

FAITH PRIMARY ACADEMY



EARLY YEARS PROVISION POLICY September 2024-2025

Within this document, the term Early Years Foundation Stage is used to describe children who are in our Nursery and Reception classes.

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Introduction

At Faith Primary Academy children join Nursery as soon as they are 3 years old and attend either 8:30am till 11:30am, with a further option of full-time provision running 8:30am till 3pm. They move in to Reception in the year they turn 5.

Our Vision Statement

At Faith Primary Academy EYFS, through an ethos of opportunity and respect, we aspire to give children the best start to their school life. By creating a happy, safe and inclusive environment; with opportunities for all children to express themselves and develop both their interests and sense of self we hope to provide the best chance to their Early Education.

Through our challenging, creative and diverse curriculum in the Early Years we strive to create confident, resilient and inquisitive learners and equip them for the rest of their school life and beyond. At Faith everyone- children, staff, Governors, parents and carers – are encouraged to work together to make it happen!

Our Aims

In our EYFS we aim to provide the highest quality care and education for all of our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident, independent and resilient learners. We value the individual child and work alongside parents/carers and others to meet their needs and help every child to reach their full potential.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

A Unique child; Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships; Children learn to be strong and independent through positive relationships with other children and adults.

Enabling Environments; Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.

Learning and Development; Children develop and learn in different ways and at different rates therefore learning must be tailored to the individual and opportunities for learning must be differentiated in the setting.

Principles into practice: How we achieve our Aims

1. Planning challenging learning experiences, based on the individual child, informed by our observation and assessment.
2. Providing a balanced curriculum, providing opportunities to develop across the seven areas of learning, using play as the vehicle for learning.
3. Promoting equality of opportunity and anti-discriminatory practice and providing early intervention for those children who require additional support
4. Working in partnership with parents and within the wider context. Building communicative and positive relationships with new and established parents within the school and involving them in school life, giving them a role in their child's education.
5. Providing opportunities for children to engage in activities that are both adult initiated and child-initiated. Having a balance of adult-directed time and learning through play.
6. Providing a secure and safe learning environment both indoors and outdoors which encourages children to extend their learning each and every day.
7. Developing children holistically through a diverse and challenging curriculum.

Learning and Development (Our Curriculum)

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals. The use of diverse and inclusive texts are used to enrich the EYFS curriculum. All of the seven areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are the prime areas:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development.

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Planning

At Faith Primary Academy we plan a balance of adult-directed and child-initiated activities throughout the day to give children opportunities of developing in different ways and to scaffold children's learning appropriately. Children are split into small groups for phonics(Nursery), maths and fine-motor skills to target each child and give them more tailored support. Read Write Inc phonics program starts for Reception the 2nd half term of the Autumn 1 Term.

English and Maths is planned weekly to enable all children cover each aspect of their early reading, writing and number curriculum and to ensure they are progressing in each of these areas. White Rose curriculum is used to inform Maths planning and interventions. There is a planned time in the day where groups of children are targeted to consolidate knowledge and understanding, cover any gaps in learning and extend ideas.

We write continuous provision plans to support the learning environment, these are updated weekly to respond to the needs and interests of the children. Observations of need and interest inform our medium term and short-term planning, which remains flexible for unplanned circumstances or children's responses or needs. During children's play, early years practitioners interact to stretch and challenge children further. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and consider this in our practice. We create a stimulating environment to encourage children to free-flow between inside and outside.

Assessment, monitoring and recording

Within 4 weeks of the child starting they will be given a 'baseline' assessment. In Reception children will be assessed using the National Government Baseline Assessment which will be reported. On entry to the Nursery or Reception we will use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning.

Expected Standards for Early Years are;

Nursery: 3- 4 years = In line with ARE (Age Related Expectations)

Birth – 3years months = Below ARE

Reception: Reception year = In line with ARE (Age Related Expectations)

3-4 years = Below ARE

Birth – 3 years = Significantly below ARE

We also assess all children with Welcomm, a speech and language programme. This allows for us to identify children that need to be referred for speech and language and identify any gaps in language that we need to plug. Children receive specialised interventions in school to support them with their gaps in language weekly.

Formative Assessment

As the year progresses children will be monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year and collected on SeeSaw. Provision will be made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children. Evidence is collected by making notes or taking photographs of children on IPADs and uploading them to SeeSaw. Each piece of evidence is explained and linked to the EYFS assessment document Development Matters.

