

Early Years Policy



2019/20

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a 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
- Close partnership working between practitioners and with 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 [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

We offer 30 hour childcare to 3-4 year olds in Nursery. This is between 8.55am and 3.25pm (6.5 hour day). Packed lunch must be provided by parents/carers. A fee of £3 will be charged to parents/carers for 30 mins daily.

Those parents eligible for 15-hour free childcare entitlement only (universal entitlement), have the option to pay for the additional 15 hours, in order to take advantage of the 30-hour week offered at Handsworth. There will be a charge of £6 per hour for the additional 15 hours.

Handsworth offers 25 nursery places. In the event the nursery is oversubscribed, the school will apply the above admissions criteria as outlined by the Local Authority.

In Reception a practical child-led curriculum is fully implemented. Reception children are fully involved in whole school activities and work with other year groups within the school.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 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

4.1 Planning

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

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, staff take advice and seek specialist support if required, linking with relevant services from other agencies, where appropriate.

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

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. Practitioners 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. Planning and activities ensure a robust transition from Early Years to Year 1.

5. Assessment

At Handsworth 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. Practitioners also take into account observations shared by parents and/or carers.

A baseline assessment is carried out for each child in the first six weeks in Reception. Teacher assessment data in relation to the 17 early learning goals is analysed termly in order to track progress and inform planning.

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
- Exceeding expected levels or,
- 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.

6. 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.

Each child is assigned a key worker who helps to ensure that their learning and care is tailored to meet their needs. The key worker supports parents and/or carers in guiding their child's development at home. In most instances the key worker is usually the class teacher.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Helen Walter, EYFS lead, every two years.

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 safeguarding policy
Procedure for responding to illness	See supporting pupils with medical conditions policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See Emergency Plan
Procedure for checking the identity of visitors	See safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy