



## Early Years Policy

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### **School Values: A culture of achievement where all can succeed.**

At Guildford Grove, we

- are responsible and respectful members of our diverse community
- are empowered to make safe, informed choices
- have high aspirations and a “can do” attitude to learning and we
- develop and foster our individual abilities and interests.

### **1. 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
- 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

### **2. Legislation**

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

### **3. Structure of the EYFS**

At Guildford Grove Primary School, we have nursery classes and reception classes within our Early Years provision.

## Nursery

Our nursery takes children from the term after their third birthday. They attend for 15 hours per week (FEE funded) in one of two classes. Parents/carers can choose their preferred class, subject to availability. Morning sessions run from 8:45 to 11:45 and afternoon sessions run from 12:15-3:15 daily. Our Lead Nursery Practitioner is responsible for the day-to-day running of the nursery. This is overseen by the teacher in charge of the nursery.

## Reception

We have 2 reception classes at Guildford Grove. Timings are in line with the school day. Children start at 8:45am and finish at 3:15pm. Each class is lead by a qualified teacher and supported by a teaching assistant.

## **4. Curriculum**

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

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

### **4.1 Planning**

Staff plan engaging, relevant activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff refer to Development Matters (non-Statutory curriculum guidance) to ensure all areas of the EYFS framework are included ([Development Matters 2021](#)) and linked to the whole school curriculum. 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, relevant and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, liaising with the school SENDCo and 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, including opportunities to develop the Characteristics of Effective Learning. Teachers at Guildford Grove value first-hand experiences and plan for children to learn through these. This includes daily access to the extensive outdoor learning environment, as well as local visits.

## 4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children enjoy selecting their own resources during choosing time to extend their play. Staff promote the development of language and play skills through modelling and positive interactions in the indoor and outdoor learning environment. Pupils begin to develop good learning habits, in line the rest of the school, and are taught vital self-regulation strategies so that they can access the varied curriculum on offer.

In reception, children take part in whole class, small group and individual learning opportunities, such as phonics, number time and 1:1 reading. In nursery, children access whole class and small group learning according to their age and stage of development. This improves their knowledge and understanding whilst also preparing them for learning in reception.

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.

## 5. Assessment

At Guildford Grove, 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. The Tapestry app is used in nursery to share observations with parents and/or carers and vice versa. In reception, home learning (homework) is set using the Seesaw learning platform and parents/carers can share achievements with school.

Teachers meet termly with senior leaders at the school to review the attainment and progress of all pupils in their class.

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

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 shared with parents and/or carers for their child.

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

Individual end-of-year reports are written and shared with parents/carers at the end of the summer term. They provide detailed information regarding the characteristics of effective learning, as well as particular strengths and areas of need across the EYFS.

## **6. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. This begins at the Home Visit where our Home School Link Worker and teacher/nursery practitioner visit the child and family in their home before starting at Guildford Grove nursery. Once at school, we share information during informal discussions, planned parent consultation meetings and via the end-of-year written report.

In nursery, 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. They invite parents/carers to 'Stay and Play' sessions at key points each term and more formal parent consultation meetings (parents' evenings) as they move through nursery.

In reception, parents and/or carers are invited to parent consultation meetings twice a year. They are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. This report is shared at the end of their reception year.

We value partnerships with families and encourage them to attend school events, such as class assemblies and nativity performances. We also welcome parent volunteers to support with reading and on school trips. We communicate regularly with parents using year group email addresses, as well as via Parentmail.

Our Home School Link Worker is available to provide families with support on a range of topics.

## **7. Safeguarding and welfare procedures**

We promote good health in the early years. This includes participating in whole school Healthy Living Week activities, as well as other whole school events such as Sports Day. Children have daily access to large outdoor spaces, promoting physical movement and development of gross motor skills.

Pupils in reception are all entitled to free school meals which are prepared and cooked on site in our school kitchen. All children have access to drinking water throughout the day and are provided with a daily fruit or vegetable snack.

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

## **8. Monitoring arrangements**

This policy will be reviewed and approved by the early Years Phase Leader annually.

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

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	Follow whole school procedures
Administering medicines policy	See administering medicines policy
Emergency evacuation procedure	See premises risk assessment
Procedure for checking the identity of visitors	See Single Central Register & Safeguarding policy KCSIE (2022)
Procedures for a parent failing to collect a child and for missing children	Follow whole school procedures
Procedure for dealing with concerns and complaints	See complaints policy