



Northbourne Church of England Primary School

Early Years Policy

School Mission Statement Northbourne CEP School

Mission Statement

"...if you have faith as small as a mustard seed...nothing will be impossible."
(Matthew: 17 v20)

VISION STATEMENT:

Our vision for Northbourne CEP School is to put *God* and *Family* at the heart of all we do. As a *nurturing* community, we use the parable of The Mustard Seed *"...if you have faith as small as a mustard seed...nothing will be impossible."* (Matthew: 17 v20) This guides the way we value and treat all members of our school community. Through our pastoral care and our rich curriculum experiences we provide a safe and dynamic learning environment in which all can flourish.

To grow in: Faith, Love, Compassion, Kindness, Respect & Forgiveness

Our six Christian Values are at the heart of our vision. Every day we aspire to grow in **Faith, Love, Compassion, Kindness, Respect and Forgiveness**, so that our school family may experience the joy and hope of **"life in all its fullness"** (John: 10 v10)

Review every year

Reviewed
Sep 2022

Next review
Sep 2023



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“Every child deserves the best possible start in life and the support that enables them fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and 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 2021)

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad 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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

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

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

At Northbourne CE Primary School, children start their school journey with us the year in which they turn 5 years old. We work in partnership with parents and carers to enable the children to become life-long learners. Within our EYFS class we take 20 children per year;



they spend one year in the reception class before moving into a mixed year 1 and 2 class. Their school day is from 8.45am -3.05pm.

The EYFS is based upon four principles:

- **A unique child** – we recognise each child as an individual, knowing that they develop in individual ways and at varying rates. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best. We plan opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence. We use resources which reflect diversity and are free from discrimination and stereotyping. We also listen to the children’s voice and children’s contributions, monitoring their progress and taking action to provide support as necessary. We also comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.
- **Positive relationships** – we recognise that children thrive at their best when supported by secure relationships. We foster caring, respectful, professional relationships with the children and their families. We see parents as partners and understand the vital role they play. We foster this through talking to parents about their child before their child starts our school during summer transition opportunities. We continue to maintain regular contact with parents e.g. through parent consultations, written reports, activity days that promote collaboration between parent and child (such as phonics workshops, stay and play sessions, sports days).
- **Enabling environments** – our EYFS environment is an attractive and stimulating environment, providing opportunities for children to feel confident and challenged. The indoor and outdoor environments are set up with continuous provision and specific resources and activities that are planned for linked to their needs, interests and the current learning in class. The effective planning of these environments is informed by the observations of children to ensure we follow their current interests and experiences and help them build their learning over time.
- **Learning and developing** – this is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Observations inform adults of the different ways that children learn and reflect these in their practice, using the 3 characteristics of effective learning:
 - **playing and exploring** - children investigate and experience things, and ‘have a go’
 - **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
 - **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We follow the curriculum as outlined in the latest version of the EYFS statutory framework 2021. We adopt a child-centered ethos coupled with carefully selected topics, to allow for a broad curriculum that embeds the foundations for learning in further years.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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 3 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**

At Northbourne, we use the systematic synthetic phonics programme of ***Little Wandle: Letters and Sounds Revised*** to support our daily teaching of phonics and ongoing assessments. See Northbourne C of E Primary School Phonics Policy.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively.

The children's interests heavily inform the planning, and some activities are done in the moment.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. 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, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

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

At Northbourne Church of England Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. 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 that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).



At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Transition

6.1 From Pre-school settings

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

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- The children are invited to a stay and play visit in their reception class on whole school transition morning, as well as a Teddy Bear's Picnic morning.
- Members of staff from Northbourne Primary School make visits to feeder settings. Our members of staff will talk to children's key workers to add to the profile we build for each child.

6.2 From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records, discussions with parents and carers.

Each child's level of development is assessed against the 17 Early Learning Goals. The profile indicates whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging').

Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the initial planning of activities in Year 1.

7. Working with parents

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. Class Teachers hold 2 Parents Evenings a year to discuss their child's progress and development.

8. Safeguarding and welfare procedures

We promote good health in general, in the early years by talking to the children about:



- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of Healthy Eating
- Keeping safe in the sun
- Washing hands

All pupils are offered height, weight, hearing and eye sight checks with the NHS, which happen within school.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

9. Monitoring arrangements

The EYFS provision is monitored throughout the year by the Headteacher, Governors and the EYFS teacher. This will be carried out through observations of the EYFS environment, child outcomes, assessments and adult-led teaching.

This policy will be reviewed and approved by the EYFS teacher every year.
At every review, the policy will be shared with the governing board.

10. Linked Documents

Statutory Framework for the Early Years Foundation Stage (EYFS) that applies from September 2021

Whole school long term plan for EYFS

Phonics policy