


# Christ Church New Malden

Church of England Primary School



## *Early Years Policy 2023*

Committee responsible	Pupil Impact
Approval required by	Headteacher, Chair of Governing Body
Statutory or Recommended	Statutory
Frequency of review	Every 3 years
Date last reviewed	November 2023
Date of next review	November 2026
Display on website	Yes
Purpose	This policy sets out our arrangements for EYFS
Consultation	Pupil Impact Committee
Link with other policies	Health and Safety Policy, Safeguarding Policy,

	Signed	Date
Headteacher		November 2023

# Christ Church New Malden Primary School

## Early Years Policy 2023

### Statement of Intent

At CCNM we work to help every child to reach their full potential, to become the person that God made them to be. We value the importance of The Early Years Foundation Stage (EYFS) as it is essential for providing a secure foundation for future learning and development. We recognise that every child is unique, wonderfully made by God and want to enable all children to access all areas of the curriculum, to take part in rich, creative learning activities and to develop to the best of their ability in a caring, supportive environment. We seek to create an environment where children can learn through play and where good behaviour is praised and their self-confidence and independence can grow. We work closely in partnership with parents and carers to support their child's learning and development as they begin their school journey. We aim to provide a safe, happy environment to support children's learning through the provision of well-planned, well-resourced activities supported by qualified staff to engage all children and support their learning and development to meet the Early Learning Goals at the end of Reception.

We believe every child is entitled to the best possible start in life and aim to make a significant contribution towards developing their love of learning from a young age. As a Unicef Rights Respecting School we highlight and recognise that every child has the right to be safe, happy, healthy and to an education.

To ensure high levels of learning are achieved by all pupils we have placed these four overarching principles at the core of our EYFS:

#### 1. **Every Child is Unique**

At Christ Church we believe that every child is unique and that every child matters. We welcome children of all abilities, from different cultural and social, ethnic, linguistic and religious backgrounds and those with and without special educational needs and disabilities. Every child develops at a different rate and in their own way. We aim to support every child to access all areas of learning and to make as much progress as possible in all areas of their learning and development. We also allow children to learn through their own interests meaning they are more motivated to learn and better retain taught information.

#### 2. **Positive Relationships**

We acknowledge that parents and carers are a child's primary and enduring educators. We seek to build positive relationships with both children and their parents/carers to support their child's learning. We promote caring, respectful, professional relationships between children and staff members, and between children and encourage, model and praise good behaviour. Children will be treated with respect and their interests and strengths will be celebrated to build their self-esteem and independence. We aim to help every child to settle in and to feel secure and confident and valued in our Nursery and Reception environment. The children's learning will be supported by a staff team who are consistent and suitably qualified and all aim to develop positive relationships with children in the class. Each teacher will act as a 'key person' for the children in their class. Each teacher works with a teaching assistant, and in the nursery there is also an apprentice. Teachers will be available every day to discuss any concerns or questions with parents and carers. Every week teachers will send parents / carers an email about the learning for the week. Parents will be invited to events to share in or to support their child's

learning in school. Parents can also contact teachers regularly to discuss concerns or to relay information via a class email address.

### **3. Enabling Environments**

We understand that children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. To support children's learning, we aim to provide a safe environment with creative, age-appropriate resources, both inside and out, where children can explore and choose from a range of engaging activities. We celebrate all children's efforts and creativity by valuing their work and displaying as much as possible in the classroom. Children have access to outside areas to enable them to learn in a more exuberant way. We recognise that children learn in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

### **4. Learning and Development**

In the Early Stage and Foundation Stage, we recognise that children learn through play. It is through play that children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas. They learn how to regulate their emotions and how to control themselves and understand the need for rules and boundaries. They communicate with others and learn to move safely and with increasing physical control. They learn to take reasonable risks and to recognise and avoid danger. If there are any concerns about a child, these will be discussed with parents and carers. If additional support is needed, teachers and parents will discuss the possibility of referring their child for more specialist assessment. We aim to help children to progress in their learning and development in all areas.

The EYFS states that there are three prime areas which are fundamental to all areas of learning. These are:

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

These support learning in the four specific areas of learning which are:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

Underpinning learning in these seven areas are the Characteristics of Effective Learning:

- Active Learning,
- Creative and Critical Thinking, and
- Playing and Exploring.

Through our balance of adult led, adult provocations and child initiated play based learning experiences we aim to allow children to express and build on these characteristics.

As a Church of England school we teach Religious Education following the Diocese of Southwark's Scheme of Work.

## Our Curriculum

The EYFS Statutory Framework specifies requirements for learning and development, these are:

- The areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- The early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)

At CCNM we have designed an ambitious EYFS curriculum using the Statutory Framework for the Early Years Foundation stage and Development Matters (2021) as a guide. Within our curriculum, each of the seven different EYFS areas of learning is carefully planned for ensuring growth of knowledge and skills but also allowing flexibility to incorporate children's specific interests into the curriculum.

Oracy is at the core of our curriculum as it not only improves academic outcomes but it is a life skill to ensure success beyond school. We want all children to be able to communicate their wants, needs, thoughts and feelings competently. With daily sessions based upon learning and using language, our EYFS curriculum is built upon foundations that allow children to develop the language skills and the confidence to communicate effectively.

