

# Bidston Village CE Primary School

## Early Years Policy



***Join together to support and encourage one another to  
promote love and good works' Hebrews 10:24***

Approved at Full Governing Body Meeting- July 2022  
Review date- July 2023

Our mission is to work in partnership within a welcoming, caring, inclusive Christian community, to support our children to develop their God given gifts to the full and live fulfilling lives, rooted in the values taught by Jesus; based on the Gospel value of **love for one another**.

As a church school, our work is underpinned by the Christian values of love, respect, trust, forgiveness, friendship, honesty and perseverance.

We will provide a rich and varied curriculum which reflects God's love for the whole child: promoting spiritual, moral, cultural, physical and emotional well-being alongside independence and academic success.

We will show love to all children who are part of the Bidston Village family, helping them to develop self-confidence, tolerance, respect for themselves and others and to become the best that they can be, remembering our golden rule:

**'Treat other people the way you expect to be treated'**

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## **Bidston Village Intent for EYFS:**

*'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.'*

### **(Statutory framework for the early years foundation stage - Department for Children, Schools and Families 2021)**

Pupils can join our early years provision at 2 years old, 3 years old and at 4 years old. At the start of the term after they turn 2, they can join our Sunflowers room, and after they turn 3, they can join or move up to the 3-4's nursery room. These are our Foundation 1 pupils.

Our reception class intake (Foundation 2) takes place at the start of September, with each child being 4 years old by August 31st. Reception children are full-time, however our Foundation stage 1 children attend for half days, with some full-time spaces available for those eligible for 30 hours funding as they turn 3 years old.

Our pupils come from a wide range of home environments and prior settings. In line with the early years statutory guidance we recognise the individual needs and starting points that every child comes with and this underpins our provision and planning. Our intention is to deliver a language rich curriculum that values the voice of all pupils, engages them, enhances their interests and widens their life experiences.

Children in the EYFS department at Bidston Village are happy and enjoy being in school. We work hard to develop positive relationships with each child and their family. We value the voice of every child and promote activities and experiences that encourage confident speaking and listening skills. Language development is paramount in every activity and interaction that takes place whether planned or through spontaneous play. We provide a nurturing environment that recognises each child's uniqueness and celebrate this, promoting a positive self esteem and a desire to achieve.

### **Implementation:**

#### **Section 1: Staffing**

Bidston Village recognises the significant role that adults play in contributing to the individual learning and development of the children. Our staff are well qualified and experienced in early years education.

Our staffing structure is:

- One EYFS Lead (teaching in all EY rooms) who is part of the Senior Leadership Team
- 2 reception teachers (F2)
- 2 teachers within the F1 department (1 P/T)
- 1 HLTA working between F1 and F2 (SEND within department)
- Teaching assistants allocated fulltime to each class in Nursery and F2
- Additional TAs in F1 to maintain low ratios
- 1 TA for language support within the EYFS

### **Ratios:**

We ensure that the suggested ratios are adhered to, however we work hard to staff all ey rooms with a higher than suggested ratio.

2-3s (Sunflowers)	1:4
3-4s (Nursery F1)	1:13
Foundation 2	1:15

The staff within the EYFS are provided with regular opportunities to develop their CPD and knowledge of child development within the Foundation Stage.

Phase meetings are held half termly to ensure all staff are up to date with current legal requirements and to discuss progress within the EYFS setting. All staff within the EYFS contribute to planning, evaluation and assessment for all children. Teaching Assistants are valued for the contribution they can make to a child's learning journey throughout their time at Bidston Village.

### **Section 2: Curriculum**

We have a one-year overview of topics in EYFS which is designed to provide a broad, balanced curriculum to cover all areas of learning and develop positive characteristics of learning. However the early years curriculum is adaptable to the needs and interests of individuals. We use the most recent early years framework to guide our provision, and use both Development Matters and Birth to Five matters documents to support observations.

The early-years education we offer our children is based on the following principles:

- It builds on what the children already know and can do
- It ensures that no child is excluded or disadvantaged
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors
- It provides a rich and stimulating learning environment

We promote and support the characteristics of effective learning through playing and exploring, active learning, and creating and thinking critically. We believe that children's experiences in the Foundation Stage are crucial in developing confidence, health and well being and a positive

foundation for lifelong learning. Every child is a competent learner from birth who can be resilient, capable, confident and self-assured. Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

We believe it is important to:

- Ensure that all children and their families feel safe, valued, included and respected.
- Promote parents as partners in their child's learning.
- Help children to feel secure and develop relationships.
- Promote a safe, challenging, rich and varied indoor and outdoor learning environment.
- Provide children with the opportunities to play, to engage in active learning and to think creatively and critically.
- Ensure all areas of the EYFS are given equal coverage and that planning is based on observations of children, their interests and their next steps in learning.

