

# Clee Hill Community Academy Early Years Policy

Reviewed: October 2020

Next review: October 2022

## Introduction

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Clee Hill Community Academy. The implementation of this policy is the responsibility of practitioners working in the EYFS settings.

In the policy the term 'settings' refers to the Early Years educational provision in the Nursery and Reception class at Clee Hill Community Academy. This is available to children who enter Nursery the term following their 2nd birthday and those who enter Reception from September of the academic year in which they will turn five years old. These children are in the final year of the EYFS. In the policy the term 'practitioner' refers to the members of staff working with children within the setting.

More information about the school Nursery setting, including declaration forms and support with funding can be found on the school website



## Our Aims

In our EYFS settings we believe that all children are entitled to the best possible start to their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physical, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.

- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions which differ to their own.
- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.

## **The Early Years Foundation Stage Curriculum (EYFS)**

Teaching in the EYFS setting is delivered in accordance with the Government's statutory document *"The Statutory Framework for the Early Years Foundation Stage" EYFS Early Adopter version (September 2020)*. This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: **"A Unique Child"**, **"Positive Relationships"**, **"Enabling Environments with teaching and support from adults"** and **"Learning and development"** (Children Learn in Different Ways and at Different Rates).

The Curriculum is centred on 3 prime areas of learning:

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

Providers must also support activities through 4 specific areas which strengthen the prime areas.

These are:

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

## **Topics covered within Settings**

Nursery topics will change and evolve depending on children's interests and ideas.

<i>Reception Class Topics</i>	
<i>Cycle A (2020/21)</i>	<i>Topic</i>
<i>Autumn</i>	<i>Farming Fun</i>
<i>Spring</i>	<i>Bricks and Mortars</i>
<i>Summer</i>	<i>Heroes who Help Us</i>
<i>Cycle B (2021/2022)</i>	
<i>Autumn</i>	<i>Me Me Me</i>
<i>Spring</i>	<i>Animal Fair</i>
<i>Summer</i>	<i>Beach Combers</i>

## Early Language Development

Early language development is a very important aspect of the children's development and has a great impact on their future learning. In our early years setting we place a great deal of emphasis on the importance of this in order to ensure that the children reach their potential. Staff in the Early Years settings have undertaken training from a Speech and Language Therapist in the 'Early Talk' programme and we also have a member of staff who is ELKAN trained. One member of staff is also trained to provide Communication screening which was developed from the 'Stoke speaks out' initiative. This is used to identify delay in understanding and spoken language skills and the results enable us to plan appropriate interventions and measure progress .

We provide a language rich environment and the children participate in '**Talk4writing**' activities.

**Talk4writing**' is a way of supporting children's writing development. It develops their self-confidence as story tellers and improves their ability to write. This approach is undertaken throughout Clee Hill Academy from Nursery to Year 6.

In the Early Years, the children begin to learn the actions to stories that they listen to and become familiar with. They are able to follow a story map and will quite often begin to attempt their own story maps.

## A story map



The Talk4writing approach suggests the following list of books to promote good story telling skills and in our early year settings we use these book titles as a focus for language development.

Nursery	Reception
Where's Spot? (Eric Hill)	Owl Babies (Martin Waddell)
Dear Zoo (Rod Campbell)	The Gruffalo (Julia Donaldson)
You choose (Pippa Goodhart/Nick Sharrat)	Handa's Surprise (Eileen Browne)
We're going on a bear Hunt (Michael Rosen)	Mr Gumpy's Outing (John Burningham)
Brown Bear, Brown Bear, What do you see? (Bill Martin/Eric Carle)	Rosie's Walk (Pat Hutchins)
Jasper's Beanstalk (Nick Butterworth/Mick Inkpen)	Six Dinner Sid (Inga Moore)
The Very Hungry Caterpillar (Eric Carle)	Mrs Armitage on Wheels (Quentin Blake)
Hairy Maclary from Donaldson's Dairy (Lynley Dodd)	Whatever Next (Jill Murphy)
Each Peach Pear Plum (Allan/Janet Ahlberg)	On the Way Home (Jill Murphy)
Hug (Jez Alborough)	Farmer Duck (Martin Waddell)
The Train Ride (June Crebbin)	Goodnight Moon (Margaret Wise Brown)
Come on, Daisy (Jane Simmons)	Shhh! (Sally Grindley)

