

# **THE EARLY YEAR'S PROCEDURE**

Reviewed: November 2022

Next Review: November 2025



## **Introduction**

At Martins Wood Primary School we believe every child deserves the best possible start in life and support to fulfil their potential.

In our Early Years Foundation Stage (EYFS) we provide an inclusive, safe and stimulating environment for children from all walks of life and pride ourselves on our high expectations and independent learners.

## **Principles and Aims of our Policy**

- to provide a welcoming environment for children and their families
- to ensure that all children feel included, secure and valued
- to establish positive relationships with parents
- to keep parents well informed about the curriculum and their child's progress
- to build on what children already know and can do and to celebrate achievement
- to help children make links in their learning
- to stimulate positive attitudes and dispositions to learning
- to encourage independence
- to value children's interests, providing a balance of direct teaching and child initiated activities
- to help children build friendships and learn to co-operate with each other
- to provide a solid foundation in the seven areas of learning through well planned, rich and stimulating experiences
- to make careful observations in order to support and extend children's learning appropriately
- to ensure that children with special educational needs are identified and receive appropriate support

## **The EY'S is based around four themes:**

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

## **A Unique Child**

At Martins Wood School we recognise that every child as a learner who can be resilient, capable, confident and self assured.

## **Child Development**

We understand that children develop in individual ways, at varying rates. We believe that every child's learning journey is unique to them and that recognising each child's developmental phase is important in order to plan the next steps in learning.

We also provide the children in both nursery and reception with next steps which are shared with the children and parents via our online learning journal, Tapestry.

## **Inclusive Practice**

We value the diversity of individuals within the school and do not discriminate against children because of differences. We believe that all our children matter. All children at Martins Wood School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are able and talented, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which the contribution of all children is valued
- using resources which reflect diversity and are free from discrimination and stereotyping
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- monitoring children's progress and taking action to provide support as necessary
- writing and sharing personal learning plans (PLPs) for children who may need specific learning targets

Children with English as an additional language are supported by:

- valuing the child's home language(s)
- providing additional support from adults speaking the home language where possible
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Welcome intervention where necessary to help improve grammar and language development

## **Keeping Safe**

It is important to us that all children in the school are safe and feel comfortable in their learning environment. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We believe that children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

## **Health and Well-being**

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

At Martins Wood School we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. We understand that we are required to:

- promote the welfare of children
- promote good health, preventing the spread of infection and taking appropriate action when children are ill
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children
- ensure that paediatric first aid training is offered to new staff in the early years

We aim to protect the physical and psychological well being of all children and endeavour to meet all the above requirements. (See our Whole School Child Protection, Health and Safety and Risk Assessment Policies)

## **Positive Relationships:**

### **Respecting Each Other**

At Martins Wood School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. Everyone's views are listened to and considered fairly, always keeping the needs of the children firmly in mind. We value each child's culture and help them to make connections between experiences at home, the setting and the wider community.

### **Partnerships with parents and carers**

We recognise that parents and carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents and carers have played, and their future role, in educating the children. We aim to build good relationships with parents and carers and keep them informed about the life of the school and their child's progress by:

- inviting all parents and carers to an induction meeting during the term before their child starts nursery and reception
- visiting our new to Martins Wood children in their current setting before they start
- inviting all nursery and reception children to a 'meet the teacher' afternoon
- signing a Home/School Agreement with parents
- sending home information booklets on the EYFS and regular curriculum newsletters
- encouraging parents to share and support their child's learning by sending home reading books and home learning on Tapestry
- encouraging parents to share concerns early and offering parents regular opportunities to talk about their child's progress both informally and formally at open evenings

- holding further parent meetings/workshops offering advice on helping at home
- arranging a variety of activities throughout the year that encourage collaboration between child, school and parents: Stay and Plays, Autumn walk, etc
- writing a report to parents on their child's attainment and progress at the end of the EYFS
- holding parent consultation evenings, once in the autumn term and once in the spring term.

### **Key Worker**

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

On entry to our school the children are allocated a key worker. This will either be the class teacher or an early years practitioner.

### **Enabling Environments**

At Martins Wood School we recognise that the environment plays a key role in extending the children's development. We aim to create an environment, both indoors and outdoors, that will be stimulating and support children with their learning. The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or quiet. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, to use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning.

### **Observation, Assessment and Planning**

We begin by observing the children and assessing their interests, development and learning, before planning challenging, but achievable activities and experiences to extend the children's learning.

Long term planning in the nursery and reception classes focus on half termly topics agreed by the EYFS team each year. Medium term plans cover the seven areas of learning of: Communication and Language, Literacy, Mathematics, Expressive Arts and Design, Understanding the World, Physical Development and Personal, Social and Emotional Development.

Regular assessments of children's learning are made and this information is used to ensure that future planning reflects identified needs. Assessments involving the teacher and other adults as appropriate are carried out in the following ways:

- careful observations are carried out while children are engaged in child initiated activities, in order to gain an insight into the children's interests and what they can do
- careful observations are carried out during focused group time/whole class teaching in order to assess the children's level of understanding related to specific skills and concepts
- discussions take place with children about their interests and their learning throughout the term and recorded on our 'observation to planning' posters to ensure their interests are not missed
- termly progress meetings between key people and members of the leadership team monitors individual progress and informs learning and teaching.
- a written summary, reporting the progress against the characteristics of effective learning is given to parents

### **Tapestry online journeys**

- at least 2 personalised observations are made of the children and posted onto their journals each week
- next steps for learning are shared alongside observations and revisited as and when they are met by the children
- parents are able to add to their child's online journal as a way of celebrating home achievements and exciting news
- the learning journal each child has made is evident through the observations which are monitored to ensure observations are frequent and of high quality

### **Monitoring and review**

It is the responsibility of the EY'S team to follow the principles stated in this policy.

The SLT and EY'S team leader will carry out monitoring of the EY'S as part of the whole school monitoring schedule. Monitoring includes:

- Tapestry monitoring
- Planning monitoring
- Target monitoring
- Lesson observations
- Environment walks