We meet the needs of all our children through:

- Planning activities that relate to their interest and next steps for learning based upon observations and interactions
- Listening and talking to pupils as they engage in practical and play based activities
- Having a realistic expectation of each child and recognising their potential
- Talking and sharing learning with parents and carers
- Modelling good language and using repetition and revisiting concepts to create learning at depth and mastery
- Understanding where each child has started from
- Using a wide variety of teaching and learning styles
- 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.
- Ensuring that our environment is safe and accessible for all
- Creating a positive space built on trust and respectful relationships

### **Play based learning:**

Our pupils are encouraged to become independent and critical thinkers through the learning that takes place during practical play based activities. We recognise that strong communication skills develop when young children are fully engaged in self chosen activities where adults are supporting them, and developing sustained thinking and exploration through effective questioning and observation. These observations form part of our next steps in learning and planning for the next sequence of lessons and enhanced provision.

We provide quality teaching prior to self chosen activities and ensure that suitable and age appropriate resources are available for children to access independently. The time given to this

self-direction means children can develop their own ideas and have time to solve problems, communicate and reflect on their learning.

We use group time to talk about what they have been doing and explain how and why they chose certain things. Pupils are encouraged to ask questions and value the activities of their peers.

Through play, indoor and outdoor pupils are given time to experience the world around them and make sense of it. Much of our provision is centred around an Understanding of the World and we plan for opportunities to broaden life experiences, enhancing cultural capital.

### **Our provision and learning environment.**

Our physical environment:

- Our sunflowers room; adapted washroom and provision for nappy changing, indoor area with carpet and lino flooring, access to a secure outdoor area.
- Our nursery room; adapted washroom, large area for play, cloakroom, snack area, carpet area and direct access to the outdoor area.
- Reception: 3 large indoor classrooms, a cloakroom and adapted washroom, shared quiet work area, a large outdoor area

Our learning environments are set up so that pupils have access to activities and resources that promote all 7 areas of learning. Resources are planned to enable enhanced learning based on topics, interests, learning needs and skills. These areas change regularly throughout the year to reflect different stages of learning and the themes and concepts being taught.

Our outdoor areas also allow for learning within every area of learning, but also strongly promote physical development. Pupils have regular access to the outdoor areas each day, with nursery and reception children being able to choose to be in or out during child initiated time. Children are always within sight or hearing of staff, with all classes having good staffing ratios.

### **Areas of Learning**

We value all areas of learning and development equally and understand that they are inter connected. The EYFS is made up of seven areas of learning:

#### **Prime:**

Personal, Social and Emotional Development (PSED)

Communication and Language (CL)

Physical Development (PD)

#### **Specific**

Literacy (L)

Mathematics (M)

Understanding the World (UTW)

Expressive Arts and Design (EAD)

## **Characteristics of Effective Learning**

Playing and Exploring

Active Learning

Creating and Thinking Critically

At Bidston Village we follow the statutory guidelines set out in the framework September 2021

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)) ensuring that the Characteristics of Effective

Learning are considered when planning, delivering and making assessments within our EYFS curriculum.

## **Section 3: Assessment**

At Bidston Village we place importance on using the children's interests and needs for planning our learning. We do this through – observation – discussion, evaluating and then planning next steps. We have a carefully thought out long term plan that provides an order to key key skills and basic themes. However, our planning responds to the children and can vary, with activities and provision changing. The key skills are taught and a clear program is followed in phonics, using Read Write Inc, Pathways to write in Literacy and Maths mastery and White Rose maths in mathematics.

We assess and monitor pupil progress based on adult observation, and some curriculum based assessments.

In reception classes all children will be assessed to inform a baseline; In the first 6 weeks of joining Reception, all children will be assessed using the Government baseline assessment tool. Staff will also undertake observations, carry out activities in maths and literacy activities and screen children for speech and language using 'Welcomm'. Staff are also using observations on physical development, speaking and listening and the key elements of PSED. These observations help staff to make a judgement on where each child is currently at, using Birth to Five matters to help decide whether a child is working within an age appropriate band.

Each term, staff will reflect on prior observations and monitor children's attainment Pupils who are identified as needing extra support are identified, and parents are informed through parent meetings..

## **End of Foundation Stage:**

In the final term of reception all children are assessed and the Early Years Profile is completed.

This assessment provides teachers and parents with a well-rounded overview of a child's knowledge, understanding and abilities. It helps to show a child's readiness for year 1.

This assessment is against the Early Learning Goals, and pupils are assessed as:

- Meeting the expected level of development
- Not meeting the expected level of development (emerging)



The 17 areas of learning are assessed as above, with children achieving expected in all prime areas and Literacy and mathematics, being deemed as having reached a good level of development.

Two parent consultations to discuss learning are provided during October and February, with an end of year report summarising the overall learning and achievements for each child being sent home at the end of the academic year.

#### **Section 4: Enabling Environments and Positive Relationships**

Communication between parents/carer and teachers is vital to ensure each individual is supported in their learning journey. Strong links between school and home are fostered in many ways, including:

- Inviting all parents to meet the teacher/key workers before their child starts- including the induction meeting in the Summer term for new reception children.
- Offering home visits in Nursery
- Providing stay and play sessions, with and without parents in Sunflowers and Nursery.
- Providing a stay and play session for children and parents in the summer term for the new reception children
- Inviting F1 pupils with their key workers from other settings if required
- Allowing pop in sessions after school for parents and children if desired.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents. For example: Stay and Play Sessions, Festivals and Celebrations, Parent Workshops.
- Providing opportunities for parents to contribute to their child's learning journey.
- Using class dojo to share photos and achievements from home, and as a means to communicate easily and quickly
- Operating an open door policy for parents to talk to staff if they have queries.
- Providing 2 face to face meetings to discuss their child's learning
- Providing additional meeting opportunity to discuss and special needs.
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Section 5; Transitions

#### **Into Sunflowers and Nursery**

On joining sunflowers or nursery each child is allocated their key worker.

At the start of each term, children turning 2 or 3 respectively are invited into the sunflowers or nursery rooms for a stay and play session. They begin their settling sessions in their new room and parents are invited to stay with them until the child is confident for them to leave. Sometimes parents stay for the whole session. In Nursery we offer home visits as well.

Children moving from sunflowers to nursery take part in transition sessions leading up to the term when they move up. Their key worker supports this transition.

### **From nurseries/other settings joining F2 (Reception) in September.**

There is regular liaison between reception (Foundation 2) and our Foundation 1 staff. In most cases, children who attend Bidston Village Nursery go on to full time education in our reception class.

During the summer term prior to a child's entry into the Reception year, the following procedures take place to ensure successful transition.

The Early Years leader and or Reception class teacher will contact each nursery to arrange a visit to their setting or gather transition information.

Bidston Nursery pupils will take part in transition sessions during the summer term, visiting the classes and outdoor classroom. Various activities take part throughout the year to enable the reception staff to become known to the children in the nursery.

### **Information meeting**

Parents are invited to a starting Reception at Bidston Village meeting where they will meet the early years leader and reception teachers. EYFS documents are also available on the website for new parents to read about early years and Reception class. These documents are made available at the meeting, where procedures for starting school are discussed and important information is shared. It is a chance for questions to be asked as well as required forms to be given out and explained.

All children are invited to play sessions in the Reception classes. Parents are encouraged to leave their children for the session school day session.

### **From Reception Class to Key Stage 1**

The Reception and Year 1 staff work closely to ensure children have a positive transition into Year 1.

- Reception staff share information including the Early Years Profile and Characteristics of Learning with the Year 1 teachers. This informs Year 1 staff about each child's stage of development and learning needs, and assists with the planning of activities in Year 1.
- Move up session – the children visit the Year 1 class for the morning and complete 'get to know you' activities towards the end of the summer term. Before this, Year 1 teachers come to take part in story time.

Year 1 teachers usually offer a come and meet session during the afternoon, towards the end of the reception year.

## Section 6: Behaviour

We follow the whole school behaviour policy.

