



# Early Years Policy

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*Our EYFS Vision and Ethos*

*In the EYFS we believe that every child, family and member of staff matters and through a culture of listening, we endeavour to work in partnership with our families and hold the voice of the child at the heart of our practice. We strive to enable the children in the EYFS phase at Timbertree to become independent, curious learners who are prepared for the next steps in their education.*

***As a child I need someone who will:***

- *Let me be myself and allow me to find my own way of learning*
- *Be my partner and support me as I learn*
- *Let me make mistakes*
- *Listen to me and respect what I say and do*
- *Consider what it's like to be 3,4 or 5*
- *Ensure my well-being and keep me safe*
- *Make the world an exciting place to be*
- *Find out about me from my family and tell my family about me*
- *Challenge me and ensure I make progress*

***To enable this, we offer:***

- *Seamless education, support and care which puts children and their families at the heart of our practice*
- *A stimulating, safe and welcoming environment, both inside and outside*
- *Experiences that value, celebrate and build on our community*
- *Learning opportunities which are differentiated, open ended and challenging*
- *Effective working partnerships to ensure the needs of all are represented and heard*
- *Respectful and trusting relationships which display emotional warmth*
- *Supportive induction procedures and routines*
- *Effective systems of communication*

***We demonstrate our commitment to this by:***

- *Maintaining professional integrity, high standards and being exemplary role models*
- *Valuing and respecting all, celebrating individuality and diversity*
- *Listening, reflecting and continuously improving on our previous best*
- *Working within all agreed policies, procedures and working practices*

- Supporting innovation, being flexible and playful
- Promoting healthy lifestyles
- Ensuring all staff have access to high quality on-going professional development opportunities
- Challenging discrimination, stereotyping and breaking down barriers to inclusion
- Ensuring our communication systems are effective and transparent
- Making the best of all the resources we have available to us
- Respecting and responding to the voice of stakeholders and partners, leading the way in multi-agency delivery of services
- Becoming co-constructors in learning, watching and learning alongside our children
- Sharing and learning from best practice, locally and nationally

### **1. Aims**

*This policy aims to ensure:*

- *That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life*
- *Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind*
- *Close partnership working between practitioners and with parents and/or carers. Every child is included and supported through equality of opportunity and anti-discriminatory practice*

### **2. Legislation**

*At Timbertree Academy, the EYFS team are fully committed to the purpose and aims of the Early Years Foundation Stage as outlined in the statutory framework 2017.*

*'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 Early Years foundation stage 2017)*

### 3. Structure of the EYFS

At Timbertree Academy, we use the term Early Years Foundation Stage to refer to our Nursery provision, to the end of the Reception year.

<b>EYFS Structure at Timbertree Academy</b>			
<b>Child's Age</b>	<b>Provision Available</b>	<b>Hours</b>	<b>Costs</b>
3-4 years	<ul style="list-style-type: none"><li>• 26 place Morning Nursery</li></ul>	<ul style="list-style-type: none"><li>• 8.40-11.40am</li></ul>	Free
4-5 years	<ul style="list-style-type: none"><li>• Reception</li></ul>	8.50am to 3.15pm	Free

### 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

**The prime areas are:**

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

**The prime areas are strengthened and applied through 4 specific areas:**

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

### **Characteristics of Effective Learning**

When supporting children with the seven areas of learning, we consider the different ways that children learn. We actively encourage children in demonstrating the three characteristics of effective learning from the Statutory Framework for the Early Years Foundation Stage.

- 1. Playing and Exploring-** children investigate, explore and “have a go”
- 2. Active learning-** children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- 3. Creating and thinking critically-** children have their own ideas and work to develop these ideas, they make links between ideas, and develop strategies for doing things.

The EYFS team plan activities with these in mind. They highlight the importance of a child’s attitude to learning and their ability to play, explore and think critically about the world around them. At the end of the Reception year, teachers are required to report to parents the information about how a child learns and if their child is working towards the expected level, has achieved the expected level or has exceeded the expected level in the seven areas of learning.

