



# Red Hall Primary School

## Early Years Learning and Development Policy

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### Contents

1. Aims
2. Legislation
3. Roles and Responsibilities
4. Structure of the Early Years Foundation Stage (EYFS)
5. Staffing
6. Our Principles and Pedagogy
7. Our Curriculum
8. Our 4 Guiding Principles
9. Planning
10. Evaluation and Assessment
11. Working with Parents and Carers

12. Equality of Opportunity and Inclusion

13. Transition

14. Monitoring and Review

15. Professional Development

## **Aims**

This policy aims to ensure we:

- Give each child a happy and inspiring start to their school life, in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally. Encouraging children to develop independence and self-belief within a safe and friendly atmosphere.
- Provide a broad and balanced curriculum rich with curiosity and wonder which takes account of, and responds to, each child's developmental needs, allowing them to make progress related to their own ability. 'What am I proud of and amazing at' will be our starting point.
- Provide a caring and inclusive learning environment which is sensitive to the needs of the individual child and supports equality of opportunity.
- Develop positive relationships with parents and carers to build a strong partnership in supporting their children to reach their full potential.

## **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.

## **Roles and responsibilities**

The governing body has the overall responsibility for the implementation of this policy. The governing body has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation. The EYFS lead, in conjunction with the Executive Head teacher/Head of School, has responsibility for the day-to-day implementation and management of this policy. Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

## **Structure of the EYFS**

Our Early Years provision includes:

- Lullaby Lane, which is our 2-Year-Old Provision. This has places for 12 pupils on a morning and 12 pupils on an afternoon.
- A 45 place Nursery for 3 and 4 year olds
- One Reception class, with space for 30 children.

The provision has two outdoor garden areas and children regularly access the whole school outdoor environment.

## **Staffing**

Red Hall Primary School has a robust Recruitment Policy in place, which aims to ensure that members of staff employed in the EYFS are suitable. Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection, and health and safety. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience. All members of staff who have contact with children and families will be supervised by the EYFS lead and Head of school and Executive Head. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

There will be at least one member of staff in each EYFS provision at all times who has a current paediatric first-aid (PFA) certificate. All staff receive this qualification as soon as possible to keep children safe. Red Hall Primary provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the Early Years Foundation Stage'. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios in agreement with the head teacher

## **Our Principles and Pedagogy**

The children are at the centre of all learning in our Early Years Provision at Red Hall Primary School. We follow their interests and fascinations, listening to any questions they have and encouraging exploration and wonder. We document this learning in our curriculum files, assessment arrows, floor books, wall displays, on tapestry and in the children's learning journeys. We begin each half term with a school theme, how these themes develop is completely up to the needs and interests of the children. We also follow any interests and fascinations of the children and return to them repeatedly, building on their ideas and provoking deeper thinking. We value every child's ideas and collaborate with them in the learning process.

Children love to ask questions; it is one way they make sense of the world. Children are able to pose questions to us and investigate the answers; we want to allow them to feel in charge of their own learning. We aim to use inquiry-based approaches to learning to promote investigation, in turn creating interesting, engaging and meaningful learning for the children.

Our learning environment has strong Reggio Emilia, Te Whariki and Montessori influences. We use natural, recycled materials, which support open-ended play and encourage children to use their imagination. Every aspect of the environment is carefully thought out to encourage independence and to inspire the children.

We do not just learn indoors, we take our learning outdoors as often as possible, in all weathers! We do various activities every day and send parents and carers a message via Marvellous me or tapestry to inform them of what their child is learning.

Children develop and learn in different ways and at different rates in all areas of Learning and Development, they are all equally important and interconnected. However, at Red Hall Primary we do recognise the importance of strong PSED (in particular wellbeing and dispositions), Communication and Language development and Physical Development in determining children's future outcomes in learning. Through our enabling environment, and with positive relationships, each unique child can learn and develop individually.

## Our Curriculum

Our early years setting follows a curriculum which has been designed to meet the needs of our children. The content as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

We are committed to a principle of 'Learning Through Play' whereby children and adults engage in exploratory and active learning, where creativity and critical thinking is developed, supported and extended and all areas of learning and development are implemented.

*Statutory Framework for the EYFS 2021*

*Outdoor Play policy and guide*

*Learning Through Play policy and guidance*

The Prime areas of learning and development are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

The four specific areas support and strengthen the prime areas.

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

All Areas of Learning and development are embedded in all Continuous Provision.

## Our 4 guiding principles

Our new framework inspires Red Hall Primary School to adhere to the four guiding principles which shape practice within EYFS settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interest and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn in different ways and at different rates.

## Planning

Planning incorporates a balance between adult and child initiated activities and experiences taking account of children's interests, experiences and schemas. Individual and group planning incorporates all areas of learning and development and puts the principles of the Early Years Foundation Stage into practice.

Children are at the centre of all planning and Development Matters and Birth to Five documents, are used throughout the EYFS as a guidance to support learning.

Staff are expected to share all planning on GDrive. When this is evaluated it is added to our assessment arrows to make sure the children continue to receive the support they need to make good progress. You will also see how the planning has developed into learning in our 'Our Learning', 'Following Fascinations' and 'Theme book' floorbooks.

## Evaluation and Assessment

Evaluation of this area of provision is through discussion and dialogue at reflection meetings, class team meetings, observations, curriculum files, assessment arrows and in the moment planning. At Red Hall Primary School, we also self-evaluate through our annual review of the School Improvement Plan. Self-Evaluation is an ongoing process which is supported by the collation of evidence.

Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS. Children are also assessed on their ability to learn through these aspects:

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for further support. Assessment in EYFS takes the form of both formal and informal observations, teacher and teacher assistant knowledge of the pupil, evaluations of activities and photographic evidence. Assessment is ongoing and involves both the teacher and other adults as appropriate. At Red Hall Primary School, we use Tapestry (an online Learning Journal) to record observations and progress through the curriculum. This is also a valuable tool in building parent partnership. We now recognise that time should be managed wisely. We spend less time documenting and more time playing and developing children's knowledge. Staff have a good understanding of where the children are and what they need to continue to progress.

Observations and assessment should show:

- Evidence of settled, confident and increasingly independent children
- Evidence of children's progress is monitored through internal assessment and reporting cycle screening diagnostic assessment and parental comments
- Evidence of quality teaching and curriculum. This is monitored through appraisal and reviews, the development plan and classroom observations of learning and teaching and of provision.
- Parent and carer feedback where possible.

Summative assessments are collected termly and reviewed with the Early Years and Data lead to ensure future planning reflects identified needs.

During the first term in Early Years (Lullaby Lane, Reception or Nursery), the teacher assesses the ability of each child through observation and activities. These assessments allow us to shape learning experiences for individual children and groups of children. This first baseline assessment will also consider any other records we receive from previous pre-school settings, parents and childminders.

On entry to Reception the Reception Baseline Assessment (RBA) is completed.

A 2-year review is completed in Lullaby Lane during the child's first term. This is sometime shared with the child's health visitor and is always discussed in a meeting with parents or carers.

At the end of the final term in Reception we complete the Early Years Foundation Stage Profile, an Early Years Foundation Stage Policy statutory document which summarises each child's attainment across The Foundation Stage curriculum. This information is moderated internally and in partnership with other schools to ensure consistency in judgements. EYFS Profile data is shared with the Local Authority. Parents will be kept up-to-date with their child's progress and development, and the EYFS lead or class teacher will address any learning and development need in

## Red Hall Primary School Early Years Learning and Development Policy

partnership with parents. Reasonable adjustments will be made to the assessment process for children with SEND, as appropriate.

### **Working with Parents and Carers**

Parents and carers are a child's first and foremost enduring educators. Young children are eager learners and all adults have an important role in sustaining that eagerness. We hope parents/carers and staff working together will be the most valuable way of encouraging children to develop positively. It is also the main way in which children are helped as they move from the home environment to Red Hall Primary School.

Each child has a key person who ensures that every child's learning and care is tailored to meet their individual needs.

Parents and Carers:

- Contribute to the individual planning process. When their child is on their focus week, documentation is sent home to fill in to follow any current interests. We also encourage this through tapestry.
- Are invited to play in the sessions and join in with celebrations and projects, when appropriate to do so.
- Share in their child's learning journey regularly
- Attend workshops, which are offered to share our practice, ethos and ideas.
- Encouraged to complete activities at home.
- Given the opportunity to take part in the educational visits
- Involved in reviewing and sharing in their child's progress.

### **Equality of Opportunity and Inclusion Statement**

Red Hall Primary School is committed to equality of opportunity in education, training and employment. The commitment applies to all, regardless of gender, age, race origin, nationality, creed, sexual orientation, marital status, employment status or any disability.

In planning and providing for Learning and Development; we consider the following:

- Differentiation, a consideration of all children's needs to ensure progression in their learning and development
- The use of provocations, play invitations and experiences that reflect our diverse society, to motivate and enhance children's creative thinking and active learning
- Planning focuses on the needs of individual children
- We work closely with Parents/carers, physiotherapists, speech and occupational therapists to ensure all children have access to vigorous activity and movement play both indoors and out
- We ensure the space within the provision is organised to facilitate free access and independent movement
- Ensure all learning opportunities, experiences and resources are inclusive and enable children to learn together
- Children's communication both verbal and nonverbal is valued; children are able to communicate using signing, symbols, gestures and spoken language.
- Staff value and where possible use phrases from children's home language. During assessment, if a child is found to not have a strong grasp on English, the room leader/class teacher will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

### **Transition**

To ensure a smooth transition to our settings we ensure we are responsive to each individual's needs. Children coming in to Nursery can also be offered a home visit to support the building of a home-school relationship and to allow parents

## Red Hall Primary School Early Years Learning and Development Policy

to talk about their child at their request. This may also happen if we are passed on any concerns from health visitors or other professionals.

During the summer term Reception children will begin to join Whole School activities, such as morning play and regular assemblies to support integration. We now offer all children to play alongside each other at dinner times through our OPAL program and we believe this will enhance the induction period and make things easier for children, as they move through the school.

During the last 2 weeks of the summer term children will have the opportunity to move to their next class (Lullaby Lane to Nursery, Nursery to Reception, and Reception to Year 1) and meet their new teachers as part of a transition day. As a school we work closely together. Children are offered opportunities to work with peers and teachers from different classes. Shared visits and learning experiences are also planned.

### **Monitoring and review**

The Curriculum Committee of the Governing Body ensures the Learning and Development policy is reviewed and updated. The senior leadership team of Red Hall Primary school ensure that learning and development is monitored and enhanced throughout school. Our curriculum is consistently monitored and adapted by staff during reflection meetings.

### **Professional Development**

Regular training both locally and nationally is undertaken by the staff members and is disseminated appropriately. Staff contribute to training events for practitioners from other settings and schools.

**This policy should be read in conjunction with other Statutory Policies for Early Years Foundation Stage, including, but not limited to:**

- Safeguarding Policy
- Low Level Concerns Policy
- Administration of Medicine Policy
- Fire Safety and Emergency Evacuation Policy
- Complaints Policy
- Pupil Illness Policy
- Arrivals and Departures Policy
- Failure to Collect your Child procedures