### AIMS FOR BEHAVIOUR AT BIDSTON VILLAGE CE PRIMARY SCHOOL

- To promote good behaviour, self-discipline, respect for individuals and the understanding that we are all different.
- To ensure a consistent, positive approach to behaviour management throughout the school day, from Breakfast Club to After School clubs.
- To provide children and staff with an environment that is suitable for learning.
- To ensure the emotional, social and learning needs of individuals are addressed appropriately.
- To establish clear procedures for dealing with and managing unacceptable behaviour.
- To praise and reward good work, behaviour and attitudes.
- To encourage the active and early involvement of parents in supporting positive behaviour.
- To prevent bullying
- To be aware that discipline in schools must respect children's human dignity (Article 28)

The following rules are promoted in reception class, with preparation for them starting in F1:

- We follow instructions, with guidance and support where necessary.
- We keep our hands and feet to ourselves.
- We use kind and positive words.
- We look after each other, our things and our surroundings.
- We listen in class.
- We put up our hand to ask or answer a question.
- We walk in a calm quiet way.

Foundation Stage staff reinforce positive behaviours with praise and reward, whilst encouraging a problem solving approach to social conflict. We help children manage their feelings and resolve disagreements by:

1. Approaching social conflict calmly and acknowledging all the children's feelings.
2. Gathering information and restating the problem to the children.
3. Asking the children for ideas and choosing a solution together. Then giving appropriate follow up support in line with our behaviour system (outlined in the Behaviour policy).

We reward children with:

Nursery: star of the day, star of the term (am and pm)

Reception: Star of the day, star of the week and star of the term

In reception children also earn dojo points for a variety of positive actions. Certificates are awarded in celebration assemblies throughout the terms, for achieving 100 or 200 points.

## **Section 7: SEND and Inclusion**

We follow the whole school policy for SEND, aiming to identify as early as possible any children who have additional needs. Communication is key, and parents will be informed if we recognise any difficulties that a child is having, and this discussion would form the start of the pathway for SEND support.

## **Section 8: Sex and Relationships Education**

Children are taught the importance of self care, keeping healthy and understanding the importance of respecting others. Schemes from different charities such as the NSPCC are used to ensure children are taught in an age appropriate way about how to keep themselves safe. We use the Jigsaw scheme for PSHE which follows whole school themes that are built upon year by year.

## **Section 9: Safeguarding**

We follow the Bidston Village whole school policy for safeguarding, which is based on current guidelines for 'Keeping Children safe in Education'

As stated in the Statutory Framework for the Early Years Foundation Stage, March 2017, "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." And that we "must take all necessary steps to keep children safe and well." We strive to provide a high quality setting that is "welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence."

## **Section 10: Health and Safety**

Taken from the Bidston Village whole school policy for health and safety:

The Governing Body of **Bidston Village CE Primary School** will strive to achieve the highest standards of health, safety and welfare consistent with their responsibilities under the Health and Safety at Work etc Act 1974 and other statutory and common law duties to provide a safe and healthy work place and working environment for all its employees, pupils, visitors and other persons who may be affected by its activities.

At Bidston Village CE Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. 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.
- Complete risk assessments for trips, visits and curriculum enhancements
- Audit and monitor resources and the learning environment as part of routine site checks alongside the school site manager
- Ensure that contact details are up to date for children to enable staff to contact parents if children are ill or have an accident, including toileting.
- We follow the following whole school policies Managing and administering medication / NHS guidance for staying off school for specific illnesses / Accident reporting / 1st Aid.
- Please note our school has a full health and safety policy so this policy should be read in conjunction with that policy.
- Keep all children safe by operating as part of the whole school Emergency Evacuation procedure including fire drills and management of children in emergency situations.
- Ensure children are dropped off at school and dismissed safely following the whole school Drop off and Dismissal Policy.
- All staff recognise the importance of building relationships with families to ensure children are handed over to an appropriate adult at the end of each school day.
- In the unlikely event of a child not being located, the EYFS follow the whole school Missing Child Procedure.

## **Impact of EYFS at Bidston Village C of E**

### Quality Assurance and Moderation

In order to ensure judgements are accurate the following processes are followed in the EYFS at Bidston Village for all EYFS staff.

- Regular EYFS team moderation of observations and assessments
- Regular moderation with local F1 settings as part of a local cluster group to ensure feeder settings assessments and information are relevant and informative
- Regular cluster group moderation with local schools and settings
- Regular moderation as part of a C of E EYFS cluster group across Wirral
- Attendance at compulsory Local Authority moderation training
- Part of whole school half termly reviews of attainment and progress which include discussions with Senior Leadership staff and SENCO

All of the above contribute to ensuring all staff are making accurate judgements of children's learning and development and allow quality assurance across the EYFS profile at the end of the academic year.