## Facilitating Learning

During the Early Years we facilitate learning through a timetable that integrates:

- Whole group rich, active teacher led learning experiences.
- Linked learning that includes child led play which adult facilitate and orchestrate. In enabling learning, we reflect on the different ways that children learn and implement these in our practice.
- Continuous provision which includes child led play where adults develop key skills and facilitate and scaffold learning.

## The Achievosaurus

We encourage the children to think and talk about the skills they are using when they are learning such as creating and thinking critically, playing and exploring and active learning. We introduce the Achievosaurus to the children to help them relate to these skills in a creative way. The children are awarded an Achievosaurus certificate and are sometimes able to take the dinosaur home for the night.



Daily timetable in Nursery:- This is a guide as times and activities change daily depending on different children in the setting. Below shows what we expect to cover in a day both inside and outside.

9.10 -10.35	<b>Registration and who is here today?</b> During this session we will have child initiated learning with staff supporting, encouraging, questioning (where appropriate) and observing children in self chosen activities. We have a short focus activity and/or a story or rhymes and some adult directed activities and games.
10.35 am	<b>Snack and chat</b>
10.50-11.50	During this session we will have child initiated learning with staff supporting, encouraging, questioning (where appropriate) and observing children in self chosen activities. We have a short focus activity and/or a story or rhymes and some adult directed activities and games.
12.00 - 12.45	<b>Lunchtime</b>
	During this session we will have child initiated learning with staff supporting, encouraging,

12.45 - 2.30	questioning (where appropriate) and observing children in self chosen activities. We have a short focus activity and/or a story or rhymes and some adult directed activities and games.
2.30-3.00	Tidy up time, story and/or songs

**Daily timetable in Reception:-**

Class 1 (Reception) Timetable	
Time	Lesson
8.50am – 9am	Register/Morning Maths
9am – 9.30am	Letters and Sounds (Phonics)
9.30am – 10.05am	Literacy Focus
10.05am – 10.30am	Snack Time/Outside breaktime
10.30am – 10.45am	Guided Reading/Storytime
10.45am – 12.00pm	Maths Focus/Child Initiated
12.00pm – 1pm	Lunch and Play Outside
1pm – 1.10pm	Register
1.10pm – 1.30pm	Focused Task
1.30pm – 2.40pm	Child Initiated Activities
2.40pm – 2.55pm	Outside breaktime
2.55pm – 3.05pm	Home time routine/Story/singing

**Enabling Environments**

We recognise that the environment plays a key role in supporting and extending the children's development. The settings are organised to allow children to explore and learn fluidly, securely and safely. The Nursery and Reception classrooms have discrete learning areas, where the children are able to find and locate equipment and resources independently. Both settings have enclosed outdoor areas and the children are able to free-flow between the indoor and outdoor spaces. The children are encouraged to use equipment fluidly by moving equipment and resources throughout the areas to promote creative thinking. We actively encourage children to use writing, maths and reading resources in all areas of learning.

The areas we provide are: Reading, Phonics, Storytelling, role play, maths, creative, construction, technology, writing, small world.







## Planning, Observation and Assessment

The EYFS framework and Development Matters provide a long term plan to follow and ensure that all the Early Learning Goals are covered throughout the academic year.

We adopt a case study approach to planning, learning and assessment. Regular ongoing assessment is an essential aspect of the effective running of the EYFS setting. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filing their assessment data.

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused and child initiated activities. Observations take place on a daily basis (both formally and informally) and these are recorded in different formats eg post-it notes, photographs, narrative form, EYlog, annotation of children's work.

