



Introduction

This Early Years policy details the systems and principles that are usually in place at Christ the King School however during the Corvid 19 pandemic of 2020, revisions to policy and practice have had to be implemented to concur with advice from the DFE and to comply with health and safety guidance.

This policy has been updated to include the Nursery and recent changes in the Early Years Curriculum. All members of the Early Years team work in accordance with this policy.

Organisation of the Early Years Unit

The Early Years Unit consists of a Nursery and two Reception classes. The nursery was opened in 1998.

Nursery

26 place Nursery
52 children attend
26 on a morning only basis
26 on an afternoon only basis
One Nursery Teacher
One Nursery Nurse

Reception

Class 1-30 children
Class 2-30 children
2 Reception Teachers
2 Teaching Assistants

Accommodation

The two Reception and Nursery classes are situated together at the far end of the school corridor.

The Nursery has its own entrance off the Nursery playground. (See plan of Nursery). The Nursery has a toy store, for the storage of all outdoor equipment and its own toilets.

The Reception classes are large and each contains its own wet area (see plan of Class 1 and 2). Both classes have an additional shared area between the two classrooms. This area is used for the teaching of small groups and as a quiet space to hear children read.

A large well-equipped outside area, partly covered, lies directly adjacent to the interior accommodation.

Aims and objectives

To offer advice and assistance to the parents of our pupils with regard to the early, pre-school education of their children.

To provide an atmosphere in which adults and children can feel secure, valued and confident.

To make the transition from home to school as easy and as happy as possible.

To encourage the children to become independent and self-confident.

To provide a secure and happy environment which awakens curiosity and arouses interest. To provide a wide variety of experiences suited to the age and developmental needs (physical, intellectual, social, emotional, creative and spiritual) of each child.

To provide social and moral education that promotes respect and the willingness of children to care for others.

To train the children to respect and care for toys and equipment. To help each child to adapt from one-to-one relationships, learning to relate to a situation where many children share the attention of one adult and also to share toys and equipment with other children.

To provide the children with equal opportunities, to challenge stereotypes, to provide understanding of cultural and physical diversity.

To work in partnership with parents and carers.

To provide a curriculum which is broad, balanced, relevant, differentiated, coherent and progressive.

To present the curriculum in ways which are appropriate to the way in which young children learn.

Management

The Head Teacher has the ultimate responsibility for ensuring that the early years policy is implemented. The Head Teacher is assisted in this task by the Governors, the Senior Leadership Team, the Early Years Phase Leader, teachers and support staff.

The Early Years Phase Leader reports to the Head Teacher and is responsible for:

Working as a member of SLT to promote and develop Early Years provision alongside the whole school development plan.

Developing and monitoring the indoor and outdoor provision in Early Years

Observing, monitoring and developing provision in order to improve outcomes and close gaps for identified groups of children.

Support staff with observations, assessments and judgements of children's attainment, progress and next steps.

To moderate with staff both in house and externally to secure judgements

Developing provision maps for identified groups of children and monitoring the implementation and impact of this provision.

Leading transition between home and school and transition between different year groups

Liaising with parents across the phase

Supporting staff to enable them to develop and share their knowledge and skills

Day-to-day implementation of the EYFS policy.

Ordering any new equipment in consultation with other members of her phase and by referring to the budget allocation for Early Years.

Advising members of the Early Years phase of the availability and use of resources.

Attending in-service courses and feeding back information to the Early Years phase.

Keeping the Head Teacher informed regarding the training requirements of staff.

Partnership with parents

This policy acknowledges and emphasises that parents are the first and primary educators of their children. We aim to provide opportunities for parents to learn about their children's curriculum and the value and importance of education in the early years. Parents are encouraged to participate in school life wherever possible. We keep parents regularly informed of their child's progress and development. This is achieved by:

Open evenings/consultations

Termly reports to parents

Private informal discussions with individual parents whenever appropriate.

Reading diaries

Learning Journals

Parents are kept informed regarding school issues and curriculum development. They are also welcome to become involved in school/parish life. This is achieved by:

The Welcome Evening for parents

The half-termly newsletter

Class assemblies

P.T.A. activities

The school prospectus

Parent help within the school (parents are encouraged to come into school to help in many areas, e.g. painting, cooking, computer, library, school outings etc).

