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Website	Yes		
Staff Responsible Headteacher	Cath Bainbridge	Next review	July 24

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1. Our School Vision

In the Early Years, we believe that all the children are adventurers, ready to learn and discover the world around them. We offer a warm and caring environment to support the children and aim to create an exciting, fun experience inside and outside which stimulates the children to explore, design, learn and create whilst making friends and playing. Our themed approach sparks the children's imaginations and make our group learning challenging but enjoyable. We understand that each child is on their own individual learning journey and we aim to build close relationships with each child and their family, working closely with other professionals when required.

2. 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

3. Legislation

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

4. Structure of the EYFS

The Early Years provision at Maple Tree Primary School consists of a pre-school which takes children from 2- and 3-years old and a 30-place Reception class. Details of how to apply can be found in our Admissions Policy on our website.

5. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

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

5.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

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.

5.2 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.

6. Assessment

At Maple Tree 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.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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.

7. Working with parents

We recognise that parents/carers are children's first educators and we value having a positive relationship with them in their child's education through:

- Making contact with parents/carers before their child starts school at our parent drop-ins, induction sessions, welcome packs and school and pre-school visits.
- Inviting parents/carers and children to attend a transition meeting.
- Inviting parents to phonic and reading workshops/ lesson observations to see how their children will begin learning and how they can support them.

- Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
- Sharing photos, updates and 'wow moments' on Marvellous Me (our online communication platform).
- Offering Reception parents two parent-teacher consultation meetings per year at which their child's progress and wellbeing is discussed.
- Sending a written report on their child's attainment, progress and attitude at the end of their time in reception.
- Asking parents to sign a generic permission form for visits, food-tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year such as special events, workshops, Christmas productions and sports day etc.
- Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7.1 Transition

From Pre-school /Feeder 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 the opportunity to share any concerns they may want to express.
- During the summer holidays parents are encouraged to complete a shoe box activity with their child entitled 'All About Me' which will include photos and small mementos of things that mean something to the child. Information is shared with parents about this in the transition information and it is used during the Autumn term to support transition and to inform planning.
- The children are invited to visit their Reception class for a short while to meet their new classmates and teacher.
- Children receive a letter reminding them of their visit to school and welcoming them into the MTPS community.
- EYFS teachers will endeavour to visit children at their pre-school setting and/or speak with each child's Key Person within their setting.
- Children requiring extra support will be offered additional visits regardless of their setting.

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 held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the 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 planning of activities in Year 1.

8. Safeguarding and welfare procedures

It is important to us that all children in the school are ‘safe’. 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 help children to self-regulate and manage their emotions appropriately and Personal, Social and Emotional Education is at the heart of everything we do.

Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our suite of safeguarding policies which have been written in accordance with ‘**Keeping Children Safe in Education 2021**’ and the Central Bedfordshire Safeguarding Board.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the catering company. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. We make sure that children with allergies or other dietary requirements are catered for in conjunction with our catering providers.

We promote good oral health, as well as good health in general, in the early years through our curriculum, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We also teach E-safety across our EYFS in age appropriate ways.

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

Fresh water is readily available for all children and we encourage children to bring in water bottles so that they can help themselves to water at any time.

A member of staff in the setting has a recognised paediatric first aid qualification in line with the EYFS framework 2021.

9. Monitoring arrangements

This policy will be reviewed and approved by the Resources Committee every three years.

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

10. Other Policy References

- Positive Behaviour Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- Admissions Policy