#### **4.1 Planning**

Staff plan activities and experiences for children that enable them to develop and learn effectively. They consider the individual needs, interests, and stage of development of each child in their care and use this information to plan challenging and enjoyable experiences both inside and outside. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children’s activities, practitioners reflect on the diverse ways that children learn (Characteristics of effective learning) and include these in their practice.

#### **4.2 Teaching**

At Timbertree academy each area of learning and development is implemented through planned, purposeful activities both inside and outside. Activities may be led by the adult (AL – Adult Led) or initiated by the child (CIL – Child Initiated Learning). Whatever the mode of activity, they are reactive to the child’s interests, fascinations and stage of development.

Through our objective-led approach to learning, where possible, the adult will enter the child’s play taking the objective they want the children to achieve, and skilfully steering it into the child’s own play. For example, during CIL, if the learning objective is to count objects reliably, rather than giving every child the same objects to count, the adult taps into the child’s play and counts objects here. This could be counting cars in the small world area, stones outside or aliens on the computer, it does not matter where, the skill is the same- counting objects reliably.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

## **5. Assessment**

We never assume that children do not have certain skills or knowledge. Ongoing assessment is an integral part of learning and development. Children are monitored throughout the year on their development and progress in relation to Age Related Expectations. (ARE)

Evidence of children's learning is built up throughout the year in the form of:

- Transition notes from previous settings.
- Comments and evidence provided by parents/carers and by the child (Child's Voice).
- Photographs and videos.
- Written observations.
- Work completed by pupils.
- Summative and formative assessments.

**The cycle for assessment is as follows:**

- Baseline assessment: Within 3 weeks of the child starting in the EYFS phase at Timbertree Academy
- End of Autumn Term (December)
- End of Spring Term (Usually the end of March or beginning of April)
- Towards the end of Summer Term (in June) the Early Years Foundation Stage profile (EYFSP) is completed for Reception children and further assessments using Development Matters age descriptors are completed for Nursery and Tots children.
- Practitioners assess a child's attainment against 17 Early Learning Goals (ELGs) and consider whether a child has reached Age Related Expectations (ARE). Judgements are recorded as a child has reached ARE (Expected), has exceeded ARE (Exceeding) or is still working towards ARE (Emerging).
- If a child is admitted to Reception in Summer 1 it is the school's responsibility to complete the EYFSP. However, if a child is admitted to school during Summer 2, the previous setting should complete the EYFSP.
- The EYFSP provides everyone with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.
- Children have differing levels of skills and abilities across the EYFSP, and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.
- We follow the most up-to-date guidance published by the government in the form of the Assessment and Reporting Arrangements (ARA) for any given year.

- Where a child moves to a new school during the academic year, we provide interim assessments, using Development Matters age descriptors or the Early Learning Goals.
- Interim assessments are sent to the new school within 15 days of receiving a request.

Parents are given opportunities to meet with EYFS staff each term, to discuss assessments, progress and next steps. At the end of the summer term, EYFS staff provide a written summary for parents, reporting on the children's characteristics of effective learning and attainment.

## 6. Working with parents

We recognise that parents and carers are a child's first educators. Whilst the children are in the EYFS, our aim is for school and parents to work closely. This can have a positive impact on a child's development but relies on a two-way flow of information and knowledge.

At Timbertree Academy we promote positive links between home and school in the following ways.

<b>Calendar of parental links in EYFS</b>	
<b>September</b>	Nursery and Reception home visits Stay and Play sessions
<b>October</b>	Parents consultations
<b>November</b>	Parents Phonics Information meeting and Stay and Play
<b>December</b>	Nativity performances Nursery January intake Parent meeting
<b>January</b>	Nursery January intake home visits January intake Stay and Play
<b>February</b>	Parents consultations
<b>March</b>	Parents Maths Information meeting and Stay and Play Story time session
<b>April</b>	
<b>May</b>	Stay and Plays
<b>June</b>	Reception induction meetings
<b>July</b>	End of year reports Parents consultations Stay and play Transition meetings

- On Fridays Reception class will take part in the V.I.P.assembly.