Equal Opportunities

The children are entitled to a continuity of learning within a high quality, broad, balanced, relevant and differentiated curriculum appropriate to the needs and interest of the individual – including children with Special Educational Needs.

To ensure that all children will have equal opportunity to benefit from an Early Years Education, children with Special Needs, including gifted children, will have a programme to suit their needs.

We aim to challenge stereotypes and promote positive images through selection of pictures, books, toys and equipment.

Curriculum

We aim to:

- a) Provide a curriculum which focuses on three prime and four specific areas:

Prime

Personal, social and emotional
Communication and language
Physical development

Specific

Literacy development
Mathematics
Understanding the world
Expressive art and design.

- b) Establish an appropriate balance between the key areas.
- c) Plan the curriculum to take account of the children's previous learning and their readiness for new experiences.
- d) Treat children as individuals and ensure that activities are matched to individual children's needs.
- e) Ensure that the curriculum extends children's skills, knowledge and concepts in a systematic way to ensure progression.

Approach to learning

We aim to:

Give the children opportunities to make choices and decisions and to take responsibility for their decisions.

Recognise that play is a powerful medium for learning.

Use questioning effectively to develop children's reasoning, vocabulary and attainment.

Ensure that the children work both in groups and individually, in order to foster co-operation and independence.

Acknowledge that talk is central to the learning process and it should be reciprocal, often initiated and led by the child.

Ensure that children's learning is set in a social context and is an enjoyable and confidence-building experience.

Set children achievable goals and challenges.

Assessment

We aim to:

See planning, implementation, assessment and review as an ongoing process.

Use observation and sustained shared thinking to assess children's progress, attainment and next steps

Recording

We aim to:

- a) Make records of children's achievements and progress in their individual and class Learning Journals purposeful for:
 - 1) Future planning
 - 2) Informing parents
 - 3) Motivating children
- b) Encourage the children to make contributions to their individual and class Learning Journals.
- c) Help the children to develop the skills of recalling, reflecting and reviewing.

We report end of Foundation Stage data to the Local Authority in the Summer Term.

Environment and resources

We aim to provide an attractive and stimulating environment which is organised to allow children direct access to materials and activities.

Induction

Nursery

In June new parents and children are invited to a one hour session at Nursery. During this time the children are shown around Nursery and are encouraged to play. The parents receive a copy of the Nursery Welcome Booklet, together with a letter stating the relevant information concerning their child starting Nursery. For example, start date and time. The parents are asked to complete a questionnaire; this assists staff in helping to settle the children into Nursery.

In September parents bring their child to Nursery on a specific day. They are encouraged to stay with their child and help to settle them into Nursery. Staff are able to meet the children and their parents and discuss any worries and queries. The process of parents and Nursery staff working together begins to develop.

The intake is staggered to enable the children to feel secure. If the parents feel their child has settled they are encouraged to leave their child. If the child has not settled the parents are welcome to spend longer in Nursery.

Reception

New parents are invited to a meeting in the Summer Term. Prior to the meeting parents will receive a copy of the School Prospectus. At the meeting parents will be given relevant information about their child stating school, for example, the class the child will be in, the start date and time etc.

At the meeting new parents are welcomed to the school and the staff are introduced. Parents are informed about the school and the value of education. Parents are invited to look around the school.

The children who attend Nursery will have had many opportunities to visit the Reception Classes during the Open Door sessions. (These are sessions where Nursery and Reception children are allowed to free flow between rooms.) However, a more structured visit is arranged in the summer term. This is also an opportunity for non-Nursery children to visit their new Reception classroom and teacher.

Home visits are offered to non-nursery children starting school. It is felt that the children who have been through the Nursery are already familiar with both the staff and their new surroundings. On home visits the non-nursery children are given a special pack welcoming them into school.

Review

This policy will be reviewed periodically according to the School's policy review cycle.

Review History

Issue 01	Policy approved by Governors	05/03/12
Issue 02	Changes to: Introduction Accommodation Management Curriculum Reporting Induction	10/06/13
Issue 03	Changes to: Aims and Objectives Partnership with Parents Curriculum Assessment Recording Environment and Resources (including induction)	
Issue 04	Reviewed	18/09/16
Issue 05	Reviewed	04/05/20