This curriculum alongside the continuous provision provides opportunities for children to learn through and develop the three characteristics of effective teaching and learning: Playing and Exploring, Active Learning and Creating and Thinking critically. Environments that promote high level engagement ensure high levels of attainment.

Our outdoor provision supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being, as well as promoting learning in all areas of the curriculum.

## Observations and Assessments

Teachers in the EYFS use knowledge of child development, regular observations and their knowledge of the individual children in their class to assess how a child is achieving throughout the year.

At Christ Church, we follow the EYFS framework, with the aim that virtually all children achieve a good level of development at the end of their reception year. As the progress towards the formal assessment at the end of the reception year, children will be assessed against the following seven areas of learning each term:

- CL: communication and language
- PD: physical development
- PSD: personal, social and emotional development
- LIT: literacy
- MAT: mathematics
- UW: understanding the world
- EAD: expressive arts and design

Teachers will assess each of these areas with reference to [Birth to 5 Matters](#) for the appropriate age bands (for nursery band 5, for reception band 6) and then, for each of the seven areas of learning, grade children using a scale from 1-5.

Each number represents where children are at that point:

1. Is not at expected and is unlikely to achieve expected even with targeted intervention
2. Is not yet expected but should achieve expected with targeted intervention
3. Is at expected
4. Is not yet working at greater depth but should achieve greater depth with targeted intervention
5. Is working at greater depth

A child who is where you expect a nursery child to be in the autumn, will get a 3, and they will get a 3 in spring, if they are still where they expected to be. That would count as one step of progress.

In line with the school's phonics scheme teachers will also make regular assessments (generally once a fortnight) of the children's phonic progression

Teachers meet with senior leaders each term to discuss progress and attainment in their classes and to develop strategies for supporting individual children.

## **Inclusion**

At our school, all children and families are valued. We value diversity within our school. We do not discriminate on any grounds and aim to enable all children to access the curriculum. If a child has any Special Educational or Medical needs, staff work with parents and carers in line with our SEND Policy to support the child's learning and development.

## **Partnership with Parents and Carers**

Our partnership with parents and carers begins before the child joins our Early Years provision. This is designed to support each child to make a smooth transition into our school, to feel secure and happy. As soon as the school is aware of the pupils joining the school, communication is made with the feeder nurseries to gather information to support the induction process. Parents and carers of children entering Nursery or Reception are invited to an induction evening the term before their child joins. Each child is invited to attend two introductory sessions before starting with us. At the start of the school year children begin by attending for shorter hours for a few days initially to build their confidence. Teaching staff will use the online app 'Tapestry' to share observations of individual learning with the parents and carers, who will in turn be encouraged to share their observations about their child's learning and home interests with school on the same app.

Teachers will regularly give feedback to parents and carers about how their child is progressing. Parent meetings take place in the autumn and spring terms. In the summer terms, parents will receive a written report about their child and an optional meeting with the teacher will also be offered. In Reception this report comprises the EYFS Profile which is a statutory requirement to report on every child's progress at the end of their Early Years Foundation Stage of education. Parents will be told if their child is 'on track' or 'emerging' within a particular age band for every area of the curriculum. If there are any concerns about a child, these will be discussed with parents and carers. If additional support is

needed, teachers and parents will discuss the possibility of referring their child for more specialist assessment.

## **Safeguarding & Welfare**

To protect the physical, mental and emotional wellbeing of children in our care we follow the school's Safeguarding Policy. The school's Safeguarding Leads are displayed in every classroom.

## **Hours available to children**

Parents and carers may apply in line with the Admissions Policy (by January for Reception and usually by March for Nursery) for their child to join in September. Children enter Reception in September of the school year in which they are five, that is if they are 4 years old on or before 31 August. Children in Reception are usually expected to attend Reception full-time unless there are special circumstances which should be discussed with the headteacher. Children must attend school full-time once they reach **compulsory school age**. This is on 31 December, 31 March or 31 August following their fifth birthday. Every Nursery aged child (those who have turned 3 by 31 August) is entitled to 15 hours of nursery provision per week paid for by the government. At Christ Church we offer this either five mornings a week or five afternoons a week in term time. Nursery children with two parents where both are working, or with a single parent who is working, may be entitled to 30 hours of nursery provision per week of term time (subject to terms and conditions which can be found at <https://www.childcarechoices.gov.uk/>). At Christ Church, 30 hours nursery children attend for the full week of nursery, and pay a small fee for a supervised lunch club to which they bring their own packed lunch. If a child is attending nursery for 15 hours a week and there is a space, parents and carers may pay for a three hour session for the other half of the day and for the nursery lunch club.

## **Appendix 1: Relevant documents / websites**

- [Development Matters in the Early Years Foundation Stage](#) (2023)
- [Statutory Framework for the Early Years Foundation Stage](#) (2023)
- Safeguarding Policy
- SEND Policy
- Health & Safety Policy
- <https://www.childcarechoices.gov.uk/>