- Curriculum information for parents is available on the school website.
- At Timbertree Academy we operate an open-door policy, which will allow parents and carers to discuss concerns and developments in an informal manner. Conversely if EYFS practitioners have concerns about a child, they will approach parents and carers to discuss them.

## **6.1 The Induction Process**

During the summer term and the first two weeks in September, the following events are carried out to aid smooth transitions from home to school and from nursery to reception:

- To become familiar with the reception and nursery environments, children and parents new to Timbertree are invited into school, for Stay and Play sessions, during the summer term. Children attending Nursery and Reception have planned transition times where they spend time with their new teacher and in the new setting.
- EYFS staff will contact pre-school settings for information about children starting at TT. Staff attend Sandwell's Transition Meeting to collect information about new children due to start at TT.
- EYFS staff will, where possible, visit children new to Timbertree Academy in their home environment.
- All children and parents are invited to attend a Stay and Play day before they begin attending their new setting.
- Reception attend 8.50 – 1.00 for the first few days, then full time unless their needs indicate otherwise, in such cases an individual transition programme will be put into place by the EYFS Leader in conjunction with parents.
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## **7. Safeguarding and welfare procedures**

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. The school takes its child protection responsibilities very seriously. Any concerns which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of our children is always of paramount importance. The full Safeguarding Policy is available in school.

### **7.1 Intimate care**

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children can do themselves. However, depending on a child's age and stage of development,



there are some tasks which a child might find difficult to do on their own, e.g. dressing, wiping themselves after using the toilet and changing underwear and clothes after clothes become soiled or wet.

Every child has the right to privacy, dignity and a professional approach from all staff, when meeting their needs and it is important that staff work in partnership with parents to provide the right support to an individual child. Privacy is maintained as far as possible and staff are always encouraged to change a child in the presence of another member of staff.

Before starting in either Nursery or Reception parents are required to inform staff of those children likely to require such care and a discussion will take place regarding how their needs can be met as closely in school as they would be at home. Parents should provide spare clothes, pull ups if required, wipes and nappy sacks for use in school. If a child has received intimate care over the course of the day, parents will be informed of this care at the end of the day. Intimate care is given to children who need it, in line with school policy.

### **Nappy policy**

We encourage all children to start nursery and school without nappies but will support any children struggling with this. We acknowledge that young children often have toileting accidents and have stocks of spare underwear and clothes to change anyone who needs it. We ask parents to help keep our stocks of clothes high by returning anything their child has borrowed. Children are changed in the nursery or Reception toilets or the large disabled toilet. Two adults are always present when a child is being cleaned following a toileting accident.

### **7.2 Photographs and videos**

At the beginning of the year parents/ carers are asked to give permission for their child to be photographed/videoed during their time in school. We use these images in the classroom, on displays, in the children's learning journeys and on the school's Twitter page. Children who are looked after will not have their photograph put on Twitter or in information issued to parties other than themselves. Recording learning on staffs' personal devices is not permitted.

### **Camera and mobile phone policy**

It is important to note that members of staff do not use their mobile phones / smart watches or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. This is in line with Timbertree Academy Safeguarding Policy, Staff Code of Conduct, Keeping Children Safe in Education and Mobile Phones and Cameras Policy. Members of staff do, however, use school iPads to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's portfolios, in class

*displays, as communication on Dojo and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website and social media pages through the paperwork in their initial starter packs.*

### **7.3 Collections from School**

*We recognise that it is not always possible for those with parental responsibility to collect their child from school. In such circumstances, we have clear procedures for the collection of children in Nursery and Reception.*

