



## Early Years Policy

Middlewatch, Swavesey, CB24 4RN

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## Intent

### Intent vision statement

At Swavesey Primary School we aim to provide a broad, balanced and challenging curriculum which delivers varied and exciting learning opportunities. This enables us to motivate all pupils to 'leap into their learning' and make progress not only academically but to also grow a thirst for knowledge, instill a love of learning and become proficient independent learners throughout life.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning. We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

### ***School and Preschool Aims and Aspirations for pupils:***

- Give each child a happy and positive 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.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential

### ***Through:***

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

## Implementation

Four overarching principles shape our practice:

- 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 interests and needs and help them to build their learning over time. Children benefit from a strong partnership between the school and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Provides a safe and secure learning environment.
- Assigns each child with a key person to ensure that each child's learning and care is tailored to meet their individual need

The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The ‘prime’ areas of learning and development are:

- Communication and language: Listening, attention and understanding and speaking
- Physical development: Gross motor skills and fine motor skills
- Personal, social and emotional development: self-regulation, managing self and building relationships

The ‘specific’ areas of learning and development are:

- Literacy: comprehension, word reading and writing
- Mathematics: numbers and numerical patterns
- Understanding the world: past and present, people, culture and communities and the natural world
- Expressive arts and design: creating with materials and being imaginative and expressive

To ensure implementation of the educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things.
- Active learning – children concentrate, 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 use what they already know to learn new things, and develop strategies for doing things.

The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment. Children have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

### **Impact**

Assessment plays an important part in helping the school to recognise children’s progress, understand their needs, plan activities and assess the need for support.

Parents will be kept up-to-date with their child’s progress and development, and the EYFS teaching staff will address any learning and development needs in partnership with parents. If appropriate, a strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs which informs practice and provision for the children.

During the reception year, the summative assessments used are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child’s knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

Each half term, children’s summative assessments are updated to monitor progress and inform future planning. The school ensures that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment. The school will ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Teachers will not be required to record or document evidence to prove children’s level of development; however, they may decide to record particularly noteworthy achievements in order to plan teaching and where this is beneficial for building knowledge of children.

The school reports EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department.

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

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the EYFS teaching team will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

This policy should be read alongside:

SEND policy

Equality and Diversity Policy

Homework policy

Esafety policy

Calculation policy

Health and Safety policy

Healthy Eating policy

DfE (2021) 'Statutory framework for the early years foundation stage'

DfE (2021) 'Early years foundation stage profile: 2022 handbook'