Summative data

At the end of the year we will assess the Reception children against age related expectations and decide whether they have made a GLD and achieved the Early Learning goals. This information will be passed to the Year 1 teacher.

Parent's role in Assessment

Parents are included in their child's learning journey via reading at home, SeeSaw, Notice boards and the Website. Parents will be given opportunities to view their child's Learning Journey on SeeSaw either at home or on request at school. We will have 2 formal Parents Evenings in the Autumn and Spring term. School reports will be given out at the end of the year and parents are given the opportunity to discuss them with the teachers on an open evening in July.

Behaviour

At Faith EYFS we understand that children of 3, 4 and 5 are still learning to manage their feelings and control their reactions to situations. Therefore, we strive to help children understand their own behaviour and talk about their actions so that they learn to understand what is right and wrong and take responsibility in managing their own behaviour. This is facilitated through the use of The Zones of Regulation which is whole school approach.

Within early years our behaviour ethos is to reward good behaviour with praise! Behaviours such as good listening, helping others and having a go are rewarded through putting a cube in a jar. In Nursery the children work together to fill the jar and once it is full they have a class treat. In Reception children can collect raffle tickets for being READY, RESPECTFUL and SAFE.

We encourage children to talk about how they are feeling throughout the day as at Faith we believe that feelings are an important aspect of behaviour. We use a zone system With children having access to 'Tool Boxes' and The Zones of regulation board throughout the day. We discuss their feelings with them and try to work through any negative feelings to prevent unwanted behaviour. We also have a class toolbox which supports children with any negative feelings and behaviour. If any unacceptable behaviour occurs children will always be given a reminder. If the behaviour is repeated or escalates the child will be removed from the situation and the behaviour discussed with the adult who dealt with the child's misbehaviour after they have calmed down. If appropriate, parents will be spoken to or a phone call will be made home to inform parents of behaviour. We follow the whole school approach to behaviour expectations.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety at all times. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident. Please see our separate policies and procedures on Health and Safety (including Food and Drink; Illness and Injury) and Safeguarding.

Inclusion

We value all of our children as individuals at Faith Primary Academy irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways. Parents are kept up to date with their child's experiences through access to SEESAW where they can see what their child has been doing in school every day and how this links to their development in the key areas of Early Years; an Early Years notice board which provides information about the topics being covered, upcoming events and information about school life and an informative page on the school website which is updated regularly. In the Nursery parents are encouraged to stay and play for a short period every day with their child so that they can see how their child is developing within the setting. Furthermore there will be regular planned 'stay and play' sessions with parents in Nursery and Reception where they will be encouraged to enjoy learning alongside their child. At Faith's EYFS there will be an open door policy where parents are invited into meetings, drop in sessions during the school day to raise any queries and concerns they have with their child's class teacher. As well as this there will be formal parent's evenings throughout the year.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible. We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Role of Parents/Carers

At Faith's EYFS we believe that parents have a vital role in their child's education therefore the engagement of parents is paramount in our setting. Parents/carers are made to feel welcomed and valued in their interactions with all members of staff. We ensure that they are well informed about what their child is learning every day, how they are progressing and developing and what is expected of their child by the end of each topic/term.

We recognise their role by:

1. Offering them regular opportunities to share concerns and queries and ask questions.
2. Providing information on the class notice boards, websites and Tapestry informing them of learning opportunities, events and things they need to do.
3. Running regular 'stay and plays' and parents sessions where they learn alongside their child and can see how their child is learning and progressing within the environment.
4. Listening and working alongside parents, encouraging a collaboration between child, school and home.

Drop off and Collecting Procedures

General School Rules

The use of mobile telephones is prohibited within the school premises – this includes the school building and all playgrounds within the school site.

Please do not use mobiles – use the time to talk to your child and/or other parents.

Kindly do not bring any food or sugary drinks as they are not allowed.

Parents with buggies are requested to be mindful about the unnecessary congestion that can occur when they stop at a certain point. Kindly remember that children who attend school must not be in buggies and are expected to walk to school unless they have a certified medical condition.

If your child is being collected by someone different than the normal practice, then kindly remember to inform the appropriate staff and/or office in good time.

Beginning of the school day

Nursery

The Nursery gates are open from 8:30 AM. Children who come to school on time and are in class on time feel happy and secure. Therefore, it is essential for your child to be on time every day to have an enjoyable learning day at school.

