



Pilgrims' Way Primary School Early Years' Policy

Reviewed: Autumn 2023

Next Review Date: Autumn 2024

Pilgrims' Way Primary school is an inclusive and diverse primary school in the center of Canterbury, which teaches pupils from the ages of 3-11. We provide an irresistible, broad and balanced curriculum to meet the needs of all our pupils. The curriculum is designed to make learning relevant and meaningful by embedding context and activating pupil's prior knowledge. Pupils are given opportunities to demonstrate their learning through cultural and personal links. Mainstream Core Standards are used to support all children's access to the curriculum with learning scaffolded to support learners' diverse needs. Teaching opportunities across the curriculum are designed to develop language and literacy so that pupils become fluent in the academic language of the primary curriculum. We actively liaise with parents to help them support their children's learning.

The Early Years' Policy covers the Nursery and Reception classes at Pilgrims' Way Primary School. In our EYFS, we welcome children from aged 3-5 years old.

Intent

The **EYFS Statutory Framework 2023** underpins the policy. In the EYFS, we follow the teaching and learning policy of our school and the inclusion policy for our school. The teaching of all areas of learning is included in subject policies for the school. Further details about our curriculum are included in our curriculum statement.

Our intent is to ensure that all children experience a nurturing, inclusive curriculum which is based on exciting practical learning experiences and ensures that the children are well prepared for the next stage of their education.

At the heart of our curriculum is each child's individual well-being and their relationships with others.

All areas of learning in our curriculum are equally important including learning outside.

We have high expectations of all our children and our curriculum is responsive and sensitive to each child's strengths and needs.

We aim to develop a love of learning and enjoyment of school in our children.

We aim to develop a love of reading and literature in our children.

We aim to develop a love of maths in our children.

Our curriculum involves our children's families and carers, by working in partnership with them.

The knowledge and skills in our curriculum are sequenced from Nursery to Year R and from Year R to Year 1.

Learning Environment

We believe that the learning environment, both inside and outside is particularly important for the children's well-being and learning. We aim to ensure that our learning environment is inclusive and ensures the children are involved deeply in their learning and develop independence. We use a range of real-life objects to bring learning to life.

Children have access daily to a dedicated outside learning area, including sand, water, gardening and musical learning. We follow a nature based outside learning curriculum, which develops an understanding of nature, seasons and caring for the environment.

Year R children attend Forest school sessions each week. Nursery children enjoy regular nature walks and our Forest school leader works with Nursery in their outside area.

Areas of learning

All areas of learning are equally important for our children, and we ensure that the children have a range of learning across all areas of learning.

In the EYFS curriculum, there are **prime areas** and **specific areas** of learning.

Prime areas

Communication and Language.

Personal, emotional and social development

Physical development.

Specific areas

Word reading

Comprehension

Writing

Number

Numerical patterns

Understanding the World

Expressive Arts and Design

Being imaginative

Implementation

- We implement our curriculum through effective early years practice and action-based research.
- As a team, we implement our curriculum through our deep understanding of child development and early year's pedagogy.
- We ensure that the characteristics of effective learning are taught through high quality play.

- We evaluate and adapt our continuous provision by using the respected Early Years Excellence Audit tools.
- Children learn through a balance of whole class teaching, small group teaching and play. As children progress through Reception, they receive more whole class and small group teaching to prepare them for year One.
- We develop children's cultural capital by inviting visitors into school, cooking, growing flowers and plants, planning trips and outings and utilising the different skills of our staff across the EYFS.
- Communication and language - We teach language by quality interactions between staff and children, using Makaton to support vocabulary, teaching tiered vocabulary and teaching using Widget and Language Through Colour.
- Reading - We implement our phonics curriculum by teaching Twinkl phonics. We implement our reading curriculum by placing high quality children's literature at the centre of our planning. We have core books which Year R and Nursery read to develop retrieval.
- Reading - Teachers and teaching assistants read to the whole class at least twice a day.
- Reading - In Year R children read phonics books, which are matched to the phonemes they know.
- Maths - We implement our maths curriculum by following the White Rose Maths scheme and NCTEM sessions. We ensure that there are high quality learning experiences inside and outside for children to practice and develop their skills.

Impact

- The impact of our curriculum is evident in the rich range of experiences children enjoy and their strong progress **in all areas** from their starting points.
- The impact of our curriculum is evident in the high levels of involvement, engagement and well-being seen in our children.
- The impact of our curriculum is evident in the proportion of children who achieve expected in PSHE, language and physical skills.
- The impact of our curriculum is evident in the very positive attitudes children have to their learning ensuring they are well prepared for Year One.
- The impact of our curriculum is evident in the positive pupil voice of our children and families.

Working in partnership with families and carers

- Each child and their family are seen as unique and capable learners. We build relationships with our families by one-to-one meetings with families and staff before children begin in Nursery or Reception.
- All children in the EYFS have a key worker who ensures that each child is happy and making good progress.
- Partnership with families and carers is at the centre of our practice. We listen to and respect families and carers contributions.
- Both Nursery and Reception use DoJo to share and celebrate learning with parents and carers.
- School staff provide a programme of curriculum workshops for parents of nursery and Year R children during the year. These workshops offer parents the opportunity to visit their child's class and find out more about their child's learning.

Induction and settling

- We support each child and family sensitively to settle into Nursery or Reception, children visit their class first before starting in their class.
- Reception children stay for lunch in weeks one and two, and then are full time by week three. Nursery children attend for 15 or 30 hours. If children need support to extend their hours, we work with our inclusion team to support this.

Assessment and reporting progress.

- Children's progress is monitored termly and at the end of their reception year the statutory assessment for Year R is undertaken.
- The statutory Baseline is completed at the start of Reception (and for new arrivals).
- Parents are informed which Early Learning Goals their child has achieved at the end of EYFS and if they have achieved good level of development.
- Written and verbal reports are given to parents regularly during the year and end of year reports are provided for EYFS children.
- Transition to nursery, to Reception and to Year One is carefully planned to ensure children and their families feel confident and happy as they move to the next phase of their education.
- The EYFS staff work effectively with the SENCO, inclusion leader and with a range of outside agencies to support children and families. Children needing support are identified and support provided quickly.

Staffing

Staff in the EYFS include 2 qualified teachers, one unqualified teacher, one level 6 assistant and 5 other members of staff. Staffing is above the legal requirements in the EYFS.

Safeguarding

When eating children are in sight and hearing of staff .

Safeguarding procedures are in place across the EYFS.

The key documents: **Working Together to Safeguard children and Keeping Children Safe in Education** underpin our practice.

Risk assessments for all activities are in place and are reviewed. All areas of learning including the outside areas are checked daily to ensure safety.

Policy written by Milena Anecchiarico EYFS leader.