



## Pilgrims' Way Primary School Early Years' Policy

Reviewed: Autumn Term 2022  
Next Review Date: Autumn 2023

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

The **EYFS Statutory Framework 2021** 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.

### **Learning Environment**

We believe that the learning environment, both inside and outside is very important for the children's well being and learning.

We use a range of real items, like pans, mud kitchens and real life objects to bring learning to life.

### **Learning about nature and learning outside.**

Nursery and Reception 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 a love of nature and animals in our children.

Year R children attend Forest school sessions each week. Nursery children enjoy regular nature walks.

### **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 early years curriculum there are **3 prime areas and 7 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

### **Our Curriculum Intent.**

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

At the heart of our curriculum is each child's individual well-being, their relationships with others, the development of their language and the development of their early reading and maths knowledge.

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.

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 One.

### **Implementation of our curriculum.**

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 children learn how to talk about and understand their feelings.

We implement our curriculum through a balance of child led and adult directed teaching and learning.

We develop children's cultural capital.

We teach language by quality interactions between staff and children, using Makaton to support vocabulary, teaching tiered vocabulary and teaching using Widgit and Language Through Colour.

We implement our phonics curriculum by teaching Twinkl phonics.

We implement our maths curriculum by adapting the White Rose Maths scheme.

We implement our reading curriculum by matching children's reading book to their phonic level. We teach our children to read by reading regularly with each child.

Children develop the three characteristics of effective learning through our curriculum.

All staff in our team are involved in planning the curriculum.

Our curriculum is personalised for each child, to ensure that each child reaches their full potential.

The curriculum is continually evaluated for the impact it is having on children's learning and to ensure children are well prepared for the next stage of their education.

Our curriculum is shared and celebrated with our parents and carers.

### **Impact of our curriculum**

The impact of our curriculum is evident in the rich range of experiences children enjoy and their strong progress 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 increasing proportion of children achieving a good level of development.

The impact of our curriculum is evident in how well prepared children are to enter Reception and Year One.

The impact of our curriculum is evident in the positive pupil voice of our children.

### **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 Year R.

All children in the EYFS have a key worker, who focuses on supporting children's personal development.

Partnership with families and carers is at the centre of our practice. We listen to and respect families and carers contributions.

All parents and carers are invited to join Tapestry, our on-line learning journal where they can contribute to their child's learning journey in the Nursery.

Both Nursery and Year R use DoJo to share and celebrate learning with parents and carers.

The EYFS leader provides 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. Nursery and Year R children visit their class first before starting in their class.

Year R 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.

Baseline is completed at the start of Year R and for new arrivals in Year R.

Parents are informed which Early Learning Goals their child has achieved at the end of Year R.

Written and verbal reports are given to parents regularly during the year and end of year reports are provided for Year R and Nursery 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, two level 6 staff, one level 3 member of staff and two experienced members of staff. Our staffing ratios are above the legal minimum.

All staff have regular supervision and on-going professional development. Staff in the early years are Paediatric First Aid trained. All staff in the early years have received safeguarding training (September 2023) and know who the DSL's are. All staff in the EYFS know and follow the Pilgrims' Way safeguarding policy.

Staff in the early years work closely and effectively as a team.

Safeguarding procedures are in place across the EYFS. The key documents: **Working Together to Safeguard children 2022 and Keeping Children Safe in Education 2020** underpin our practice. Risk assessments for all activities are in place and are continually reviewed. All areas of learning including the outside areas are checked daily to ensure safety.

**Policy written by Milena Anecchiarico EYFS leader.**

**Date EYFS governor reviewed.**