

Old Dalby Church of England Primary School



Early Years Policy

Let us be concerned for one another, to help one another to show love and to do good.

Hebrews 10:24

Approved by: All staff & Governors

Next review due by: September 2026

**Kind hearts. Open Minds. Courageous Spirits
Together, we will explore life in all its fullness.**

Our Vision

Kind hearts. Open minds. Courageous spirits.

Together, we will explore life in all its fullness.

This a promise that we, as a whole school, will educate children to be accepting, thoughtful and courageous. Our pupils will show kindness and love to everyone around them, our pupils will understand, accept and celebrate diversity, they will recognise injustices and speak up when they see them.

This will be achieved through a curriculum based on a skills progression of our eight Christian values. We will ensure that the pupils build the skills to live our values. Our curriculum will provide knowledge of historical and current events to provide our children with context and understanding of the values. Children will learn to challenge what they see as an injustice and seek to right this. They will be ambitious, have the courage of their convictions and be empathetic to others. Through working closely with the local community and church, we will provide a warm, nurturing environment to foster ambition, curiosity, spirituality and love.

“Let us be concerned for one another, to help one another to show love and to do good.”

Hebrews 10:24

Aims

This policy aims to ensure:

- 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 in general, in line with the school vision
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or 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) that applies from September 2021

Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

Religious Education is also taught in the reception classes in accordance with Leicestershire guidelines.

Planning

Following on from our transition process (see Transition Policy) staff plan activities and experiences for children that enable children to develop and learn effectively. They 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.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, 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.

Assessment

At Old Dalby C of E Primary 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. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA) as well as completing their own detailed baseline of all 17 areas.

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development is assessed against the 17 early learning goals, indicating whether they are:

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

Year 1 teachers are given a copy of the Profile report and have access to each child's end of year report which incorporates the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1. In addition, the class teacher also receives a one page profile on each child which details specific interests, next steps and key information to aid transition.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Inviting all parents/carers to an induction meeting during the term before their child starts school
- Giving them the opportunity to inform us about their child's interests and family routines before their child starts
- Supporting the children through the transition from pre-school to school (see Transition Policy)
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents during the autumn and spring term at which the teacher and the parent discuss the child's progress and development. A third one is offered during the summer term. Parents also receive a report on their child's attainment and progress at the end of each school year
- Sharing their child's learning journey via the online tool 'Tapestry'
- Providing parents opportunities to celebrate their child's learning and development via the online tool 'Tapestry' and at 'Time to Share' afternoons where parents are invited in to share their child's Learning Journey and other work.

- Regular written contact through the Partnership diary as well as the acknowledgement that parents can ring school to contact key workers.
- Ensuring all parents know that their child's teacher and teaching assistant are their key workers and by providing a quiet and confidential area where parents are able to discuss any concerns.

Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Review

This policy will be reviewed and approved by all staff every two years.

At every review, the policy will be shared with the governing board.