



# ASPIRATIONS



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

## Early Years Policy

Version control	
Early Years Policy 2022-09-01	
Previous Versions Early Years Policy 2021-09-01	

Date of next review:	September 2024	Owner:	Principal
Type of policy:	Academy	Approval level:	Delegated by Regional Board to the Regional CEO

## Contents

1. Aims
2. Vision, Values and Principals
3. Legislation
4. Structure of EYFS
5. Our Curriculum
6. Enabling Environment
7. Teaching and Learning
8. Assessment
9. Working with parents
10. Attendance
11. Safeguarding and Welfare Procedures
12. Monitoring Arrangements

### Appendix 1:

List of Statutory Policies and Procedures for the EYFS

## 1. Aims

This policy aims to ensure that:

- Children access a broad and balanced curriculum that gives them the range of knowledge and skills needed to make good progress through school and life.
- There is quality and consistency in the teaching and learning so that every child makes good progress.
- There is close partnership working between practitioners, parents and carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

## 2. Vision, Values and Principles

At Jewell Academy, we put each of our children at the heart of everything we do. We believe deeply in the importance of helping our children develop as a whole person – happy and equipped with the knowledge and skills to take on the next stage of their learning journey. Our children will foster curiosity and a lifelong love of learning through meaningful cross-curricular links that have been well planned in line with the EYFS Statutory Framework, evidence based research and personal interests underpinned by the three Guiding Principles of Aspirations Academies Trust - Self-worth, Engagement and Purpose.

- The curriculum is ambitious and provides learning experiences that relate to children's own social worlds, as well as introducing new experiences.
- Our curriculum is designed to support children to develop the knowledge, skills and understanding required for a successful transition to Key Stage 1 and beyond. Children will be encouraged to create and think critically.
- Our curriculum enables teachers to respond meaningfully to children's ongoing interests and enquiries, helps to expand their vocabulary, promotes lifelong skills and a love of learning whilst keeping all children healthy and safe.

At Jewell Academy, we provide every child with the skills to become a happy, independent and curious life-long learner. Children follow our school rules and will **'Respect'** each other, their learning and environment. They are **'Safe'** in all they do and are **'Ready'** to learn at all times.

We have six learning skills

### **Principles**

At Jewell Academy, we strive to meet every child's entitlement to develop a love of learning that enables them to have the best possible future life chances. The Statutory Framework for the Early Years Foundation Stage states four guiding principles which 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/carers.
- **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, published 31 March 2021).

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

#### **Legislation:**

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) that applies from September 2021.

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

Our Foundation Stage consists of a Pre-School, which takes children from the term after their third birthday and two Reception classes.

Our Pre-School sessions run from 8.45 am until 11.45 am and then from 11.45 until 2.45pm. Our Reception class doors open from 8.45am-3.00pm. Currently we offer fifteen or thirty free hours of Early Education funding in preschool.

Children begin their learning journey in preschool with a combination of adult guided and self-directed play opportunities which ensure they have the opportunity to become independent, confident learners whilst developing early language, literacy and numeracy skills. Transition to Reception is well planned and considered. All families are offered the opportunity to attend a welcome evening as well as 'Stay and Play' sessions with their children. Home visits from the Reception team in September are also offered and encouraged.

### **4. Our Curriculum**

The EYFS Statutory Framework includes seven areas of learning and development that are equally important and inter-connected. Three of these areas are known as the prime areas. These 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 four specific areas:**

- Literacy
- Mathematics

- Understanding the world
- Expressive arts and design

Our curriculum is further supported through regular opportunities to access our Forest School which strengthens our daily provision and complements children's understanding of the world around them. In addition to this, our children experience trips and visitors which provide real life experiences and opportunities to relate to future careers such as police officers, paramedics and archaeologists.

## **5. Enabling Environments**

At Jewell Academy, we recognise that the environment plays a crucial role in supporting and extending children's development. We ensure that our environment is warm, welcoming and nurturing. We create a sense of belonging where every child feels valued.

