

STEPHEN FREEMAN PRIMARY SCHOOL



“Everybody; every moment; every idea counts.”

At Stephen Freeman School, we nurture and empower everyone to aspire beyond their expectations by cultivating curiosity, celebrating individuality and creating life-long learners who contribute positively to the wider community.

Date agreed:	March 2021
Next Review:	March 2024
Committee:	Teaching and Learning

Early Years Policy

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
- 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

At Stephen Freeman Primary School, the Early Years comprises a Reception unit with two Reception classes and a Nursery class that offers thirty hour places and part-time morning or afternoon sessions.

Our early years setting uses the statutory framework for the early years foundation stage early adopter version July 2020 and Development Matters Non-statutory curriculum guidance for the early years foundation stage September 2020.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three areas known as the prime areas 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 four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Staff take into account the individual needs, interests and stage of development of each child in the setting, and use this information to plan challenging and engaging learning experiences that enable children to develop and learn effectively. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Children learn through planned purposeful play and 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 interactions. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities.

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.

Ongoing assessment is an integral part of the learning and development process. 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. The online learning tool Tapestry is used to record observations made by staff and parents. 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 have:

- Meet 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 then shared with parents and/or 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 updated about their child's progress and development through Tapestry observations and regular parent consultations. The 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 ensures that their key children's learning and care is tailored to meet their needs. In Reception, the key person is the class teacher. 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.

Our Early Years Unit is a part of the Stephen Freeman Primary School and is covered by whole school policies. Our safeguarding and welfare procedures are outlined in our safeguarding policy.