

# Mickley Village Primary and Nursery School

## Early Years Policy



### Revision History

REVISION	DATE	NAME	DESCRIPTION
1.0	08.03.24	Laura Gregg	Update

### Approval History

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## **Mickley Village Primary and Nursery School**

### **Early Years Policy**

At Mickley Village Primary and Nursery School, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development.

This Early Years Policy aims to provide a framework to ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

### **Our Aims**

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Provide quality and consistency, so that every child makes good progress and no child gets left behind.
- Provide a secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

### **Admissions**

At Mickley Village Primary School the EYFS comprises of one mixed Nursery and Reception class.

Children may join our nursery the term after their 3<sup>rd</sup> birthday, depending on numbers. We currently have 3 nursery intakes throughout the academic year; Autumn Term, Spring Term and Summer Term. We offer morning only provision for Nursery children; 8:45-11:45am. For Nursery admissions parents are invited to phone the school office or call in and speak to our school business assistant.

Parents can apply to our school through Derbyshire County Council for a place within our Reception class. Children start in Reception in September, at the start of the academic year. Our school day is 8:45am (doors open at 8:35am) to 3:15pm.

Children attending our nursery that choose to continue into Reception at Mickley Village Primary will still need to apply through Derbyshire County Council for their Reception place. We also welcome children that have attended other Nursery and Pre-School settings.

At Mickley Village Primary and Nursery School we offer 30 hour Government Funded Provision. Places will be allocated on a first come first serve basis and will be subject to eligibility and availability. The funding will only be available during term time and throughout the school week.

### **Induction and Transitions**

All new nursery children will have the opportunity to a 1-hour visit with a parent to see the classroom environment and meet staff. This is also an opportunity for staff to speak to parents to get to know their child to help with settling in.

In the summer term Reception children will take part in transition activities with their Year 1 teacher to support transition into our Year 1/2 class. This includes children that have attended other Nurseries and Pre-School.

In the Summer term, Reception and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1.

### **Learning and Development**

There are seven areas of learning and development in the EYFS. These are split into two important and interconnected sections — prime and specific:

<u>Prime Areas</u>	<u>Specific Areas</u>
Personal, Social and Emotional Development	Literacy
Physical Development	Mathematics
Communication and Language	Understanding the World
	Expressive Arts and Design

These areas are further broken down into 17 strands and Early Learning Goals (ELGs) which is what the children are assessed against. These are:

<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>	<b>Communication and Language</b>	<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
Self-Regulation	Gross Motor Skills	Listening, Attention and Understanding	Comprehension	Number	Past and Present	Creating with Materials
Managing Self	Fine Motor Skills	Speaking	Word Reading	Numerical Patterns	People, Cultures and Communities	Being Imaginative and Expressive
Building Relationships			Writing		The Natural World	

The school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

Playing and exploring — children investigate and experience things.

Active learning — children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.

Creating and thinking critically — children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In the EYFS we follow the Little Wandle Letters and Sounds Revised programme for phonics and early reading and Reading Roots from the Literacy Tree scheme. Early maths skills are taught using White Rose Maths. Please see the Maths and English policies for more information.

### **Learning and the Environment**

In the EYFS the environment plays a crucial role in the learning and development of the children. The classroom is organised in such a way that children are encouraged to explore the different areas of the indoor and outdoor classroom at their own pace, following their own initiatives and interests.

Children have access to an enclosed outdoor play area and a covered outdoor play area. Daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

The environment is planned to encourage children to learn through play and to provide opportunities to build on the knowledge and skills they have learnt during adult-led activities.

When planning the provision in the environment we focus on;

Continuous Provision: Provision that is always available to the children. Children become secure in the fact these resources will always be available for their learning.

Enhanced Provision: Provision that is changed and adapted. This provision is planned specifically for the environment based on either topic, child interest, gaps in development or skill development.

At Mickley Village Primary School we use the environment alongside other teaching methods, which include; whole year group teaching, adult-led activities, child-initiated activities.

### **Assessment**

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities and assess the need for support.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their level of achievement, interests and learning styles and will use this information to shape learning experiences for each child.

Every Reception child will complete the statutory Reception Baseline Assessment (RBA) within the first 6 weeks of starting school.

Once the baseline has been completed, our Reception children will then be assessed at the end of each term and then at the end of the Reception year against the 17 Early Learning Goals (ELGs). Those children who meet all the criteria under each area of development are said to be 'expected' and those who haven't met the goals are said to be 'emerging'.

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the ELGS in all Prime Areas of learning and Mathematics and Literacy in the Specific Areas.

When a child starts nursery there will be a few weeks settling in time to get to know the child and then they will be baselined using teacher assessments and observations. We will then continue to assess nursery children at the end of each term.

Reasonable adjustments will be made to the assessment process for children with Special Educational Needs and Disabilities (SEND) as appropriate.

Daily observations of the children are made by all staff members in the EYFS and all staff use the online learning journey platform 'Tapestry' to record these observations.

### **Inclusion**

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

### **Parental Partnership**

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents are invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents receive a report on their child's attainment and progress at the end of each year in the EYFS.

Parents are encouraged to attend any workshops at the school such as Maths and Little Wandle.

Using the Tapestry app parents are encouraged to view observations, photos and videos taken at school and share their child's home learning and achievements with school using the app.

Parents are invited to use Class Dojo to view their child's achievements at school.

A 'Gold Assembly' is held at school every Friday to celebrate children's achievements in school and all parents of children receiving a certificate, sticker or Dojo master are invited into school to watch them receive their award.

### **Safeguarding**

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

Any concerns about a child are recorded using an online system called My Concern. Staff will receive safeguarding training that enables them to understand the safeguarding policy and

procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect. The designated Lead for Safeguarding is Sara Street and the Deputy Safeguarding Leads are Laura Gregg and Emily Leonard. In the absence of Sara Street the Safeguarding Leads are Juliette Whitby and Erika Thornhill.

Please refer to our Safeguarding policy for more information.

### **Health and Safety**

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

EYFS staff will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded in an accident book, located in the kitchen. The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

A first-aid box is located in the toilet area.

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and will accompany children on any school outings.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines.

The Health and Safety Policy outlines the full health and safety policies and procedures.

### **Mobile Phones and Devices**

For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets.

Staff members must not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones should be safely stored and in silent mode whilst children are present.

Staff who do not adhere to this policy will face disciplinary action. Staff must report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Staff are provided with a school device to ensure that only school devices are used to take photographs and videos. School devices must have passcode protection.

School devices must only be used for work related matters, for example recording and documenting a child's learning. School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

School devices must not be taken off school premises without prior written permission from the headteacher. Where staff members have concerns over material on a school device, they must

report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Further information can be found in our Mobile Phone and Smart Watch Device Policy and Use of Children's Images in School Policy.

### **Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Keeping children safe in education (2020)'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Equal Opportunities Policy
- Administering Medication Policy
- Health and Safety Policy
- Recruitment Policy
- Data Protection Policy
- Complaints Procedures Policy
- Mobile Phone and Smart Watch Device Policy
- Use of Children's Images in School Policy.

### **Policy Monitoring and Review**

The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

This policy is reviewed annually by the governing board and the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is **March 2025**.