Classroom doors are opened at 8:30 AM and remain opened until 8:55 AM.

A member of staff will be at the door. If there are any notices for the day these can be discussed in the Nursery foyer.

Children arriving after this time will need to go through the main school office and will be marked late.

Reception

The main gates to the school are open from 8:40 AM. Children who come to school on time and are in class on time feel happy and secure. Therefore, it is essential for your child to be on time every day to have an enjoyable learning day at school.

A bell goes off at 8:45 AM to indicate that it is time to go to class.

Classroom doors are opened at 8:45 AM and remain opened until 8:55 AM.

A member of staff will be at the door but will not be able to have in depth discussions with parents at the door. Parents who wish to discuss anything at length may make an appointment with the class teacher at the door via SeeSaw.

Children arriving after this time will need to go through the main school office and will be marked late.

At the end of the school day- Home time

Home time at Faith Primary Academy is always very busy. Parents and carers are requested to be prepared for a slight wait in the interest of children's health and safety when collecting their children from Nursery and Reception.

Nursery

- Nursery children finish school at 11:30AM with the gates opening at 11:20 AM.
- As part of health and safety procedure, staff members will only release children to their parents/ carers one at a time. Parents must not come up to the classroom door and leave enough space for children to safely exit.
- If a child exits the classroom without the instruction of a staff member to a parent/carer then the parent/carer is to stay in the Nursery foyer or by the Nursery entrance by the classroom until this has been acknowledge by staff members and the child has been spoken to.

- Children in the Nursery are young – this means that sometimes collection at home time can take little longer. We request that parents have patience and understanding so that staff members can ensure the safety of all children.
- As parents approach the door to the classroom, their child will be called by a member of staff and handed over to them.
- Parents/carers are respectfully requested not to call their child's name as this can confuse other children who can then go out with the wrong person.
- Parents/carers are not prohibited to touch the classroom door, attempt to open it or knock on the door.
- If your child needs to go back to the classroom for any reason, then kindly wait until all the other children have been released.
- Any letters, children's work and personal belongings will be in children's names trays in the Nursery foyer.
- Nursery gates will be closed at 11:35AM.
- Please collect your child on time. It is very upsetting for a child of this age to be left when all the other children have been collected. Always picking your child up on time helps them to feel happy and secure. However, if you arrive after 11:35 AM then you will need to collect your child from the school office.

Reception

- Reception children finish school at 3:00 PM.
- As part of health and safety procedure, staff members will only release children to their parents/ carers one at a time. Parents must not come up to the classroom door and leave enough space for children to safely exit.
- If a child exits the classroom without the instruction of a staff member to a parent/carer then the parent/carer is to stay on the playground by the classroom until this has been acknowledge by staff members and the child has been spoken to.
- Children in the Nursery and Reception are young – this means that sometimes collection at home time can take little longer. We request that parents have patience and understanding so that staff members can ensure the safety of all children.
- As parents approach the door to the classroom, their child will be called by a member of staff and handed over to them.
- Parents/carers are respectfully requested not to call their child's name as this can confuse other children who can then go out with the wrong person.
- Parents/carers are not prohibited to touch the classroom door, attempt to open it or knock on the door.
- If your child needs to go back to the classroom for any reason, then kindly wait until all the other children have been released.
- Children are not permitted to re enter the classroom to use the toilets, all children will be toiletied before the end of the day.
- Please collect your child on time. It is very upsetting for a child of this age to be left when all the other children have been collected. Always picking your child up on time helps them to feel happy and secure. However, if you arrive after 3:10 PM then you will need to collect your child from the school office.

If staff want to speak to parents/carers

There may be occasions when staff members need to talk to parents to communicate information about their child. These children will be asked to stay sitting on the carpet in the classroom. If you see your child sitting there, then kindly be aware that you will need to wait until all the other children have been released. You will then be invited into the classroom.

If parents/carers want to talk to a staff member

Parents/carers who want to talk to a member of staff or discuss anything are requested to wait until all children have been dismissed. Once all the other children have been released, they can then approach a member of staff and have the discussion inside the classroom. Please remember parents can also arrange to see a member of staff by talking to the staff in the school office or by messaging the class teacher on SeeSaw. We respectfully request parents to follow guidance and the school rules so that staff members can fully focus on children's health and safety without having the need to spend time reminding parents about the rules. We thank you for your support and cooperation.

