



# Early Years Policy

## 2023-2024

### **Curriculum vision and values**

Here at Caythorpe Primary School, our vision for children's education is rooted in providing a stimulating and enriching environment that maximises their learning potential, fosters their overall development, and prepares them for future success. Our intent is to create a culture of curiosity, exploration, and active engagement, where children feel safe, supported, and inspired to achieve their full potential.

### **Introduction**

At Caythorpe Primary School, we are committed to providing all children with an excellent start to their formal education. We provide opportunities that are engaging and allow our children to investigate and discover a love of learning. We encourage the children to be independent and support them through structured activities to develop their knowledge and apply this into their independent learning through our Plan-Do-Review sessions.

### **Aims**

In the Early Years we aim to ensure all our children are confident to be:

- ✓ Safe and secure.
- ✓ Independent learners.
- ✓ Inquisitive problem solvers.
- ✓ Confident to try new activities showing resilience.

### **Curriculum**

In line with the Early Years Foundation Stage Framework 2021 our curriculum is structured within the seven areas of learning which are all interconnected.

These areas include three Prime Area;

- Personal, social, and emotional development (PSED)
- Communication and language (CL)
- Physical development (PD)

The four Specific Areas;

- Literacy (L)
- Mathematics (M)
- Understanding the World (UtW)
- Expressive Arts and Design (EAD)

Another further key element of the Early Years Foundation Stage is the Characteristics of Effective Teaching and Learning. This focuses on the different ways that children learn. We constantly observe, assess, teach, and provide opportunities for our children to develop their learning at Caythorpe Primary School. We are fortunate to have a large outside area that the children have free-flow access to during their plan-do-review sessions.

### **Planning**

At Caythorpe Primary School the Early Years Curriculum is taught through topics which are chosen to engage and motivate. We follow the children's interests and pride ourselves in providing a balance between taught sessions and structuring our learning environment to allow the children to discover, apply and investigate new knowledge.

### **Assessment and Progress**

The Reception Baseline Assessment (RBA) is a government assessment tool which is used to assess children's understanding on entry to school. This information allows us to ensure that we are delivering the curriculum at the appropriate level of challenge for our children.

Children are continually observed, and progress is monitored on a regular basis. A range of Assessment for learning strategies are used to help measure progress, understand learning needs, plan activities, and identify any need for support. Our children are provided with resources and tasks based on these assessments to help them achieve their next steps in learning. Assessments and observations are recorded using 'Tapestry' which allows staff to record each child's learning. Parents can access and add additional observations onto this system for their child.

At Caythorpe Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

The EYFS profile is a statutory assessment of children's attainment at the end of the early year's foundation stage. This enables teachers to summarise pupils' progress towards the Early

Learning Goals. We record each child's level of development as 'expected' or 'working towards the expected level at the end of the reception year.

### **Special Educational Needs (SEN) and Inclusion**

At Caythorpe Primary School our children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability, or gender.

As children begin in our reception class they are monitored and supported to settle. Some children may have difficulty accessing the curriculum at the same level as their peers without scaffolding tasks, additional adult support and resources. This will be closely monitored, and we will follow the school procedures outlined in the Special Needs Policy.

If your child has an identified SEND, we will work closely with their setting and yourself to ensure that we are in a position to meet their need when they begin at school.

### **Transition into Reception**

Starting school can be a stressful time for both parents and children. We aim to support you and your child through this process through the following events.

We hold a parent induction meeting during the Summer term. This allows parents to meet the staff and have an overview of the support we offer children as they begin school. It also allows staff to address practical issues such as school routines, uniform, PE kit, school dinners, including free school meals, and explain about the transition into Reception.

We support children by offering a nursery/pre-school visit from a member of the EYFS team before starting school. This allows children to informally meet the teacher in a familiar environment. It also allows staff to discuss individual children's needs with their current setting.

We also hold two taster sessions during the Summer Term in school, where the children can meet the staff and their new class friends. Sessions are focused on learning names, class rules, and adapting to new routines. Children joining school mid-year are also offered taster sessions for a smooth transition.

### **Safeguarding and Welfare**

Children learn best when they are healthy, safe, and secure. We ensure their individual needs are met and that they have positive relationships with all the adults caring for them.

We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education statutory guidance and EYFS Statutory Guidance (2023) while we adhere to the schools safeguarding policy using CPOMS.

Children are taught how to stay safe when playing outside and learn how to be 'Safety Police' checking for hazards daily.

We have clear and consistent expectations with behaviour, and we manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs, following the school behaviour policy.

We are a healthy school and participate in the free fruit and milk for the under-fives scheme. We provide the universal infant-free school meal scheme. Children will be given a school water bottle and filled with water from home with freshwater readily available throughout the day.

We actively teach children how to stay healthy by eating a balanced diet, regular exercise, the importance of personal hygiene including dental care.

**We are aware of the need to review the school Early Years policy regularly so that we can take account of new initiatives and changes within the school.**