



Cherry Hinton Primary and Nursery School

EARLY YEARS FOUNDATION STAGE POLICY

This policy is intended to support and encourage staff in meeting the statutory requirements and in the delivery of high quality experiences for children's learning and development. It is written in light of the publication of the EYFS framework (2021) and in the context of our vision for the provision of high quality learning experiences for all children.

This document also complies with our funding agreement and articles of association

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

(Statutory framework for the early years foundation stage - setting the standards for learning, development and care for children from birth to five. 2021)

Approved by: Full
Governing Body -

Date: 26th April 2022

Last reviewed on: March 2022

Next review due by: March 2023

Aims

- Every child will access a broad and balanced curriculum that gives them the broad 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 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

Setting

Cherry Hinton Primary and Nursery School has one class of Reception for 30 children.

Our Nursery has one morning and one afternoon class with places for 26 children. Children can enter the Nursery in the term after their 3rd birthday. There are 3 intakes in Autumn, Spring and Summer. Each child has 15 funded hours and parents may apply for further funding if eligible (see website for more information.)

Curriculum

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We also recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing circle times and reward incentives, to encourage children to develop a positive attitude to learning.

We also ensure our curriculum is underpinned by our Christian ethos and vision and children understand our school values of Agape, Courage and Thankfulness and become Inquisitive thinkers; Inspired learners; Kind hearts.

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

This 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

These are also underpinned by the characteristics of Effective Learning, as detailed in the framework.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively using both the indoor and our lovely outdoor environment. Staff working with the youngest children are expected to focus strongly on the 3 prime areas. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Activities are carefully planned to prepare children to meet the Early Learning Goals by the end of Reception year.

Staff also 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, teachers work with the SENDCo to consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

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 Cherry Hinton Primary School and Nursery, ongoing assessment is an integral part of learning and development. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

Nursery

Staff meet parents termly to share observations and progress. At the end of the year parents and/or carers receive a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Reception

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment

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 EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. 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.

Working with parents

At Cherry Hinton Primary School and Nursery, transition into Nursery and Reception is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings that the children attend. We recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on

children's development and learning. Each child in Nursery 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.

We encourage parent partnership through:

- Showing respect for and understanding of the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Being flexible in arrangements for settling children in
- Meeting with parents regularly to discuss progress and how they may support.
- Updating parents regularly through the use of Tapestry (an online learning journal)
- Encouraging parents to make use of Tapestry and the school website (the online communication)
- Inviting parents in the school to share their knowledge and skills
- Inviting parents to accompany staff on trips.

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 and other relevant policies on the website or available from the school office.

Monitoring arrangements

This policy will be reviewed and approved by EYFS team every year.

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