Weekly planning of challenging, achievable activities and experiences which extend the children's learning towards their next steps (which are informed by the children's assessments) is completed by the teachers and discussed with all practitioners. Planning is displayed within the settings.

## Parents as Partners

We recognise the importance of establishing and maintaining positive relationships with parents and carers and that, together, we can have a significant impact on children's learning and development. Informal chats, between parents/carers and practitioners, at the beginning and end of the day are an invaluable way of parents sharing their unique knowledge of their child, providing further insight into their child as an individual. This supports us in establishing interesting and stimulating learning experiences, responding to children's needs and interests. Parents/carers are kept informed of what is happening in the settings through Class Dojo, reading records and termly parent interviews. The Summer Parents interview for Reception children is an extended period of time and it provides an excellent opportunity for both parents and practitioners to share information about children's development and to make judgements of the child's progress within the Early Learning Goals. At the end of each Academic year parents receive a formal report informing them of their child's progress.

Whole school weekly newsletters are sent home, these include information of class Writing Rocket of the week and children who have achieved Praise Certificates.

Parent Workshops are usually held termly to provide parents/carers with information regarding the teaching and acquisition of Phonic skills, Maths and Writing. These are very practical sessions and the parents undertake activities alongside their children. With Covid 19, parent workshops have currently been postponed, however information for parents is readily available on the website.



The settings have a friendly, "open door" ethos and practitioners are available to talk to parents/carers at the beginning and end of the day. A senior member of Staff greets all children and parents/carers at the gate every morning and this provides a daily, instant point of contact. Parents are always welcomed into school and encouraged to discuss any concerns they might have.



In Nursery parents are able to view children's learning journeys online and see what their children are doing in the setting. They can also send their own observations and photos from home to the setting to contribute the learning journey.

## **Admissions and Induction**

### **Nursery**

Our nursery admits children after their second birthday. All children of **three** and **four** years old are eligible for up to 15 hours of free early years provision each week, for up to 38 weeks of the year. Some **two** years old, depending on their family circumstances, are entitled to up to 15 hours of free early years provision each week for up to 38 weeks of the year, starting the term after they are 2. This is called 24U. *(See Nursery Admissions Booklet for more information)*

<http://chcademy.co.uk/nursery>

During the first few days parent/carers are welcome to stay with their children. Children and parent/carers are introduced to their key worker. We strive to ensure that each child's introduction to Nursery is a positive experience for both children and their parent/carer.

### **Reception**

We provide full-time Early Years education for children in Reception Year. This is for children who enter school from September of the academic year in which they will turn five years old.

Before they start the setting, all children are offered a series of visits during the summer term - they are invited to attend on every Monday afternoon during the second half term and this also includes having lunch in the dinner hall. The purpose of these visits is for the children to meet their new practitioners and start to become familiar with the environment. Children who attend our Nursery setting join the Reception class once every two weeks to participate in a Child Initiated session with the other children. These children are accompanied by a member of staff from Nursery. Practitioners, with parental permission, will also go to visit the children in their current pre-school setting.

In the first half of the summer term parents and children are invited to spend an afternoon in the setting. This provides an opportunity for practitioners and parents to share information and for the children to become familiar with the environment and resources. It also provides parents with the opportunity to observe the relaxed, happy and productive environment in action. From September children attend the setting full-time, though parents can opt for their child to attend part time should they see fit.

## **Equal Opportunities**

We value all of our children as individuals, irrespective of their ethnicity, culture, religion, social circumstances, ability or gender. We provide all children with the opportunity to experience a

challenging and enjoyable programme of learning and development within the EYFS settings. *(See Equal Opportunities Policy for more information)*

## **Special Educational Needs**

The early identification of special needs is vital and procedures listed within the SEN code of Practice are followed.

Early Years staff liaise with parents/carers, SENCo (Miss Sian Pugh) and any other Outside Agencies in order to meet the needs of individual children.

*(See Equal Opportunities Policy for more information)*

*Review - This policy is reviewed regularly - See opening page from review date.*