- 1. At the beginning of the academic year parents/carers provide the class teacher with a list of family and friends, who they give their permission to, to collect their child from school.*
- 2. Parents also share a password with the parties named and the school.*
- 3. At the end of the day children will only be released to people with parental responsibility and parties named by parents. Until staff are familiar with collectors, the password will be requested.*
- 4. We ask that parents inform the school if a person, not known to the EYFS staff, will be collecting their child. This can be done in advance by telephone or by leaving a message with a member of the EYFS team in the morning. Again, a password will be requested before a child is released.*
- 5. If someone arrives to collect a child who is not known to the EYFS staff, the school will telephone someone with parental responsibility to check that it is acceptable to release their child.*
- 6. In the rare event that a parent is not contactable, a member of the Senior Leadership Team will make the decision to release the child to the alternative person or not.*

### **7.4 Key person**

*Each child has a named key worker in the setting. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. All adults within the Early Years setting actively seek to form positive, respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes.*

### **7.5 Health and Safety**

*We have a health and safety policy which all staff are familiar with. Each class in the EYFS has a designated member of staff who holds the Paediatric First Aid certificate and are responsible for first aid. Children are taught safe and appropriate use of equipment and materials and taught to be mindful*

of others when moving around the learning environment. We ensure that all reasonable steps are taken to ensure staff and children in our care are not exposed to unnecessary risks. We complete both an indoor and outdoor risk assessment which are reviewed regularly.

The following general Health and Safety safeguards are in place:

1. A supply of fresh, filtered drinking water is available on the premises at all times.
2. Children's dietary needs are acted upon.
3. A piece of fruit and a drink of milk are provided for each child daily
4. A first aid kit and at least one trained first aider is always accessible.
5. Accidents and injuries are recorded in accordance with school procedures
6. A fire and emergency evacuation procedure and policy are in place.
7. Risk assessment

We are a healthy school, and our children receive free fruit from a Government scheme. Free milk is available until your child is five. All Reception pupils are entitled to a hot school lunch (free to all pupils through the Universal Free School Meals scheme), although parents can provide a packed lunch if they wish.

All large climbing equipment is checked by our site officer and fire drills are held regularly in line with whole school policy. There is an annual external check of equipment. We follow whole school procedures for child protection (see the Safeguarding Policy) and all concerns are reported to the Designated Safeguarding Lead. We have separate policies for First Aid/medicine in school and off-site visits.

Further details can be found in the whole school policies:

- Child Protection policy
- Health and Safety Policy

## **8. Inclusion and Equal Opportunities**

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. The SENCo is responsible for providing advice and additional information for staff and parents and for arranging external interventions and support where appropriate.

culture, religion, home language, family background, learning difficulties, disabilities, and gender or ability equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

## **9. Complaints procedure**

*In the event of a complaint the school's complaint procedure should be followed. In the first instance parents/carers should address any concerns to the class teacher then the Early Years Lead.*

## **10. Monitoring**

*It is the responsibility of all staff working in EYFS to follow this policy. The Senior Leadership Team will carry out monitoring within the EYFS as part of the whole school monitoring system.*

*This policy will be reviewed and approved by EYFS Leader every two years.*

*At every review, the policy will be shared with the governing board*

## **11. List of statutory policies and procedures for EYFS**

*This checklist lists the policies and procedures that we must have according to the statutory framework.*

<b>Statutory policy or procedure for EYFS</b>	<b>Where can it be found?</b>
<i>Safeguarding policy &amp; procedures</i>	<i>Safeguarding and child Protection policy Safeguarding children and protecting professionals in early years settings (GOV.UK)</i>
<i>Procedure for responding to illness</i>	<i>Health and Safety policy</i>
<i>Administering medicines policy</i>	<i>Supporting people with medical needs policy</i>
<i>Emergency evacuation procedures</i>	<i>Health and Safety Policy Fire and Emergency plan PEEP (Personal Emergency Evacuation Plan) Serious Incident Flow Chart</i>
<i>Procedure for checking the identity of visitors</i>	<i>Safeguarding and Child Protection Policy Early Years Policy</i>
<i>Procedures for a parent failing to collect a child and for missing children</i>	<i>Safeguarding and Child Protection Policy</i>
<i>Use of mobile phones and tablets in EYFS</i>	<i>Early Years Policy</i>

