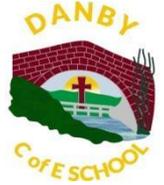




St Hilda's Moorland Federation
Egton CE (VA) School and Danby CE (VA)
School



EARLY YEARS POLICY

Effective Date:	May 2023
Date Due for Review:	May 2025
Approved By:	Governing Body
Approval Date:	9th May 2023

**Our vision as Church of England primary schools, deeply rooted in a strong Christian tradition, is to:
'inspire learning and develop children's potential as individuals in a caring, happy and distinctively Christian family.'**

The Bible verse that underpins our vision statement, aspirations and ethos is taken from the Bible verse:

" I have come that they may have life, and have it to the full." John 10:10.

We wish to enable our children to flourish in their spiritual, physical, emotional, social, cultural and academic development enabling them to live their lives to the full.

Egton and Danby Schools are small, distinctively Christian, family based learning communities. We learn and grow together. Our key values underpin everything we strive for in our schools:

TRUST

Trust in the Lord and do good. *Psalm 37.3*

FRIENDSHIP

How good and pleasant it is when God's people live together in unity *Psalm 135.1*

RESPECT

In everything, do to others what you would have them do you. *Matthew 7.12*

We live these core values out through our excellent relationships with our children, parents, governors, staff, communities and churches.

Our Early Years Policy is underpinned by our Vision Statement and Core Values.

1. **Rationale:**

“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.”

Statutory Framework for the Early Years Foundation Stage Department for Education 2021

Within St Hilda’s Moorland Federation the Early Years Foundation Stage is viewed as a distinctive phase of education which integrates the care and education of our youngest children. We believe that all children are unique and bring with them a diverse range of previous experiences and learning which must be acknowledged and built upon. It is vital that parents are valued as children’s first educators and that they are active partners in their child’s school education.

2. **Aims**

As our EYFS provision is limited to Reception age children within a mixed age infant class, EYFS children and their provision is subject to inclusion in our existing school policies. However, this EYFS specific policy aims to ensure:

- That children access a broad and balanced curriculum that is rich in possibilities and allows them to access a 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 safe, happy, included and supported through equality of opportunity and anti-discriminatory practice.
- Value and listen to all children resulting in high levels of self-esteem and engagement.
- Teach children how to contribute positively to their own physical and mental well-being and support them in learning how to overcome challenges.

3. **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](#).

4. **Curriculum**

Our early years settings follow 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 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. Planning and Teaching

Activities and experiences are planned to enable children to explore, develop and learn effectively.

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 challenging and enjoyable activities and experiences.

Planning is sequential and a curriculum map provides a yearly overview and ensures all areas of learning are covered.

Fortnightly plans set the learning intentions for the half term and cover all areas of learning.

Read Write Inc. is delivered daily, alongside White Rose maths sessions.

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.

Children experience a wide range of activities through outdoor experiential learning sessions (Forest School), PE, PSHE lessons and Fortnightly swimming lessons.

6. Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support development.

Within St Hilda's Moorland Federation 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. Alongside observations of children in their play we complete phonics (RWI) assessments every 6 weeks. Every child has a 'Learning Journal' where all of their work is displayed. This is usually

through photographs of practical activities and photos are annotated to give an overall picture of the children's learning and development.

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 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 EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person as well as their class teacher who helps to ensure that their learning and care is tailored to meet their needs.

Parents meetings are held regularly, the first being in the autumn term to discuss how the child has settled and then again in the spring term to discuss progress and achievements.

In the summer term parents receive a written annual report to summarise the child's achievements against the ELGs.

8. Safeguarding and Welfare

Our safeguarding and welfare procedures are outlined in our Federation [Child Protection Policy](#) and [Child Protection Manual](#).

It is important to us that all children in our EYFS feel safe and are safe. Procedures and routines are in place to ensure that all children are safe in our setting. We aim to educate children about boundaries, rules and limits to help them develop their personal and social skills. We have high expectations of behaviour so that children can play and work in harmony with their peers and adults. Children are encouraged to assess their own risks whenever possible and they are taught how to recognise and avoid hazards. In line with the Statutory Framework for Early Years Foundation Stage (September 2021), we ensure that the Early Years Welfare Requirements are met through our systems, routines, policies and procedures. We;

- Comply with statutory requirements for staff:child ratios. (These ratios increase when on school outings). One adult for every eight children aged three and over (the ratio is 1:13 if led by a teacher).
- Promote the welfare and safeguarding of children
- Promote a healthy lifestyle, preventing the spread of infection and taking appropriate action when children are ill. Fresh drinking water is available at all times.
- Communicate effectively to all staff about children with medical needs, allergies and special dietary requirements
- Administer medication in line with whole school policies and procedures
- 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
- Ensure that an appropriate number of staff have had paediatric first aid training. A first aid box is accessible at all times, along with a qualified first aider. This applies to school visits including the adult accompanying the children on the minibus. A written record is made of accidents and treatment given.
- Assign each child a key person to ensure that individual needs are met and strong relationships are developed with the child and the family
- Carry out and review risk assessments which are communicated to all staff
- Provide information for parents about the early years through sharing the policy.
- Educate children and parents about how to keep safe online
- Educate children and parents about the importance of oral hygiene
- Put in place fire evacuation procedures, which are displayed in each classroom.
- Put in place procedures for evacuation.

Monitoring and Evaluation

Monitoring is a continuous cycle of self-improvement. As we are a small school, monitoring is predominantly in the following forms: many formal and informal conversations, observing lessons and activities in passing, marking and monitoring children's learning journals and assessments, talking to staff, volunteers, governors, parents and children. Additional monitoring is also carried out through:

Early Years Foundation Stage Advisor visits

Cross-Federation moderation

Shared Subject Leader Curriculum Project

Governor Monitoring Visits

Inclusion

St Hilda's Moorland Federation practises equality of access and equality of opportunity for all its pupils, staff and visitors regardless of; gender, ethnic origin, religious belief, cultural background, ability or disability, marital status or sexuality.