Snacks

During the morning each child in both Nursery and reception is offered milk and a piece of fruit daily. Every child has access to water at all times.

During the afternoon session the Nursery children will have a planned snack time where they will be provided with water and toast this is also offered in Reception.

There will be breakfast available daily to children who want it in both Nursery and Reception.

Home Learning

In Nursery we encourage parents to read daily with their child. More ideas for home learning are provided on the website and half termly on our topic webs which we will send home with your child.

Children in reception will be provided with a school reading book every week to practice at home with parents/carers. Homework will be set weekly and is printed out and put on SeeSaw. Reception are also provided with online reading access to Oxford Owl through the RWI program. Children also take home a 'Reading for Pleasure' book.

Transition

We believe that best early years practice sees learning as a continuum and that our role is to smooth the way between the child's home experience, EARLY YEARS Curriculum and the National Curriculum, ensuring that the curriculum we provide in KSI reflects our understanding of the children as learners. We aim to fit the curriculum to the child and not try to fit the child to the curriculum. At Faith we are committed to the Early Years and we believe it is

essential that children who enter both Nursery and Reception receive their full entitlement. The Early Years curriculum and the opportunities and experiences it provides give the firm foundations upon which all subsequent learning builds. Transition is managed in a thoughtful and planned way, taking account of the needs of the young learner.

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Nursery/Reception to develop familiarity with the setting and practitioners.

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. Within the final term of Reception, we provide the parent's with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1. Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Faith Primary Academy and grow in confidence and ability within the three prime areas. By the end of Reception more activities will be led by adults, to help children prepare for the more formal learning of Year 1.

Our Aims are to ensure the children at Faith:

- ✓ Experience smooth transition periods.
- ✓ Receive the Early Years curriculum and associated experiences for the duration of Year Nursery and Reception. With access to the Year 1 curriculum to those that need it.
- ✓ Children with specific and individual needs experience a curriculum suited to their needs.
- ✓ Continue to have opportunities for structured play in Year1, as appropriate.
- ✓ Experience teaching that reflects a variety of preferred learning styles.

Nursery to Reception

To ensure we achieve these aims we work as an early years unit so that the transition from Nursery to Reception will be very smooth for children who attend our nursery because they will be familiar with the teaching staff and will have had the opportunity to work in all areas as continuous provision areas and outdoors are shared throughout the early years. For those children coming from a different setting they will be given the opportunity, at the end of the summer term before they start, to come and see their new learning space with their parent/carer. A transition meeting will be held with all parents to fully inform them and their child of what is expected for the coming year and to answer and questions or ease any worries. At these meetings the parents will meet the early years Manager and other relevant staff and will be given a copy of the early years information pack. Nursery parents will be given dates for the taster sessions and home visits. Reception parents will be given taster session dates for their child, September start dates and some extra information on how parents can help their child learn at home. All children will be given the opportunity to attend a taster session in the class they will be starting in September to meet their new teacher.

As well as this we also have teacher transition meetings where we discuss the children we will be 'handing over'. We will provide information about the pupils' academic abilities, specific needs and any relevant family information or safeguarding issues, whilst bearing in mind confidentiality at all times.

Reception to Year 1

To ensure these aims are met we will expect the Year 1 staff to come and observe the reception teaching area at different times during the year to increase their own understanding of the curriculum the children are used to. Furthermore we will identify opportunities for structured play in Year 1 curriculum through sharing of ideas and good practice with colleagues, both within and outside the school. We will encourage year 1 staff to enjoy the freedom to provide a creative approach when delivering the National Curriculum so that children can continue to be actively involved in their learning and to fully consider the children's different abilities and plan for individuals/groups of children.

The year 1 staff will also be encouraged to plan lessons where the children are not sitting for too long periods and where the learning activities are appropriately challenging and delivered effectively, taking into account a range of learning styles. We recognise that children need a similar start to the day routine that mirrors practice in the Reception classes and that there should be an initial focus on children's personal, social and emotional development. (Some children settle more quickly than others and staff need to be flexible and allow for this in planning.) To ensure all needs are met the layout of the Year 1 classroom should include space and resources so that children can undertake continuous provision, e.g sand tray, role-play, activities.

MONITORING and REVIEW

It is the responsibility of the early years' staff to follow this policy. The Senior Leadership Team will carry out monitoring on the early years as part of the whole school monitoring system.

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.