regulation \(GDPR\)](#) came into effect and will remain in place even after the UK leaves the EU in 2019.

We ensure that all data collected is:

- processed fairly, lawfully and in a transparent manner in relation to the data subject

- collected for specified, explicit and legitimate purposes and not further processed for unrelated or incompatible other purposes
- adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed
- accurate and up to date
- kept in a form that permits identification of data subjects for no longer than is necessary for the purpose for which the data was collected
- processed in a way that ensures appropriate security of the personal data including protection against unauthorised processing, accidental loss, destruction or damage using appropriate technical and organisational measures.

### **11. Monitoring arrangements**

This policy will be reviewed and approved by Amie Clarke as EYFS lead every year. At every review, the policy will be shared with the governing body.

#### **Linked policies:**

GDPR

Child protection

Safeguarding children

Intermit care policy

Curriculum policy