

HEDDON-ON-THE-WALL ST. ANDREW'S CE PRIMARY SCHOOL POLICY STATEMENT FOR EARLY YEARS FOUNDATION STAGE

**'Teach children how they should live,
and they will remember it all their life.'**

Proverbs 22:6

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

This policy is based upon requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/>

Our Aims

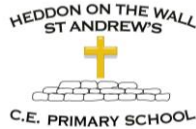
- All children access a broad and balanced curriculum that provides them with a strong foundation for their future;
- Quality and consistency across our setting, so that every child makes good progress and no child gets left behind;
- Learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- Strong partnerships between practitioners and with parents and/or carers;
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Curriculum

Our curriculum adheres to the guidance set within the Early Years Foundation Stage Statutory Framework and annual overarching themes are used to deliver bespoke learning to each cohort. Our curriculum is shared with parents and carers via our school website.

The EYFS framework consists of three **prime areas**:

- Communication and language;
- Physical development;
- Personal, social and emotional development.



and four **specific areas**:

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

Each area of learning and development is carefully planned and delivered through purposeful play, and a mix of adult-led and child-initiated activities. Staff respond to each child's needs and interests, guiding their development through warm, positive interactions. Our outdoor provision offers additional learning opportunities to the children.

Supporting Special Educational Needs and Disabilities

All children with SEND will have equal access and opportunities within the curriculum. The School will support these children to 'catch up', 'keep up' and experience success in the following ways (where appropriate):

- High quality teaching each day through Ordinarily Available Provision (formerly Quality First Teaching);
- Opportunities for pre-learning (particularly new vocabulary) before lessons;
- Appropriately scaffolded or differentiated work or materials;
- Classrooms and materials set up to reduce cognitive load and follow dyslexia friendly strategies;
- For children with Education, Health and Care Plans there may be 1:1 adult support in lessons.

The School recognises that while a child may have additional needs in one area of the curriculum they may well have skills and talents which allow them to shine and be successful in another and this is to be celebrated.

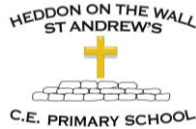
Assessment, Recording and Reporting

Ongoing assessment is an integral part of the learning and development process. Staff observe pupils to understand their level of interest, progress and achievement. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks of a child **starting reception**, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021). At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the early learning goals, indicating whether they are:

- Meeting expected levels of development;
- Not yet reaching expected levels.

The profile reflects ongoing observations, and discussions with parents and / or carers. The results of the profile are shared with parents and / or carers. EYFS profile data is submitted to the Local Authority.



Working with parents

At Heddon-on-the-Wall St. Andrew's CE Primary School we recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together it results in a positive impact on children's development and learning. We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education;
- Listening to accounts of their child's development and any concerns they may have;
- Making parents feel welcome by being friendly, approachable and having an open door policy;
- Maintaining an on-going dialogue;
- Meeting with parents of children to discuss progress;
- Sharing the child's Learning Journal through the use of Tapestry, an online learning journal which parents can access at home;
- Inviting parents into the setting for events and to accompany staff on trips;
- Inviting parents in the school to share their specialised skills.

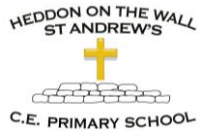
We recognise that children learn and develop well when there is a strong partnership between staff and parents and / or carers. Parents and / or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and / or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Each child in Nursery is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. Parents and / or carers are supported in guiding their child's development at home and to engage with more specialist support, if appropriate.

Safeguarding and Welfare

It is important that all children in School are, and feel, safe. Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with their peers and the adults caring for them.

We adhere to the safeguarding and welfare requirements detailed in the ['Keeping Children Safe in Education' \(2022\) statutory guidance](#) and the procedures outlined in the School Safeguarding Policy.

This policy will be reviewed, updated and approved by the Early Years Lead and Headteacher biannually. At each review point, the policy will be shared with the Academy Committee for approval.



Document Record

Version	Reason for Amendments / Update / Review	Date of adoption by School	Date of next review
1.0	Policy written	September 2022	September 2024