



**Jewell Academy**  
**Bournemouth**  
an Aspirations Academy

Policy for

## Early Years

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## **1. (a) Aims:**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## **(b) Vision:**

At Jewell Academy Primary School we aim to provide every child with the skills to become a happy, independent and curious life long learner. Children will **'Respect'** each other, their learning and environment. They are **'Safe'** and **'Ready'** to learn at all times. Our priority is that our provision provides a high level of engagement and active learning through a range of skill based activities.

## **(c) Our Principles**

At Jewell Academy School we strive to meet every child's entitlement to develop a love of learning that will enable them to have the best possible future life chances. The Statutory framework for the early years foundation stage states four guiding principles which should shape practice in the early years.

These are:

- **every child is a unique child**, who is constantly learning and can be resilient, capable, confident and self assured;
- children can be strong and independent through **positive relationships**;
- 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; and
- **children develop and learn in different ways and at different rates.**

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities; (Statutory framework, March 2014)

The ways in which the child engages with other people and their environment underpin learning and development across all areas. Adults and the considered use of the environment support the child to remain an effective and motivated learner.

## **2. Legislation**

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS). This document also complies with our funding agreement and articles of association.

## **3. Structure of the EYFS**

Our Foundation Stage consists of a Pre-School, known as Jellyfish class and two Reception classes: Turtle Class and Sharks Class.

Our Pre-School doors are open from 8.45AM until 2.45PM. Currently we offer 15 free hours of Early Education funding.

Our reception doors open from 8.45AM-3.00PM.

## **4. Curriculum**

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, build relationships and thrive.

### **The prime areas are:**

- Communication and language
- Physical development
- Personal, social and emotional development

### **The prime areas are strengthened and applied through 4 specific areas:**

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## **5. (a) Planning**

We use the development statements in Development Matters (DfE 2012) to identify next steps for each child to deepen, challenge and extend their learning. During planning sessions, discussion takes place to ensure activities allow for characteristics of effective learning to be demonstrated and embedded. Staff plan activities and experiences for children that enable children to develop and learn effectively. We plan for every child's next steps and communicate these with parents every half term.

Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. (See SEND Policy)

Planning is based on children's interests. The long term planning is subject to change according to cohort interests. Pre-planning sessions with the children are timetabled into the week prior to starting a new learning journey. Activities based on skills may be led by adult facilitators in the classrooms. The resources are provided to create rich learning opportunities through a range of highly structured, adult led, child led or child initiated learning. Child-initiated activities may be instigated when the child brings something to the setting that might lead to the provision of resources, stories and pictures to support this interest. A whole class focus is linked to activities within the EYFS setting. These are adapted continuously to meet the needs of the unique child.

Children are encouraged to challenge themselves through self selecting tasks and activities. The activities offer opportunities for extended learning and are structured to develop their learning. Planning takes into account children with individual needs in line with the Inclusion policy

## **5 (b) Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. The planning and outcomes are then reviewed, adapted and challenged regularly. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

## **6. (a) Enabling Environments**

In Early Years at Jewell Academy we recognise that the environment plays a key role in supporting and extending the children's development. The role of both

the indoor and outdoor environment in learning/organisation of learning provides opportunities for child initiated activities reflecting the topic where they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

**6. (b) Play:** Children's play reflects their varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development. Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. They have the opportunity to think creatively alongside other children as well as on their own.

### **7. Assessment and Tapestry**

At Jewell Academy, ongoing formative assessment is at the heart of our effective early years practice. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs and interests. Assessment takes the form of long, short and photographic observations and this involves the teacher and other adults as appropriate. Practitioners also take into account observations shared by parents and/or carers.

We use 'Tapestry', an online Journal, as an assessment tracker to capture baseline assessments, ongoing observations and to support data analysis. We will track and analyse children's baseline in the first few weeks of school. This will inform us on the cohort's emotional needs, as well as academic attainment at point of entry. This information will be analysed within our EYFS team as well as being shared with SLT. Parents and Carers are also given the opportunity to add to their child's journal to promote positive links between home and school.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

We ensure our end of EYFS assessments are reliable through:-

- our knowledge of the child gained through observation and interaction.
- our environment enables the child to flourish to their full capacity
- our assessments ensure a range of contributors e.g. parents, peripatetic teachers, other relevant adults
- moderation across EYFS team and moderation with pre-school, Year 1 teachers, Local Authority

See Marking & Feedback policy

See Assessment Policy

See Tapestry Online Journal Policy

### **8. Working with parents**

A Parent information evening is held in July for parents of the prospective Reception group. The purpose of this meeting is to welcome all our families to the Jewell Academy Community, to disseminate important information and to emphasise the vital importance of home-school cooperation and mutual support. This marks the beginning of the home-school partnership, which we regard as high priority for the benefit of all our children. Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home.

Several events take place during the second half of the summer term as part of the children's transition and admission to Pre-School and Reception. In September, afternoon activities such as a; 'stay and play' session and a family picnic are offered for parents and children to attend. Home school visits take place in the first week of September to enable the Teachers and practitioners to see the children in their own environments where they are confident and comfortable.

Further communication systems include:

- Tapestry observations uploaded and shared with parents.
- Daily opportunity for brief updates at the point of dropping off.
- Reading journal and 'Bags of fun' home learning activities.
- Information and progress meetings and workshops will take place throughout each school year. In EYFS this will include the teaching

of reading and early maths and phonics skills.

### **Parents meetings**

Parents and carers are given the opportunity to meet with their child's teacher twice a year in a formal parents meeting and receive a written report on their child's achievements at the end of every term. More informally we meet with parents throughout the school year as and when necessary to discuss their child's particular needs and their next steps.

### **9.Attendance**

To be familiar with and follow this policy at all times. To monitor the attendance and punctuality of their key children and ensure a reason is obtained every time a child is absent from nursery or reception.

### **10. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

#### **Safety**

Aspects of personal safety awareness within the reception year will be identified in the curriculum plan and taught explicitly. Jewell Academy takes the safety of its pupils very seriously and various related safety policies and procedures are published on our website. Specifically the following procedures must be observed:

- At 9.00am the gate to the EYFS area are locked. Security systems operate throughout the day to enable visitors to enter via one main gate and report to the school office. A visitor can only gain access to the teaching parts of the building via the school office and foyer, requiring a staff member to open security doors.
- Similarly the reverse of the above procedure operates from 3.00 pm. to enable prompt collection of children at the end of the day
- No child will be handed over to the care of any adult other than a parent / carer or person nominated by the parent and known to the Reception class staff and a password is requested from any unknown adult collected.
- No mobile phones / cameras other than the designated school mobile phone and cameras may be used in EYFS. Visitors including parents are

expected to respect this. Any visitor or volunteer spending time in Reception will be asked to leave mobile phones in a secure place within the school office

- The EYFS learning environment is checked frequently for health and safety and this is recorded in a log scrutinised regularly by the Headteacher. The Health and safety governor monitors that any repairs and maintenance is undertaken in a timely manner.

### **11. Monitoring arrangements**

This policy will be reviewed and approved by Mrs Taylor, the Early Years Leader and Mrs Waddington, the Principal every 2 years.

At every review, the policy will be shared with the Regional CEO

### **Appendices Appendix A – Long Term Plan**

#### **Linked Policies:**

SEND Policy

Assessment Policy

Home Learning Policy

Tapestry online Journal Policy

Marking and Feedback Policy

This policy was completed in: November 2020  
2022

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