



Pilgrims' Way Primary School Early Years' Policy

Reviewed: Autumn Term 2020

Next Review Date: Autumn 2021

Checked by Governor: Mr D Price

The Early Years Policy covers the Nursery and Reception classes at Pilgrim's Way Primary School. Our policy is linked to other policies in the school, including the core subject policies and the safeguarding policy. Our policy fully embodies the values of the school and the irresistible curriculum (Veritas MAT).

Key Early Years documents: **EYFS Statutory Framework 2020 and Early Years Foundation Stage Assessment 2019-2020** underpin the policy. The policy also links to the shared vision for the EYFS, developed by the whole EYFS team.

Our curriculum.

Our intent is to ensure that all children experience a nurturing, inclusive, thought provoking, rich, Early Years curriculum.

Our intent is that our curriculum meets the needs of the children we are teaching now in our early years.

Our curriculum is sensitive to and responsive to our children's needs.

Children's wellbeing is at the heart of our curriculum.

We have high expectations of all children and ensure that through this curriculum children develop a love of learning and achieve their full potential.

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.

We ensure our curriculum is broad and balanced giving equal emphasis to all areas of learning.

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

We are reflective and sensitive to developing children's cultural capital.

We implement our phonics curriculum by teaching Letters and Sounds.

We implement our maths curriculum by teaching following The White Rose scheme.

We implement our reading curriculum by matching children's reading book to their phonic level and through Accelerated Reader.

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

Assessment is responsive to the children and forms part of our quality interactions with our children.

We implement our curriculum through a continuous cycle of observation, assessment and next steps planning.

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.

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 the increased levels of children exceeding the Early Learning Goals at the end of Reception.

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 comments from children and their families about our curriculum.

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 meeting's with families in the nursery and home visits at the start of the Reception Year. Children in the nursery have a key worker.

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.

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. Children's progress is monitored

termly and at the end of their Reception Year the statutory assessment for Year R is undertaken.

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 and with a range of outside agencies to support children and families. Children needing support or extension are identified and support provided quickly.

Staffing

Staff in the Early Years are qualified and experienced. All staff have regular supervision and on-going professional development. All staff in the early years are Paediatric First Aid trained. All staff in the early years have received safeguarding training (September 2020) 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 2018 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.