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## 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 \(EYFS\)](#) for 2023.

## 3. Structure of the EYFS

We are transitioning to a one form entry school offering 30 PAN (Published Admission Number) in our reception year group. We are also able to provide a nursery provision of up to 24 nursery places for up to 30 hours.

Families can access their 15 free hours of nursery provision Monday to Friday from 9.00 am to 12.00pm.

For 30 hours the school day is from 8.45am-3.00pm which includes 1 hour for lunch.

The additional charges for 30 hours are as follows:

12.00 – 3.00pm £20 (3 hours) per day.

Parents may also wish to extend their morning from the finish time of 12 to 1pm. Classed as lunch time.

The additional cost for this is: £7 (1 hour) per day.

## 4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

#### 4.1 Planning

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

Staff consider 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 the children can be immersed in their learning. Where a child may have a special educational need or disability, staff consider whether specialist support is required, connecting with parents, 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. We are lucky to have a large outdoor environment in which we take full advantage of ensuring we plan lessons outside and allow children time to explore themselves. This allows the child to have full control over the direction and outcome of their play and is vital in boosting children's confidence, gross motor, creativity and innovation

We use the Little Wandle phonics scheme to support with children's phonetic learning and reading. This scheme includes direct explicit learning as well as gamification rhymes and pictorial support. This scheme also comes with videos that we can send home to parents via the Tapestry app to help teach and consolidate at home too.

We like to promote active learning throughout all our teaching and ensure that children learn through practical real-life experiences to allow children to apply their knowledge and skills effectively.

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 Oakmere Primary and Nursery assessment is an integral part of learning and development processes. Staff get to know and understand each child confidently in order to identify their level of achievement, interests and learning styles. These observations are used to shape future planning to ensure children are interested and motivated to learn. Staff create strong bonds with parents so they can work together to develop each child at the pace that is right for them, supporting parents on how, what when and why.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

After each half term, staff will assess children's phonics level, this goes into a data base and is shared with parents to help develop children and increase transparency between parent/carer and teacher.

Staff come together as a collective after every term to discuss where each child is based on the Early Learning Goals. This is written down in our progress tracker.

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 upon request.

## **6. Working with parents and carers**

We recognise that children learn and develop well when there's 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. We use an app called Tapestry where parents/carers are updated weekly on what the children have been doing at school. Staff also post wow moments and memos.

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. We have parent-teacher meetings at the end of Autumn 1 to update parent/carers on how children have settled into school and introduce them to the Early Learning Goals their children will be marked against.

Each term we like to invite parents/carers in for a coffee morning to help educate them on what their children are doing in school. Each coffee morning will have a different theme. For example, phonics, maths, writing.

Each term we invite parents in for a curriculum meeting where we introduce the next steps of their child's learning, the skills they will be working on and the theme for each term.

We try to ensure that we arrange family learning week each year where parents/carers are invited into the classroom with their children to join in with their lessons. This can range from maths, art or Topic.

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. Safeguarding and welfare procedures**

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- Nursery provision complies with the EYFS statutory staff-to-child ratios, 1:13 per qualified teacher for 3–4-year-olds and/or 1:8 children if led by an Early Years Practitioner with a full and relevant level 3 qualification.
- For children in our Reception class: we comply with infant class size legislation and have at least 1 teacher per 30 pupils for Reception.

We have at least 1 person with a current pediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by the end of the spring term we talk to children about:

- The 5 ways of well-being
- How to be healthy and what it means
- The importance of brushing your teeth
- Sharing, turn taking and being kind
- Celebrating difference – we are all special and unique

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.