Our activities and environment offer room for outdoor and indoor play. There is sufficient space for children to move, collaborate and encourage exploration and risk-taking. A wide-range of activities is provided which serves different purposes and ensures that the activities and environment meet the needs of all the children who attend our setting.

Playing with peers is important for children's development. Children's play reflects their varied interests and preoccupations. Through play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Our children explore and develop learning experiences which help them make sense of the world. Adults model play in a manner that supports the children to develop their own plans and ideas. The children are encouraged to try new activities and judge risks for themselves and think creatively.

## **6. Teaching and Learning**

Our [Teaching and Learning Policy](#) shares the ethos behind teaching and learning at Jewell Academy which encompasses Aspirations Academies Trust three Guiding Principles of Self-Worth, Engagement and Purpose. It ensures all staff are able to use their professional judgement and knowledge of their class to adjust their practice to best meet the needs of all children.

### **Planning**

We offer a broad, ambitious and varied curriculum which is carefully planned to take into account the needs of every child in our setting. A wide range of learning activities are offered to allow for the 'Characteristics of Effective Learning' to be demonstrated and embedded. Staff plan and scaffold activities and experiences for every child which enables them to develop and learn effectively using key milestones and summative assessment tools. These are communicated with parents within a report three times a year.

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.

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

### **Teaching**

Each area of learning and development is implemented through planned, purposeful play and 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.

### **Feedback**

High quality feedback furthers children's learning. Staff's daily interactions and feedback provide sound judgments of children's progress and inform children's next steps and planning.

The purposes of feedback are:

- To move learning on.
- To provide opportunities to move learning on through different forms: verbal, pictorial or written.
- To promote next step learning by providing timely feedback within the lesson or within the next appropriate lesson.
- To inform planning at all levels – assessment of learning leads the planning process.
- To provide a flexible approach to how feedback is given: immediate, a summary (at the end of the lesson), developmental, formative or summative.
- To encourage children to reflect on and improve their learning.

Further information about Teaching and Learning can be found in our [Teaching and Learning Policy](#).

## **7. Assessment**

### **Baseline assessment**

**Preschool:** A baseline assessment is completed within the first 4-6 weeks of a child starting in the setting. This is completed using real resources in the environment during the child's play. This enables practitioners to form a detailed understanding of a child's unique starting point and next steps.

**Reception:** The Statutory Reception Baseline Assessment (RBA) is completed within the first six weeks in which a child starts Reception. The RBA is completed individually with a known adult. We also complete our own additional assessments and these are completed during activities and play.

Further statutory information about the RBA can be found here: [Reception baseline assessment - GOV.UK](#)

Parents and Carers are also given the opportunity to add to their child's online Tapestry journal to promote positive links between home and school.

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 use this information to ensure that future planning reflects identified needs and interests. Assessment takes the form of long, short and photographic observations and 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, to capture ongoing observations. We also use Phonics Tracker and other assessment tools to capture children's progress across all areas of learning.

Further information about how we use Tapestry at Jewell Academy can be found within our [Tapestry Policy](#).

### **Completion of the EYFS Profile**

In the final term of the year in which the child reaches age five, and no later than the 30th June in that term, the EYFS Profile will be completed for each child.

Pupils are assessed against the 17 Early Learning Goals, indicating whether they are:

- Meeting expected levels of development ('Expected').
- Not yet reaching expected levels ('Emerging').

We ensure our end of EYFS assessments are accurate through:

- Our knowledge of the child gained through observation and interaction.
- Regular formative assessments using a range of contributors e.g. activities, parents, peripatetic teachers, other relevant adults.
- Attendance at regular moderation events throughout the academic year with Local Authority Cluster group and Aspirations Regional Early Years Leaders.

For further information about Assessment at Jewell Academy please see our [Assessment Policy](#).

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

A 'Parent Information Evening' is held in the Summer term for parents of the prospective Reception cohort. The purpose of this meeting is to welcome all our families to our 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 other events also take place during 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 teaching 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 and collection.

- Reading journal and half-termly home learning activities.
- Parents evenings and reports
- Parent information evenings and workshops throughout each school year. In EYFS this will include the teaching of reading and early maths and phonics skills.

### **Parent's meetings**

Parents and carers are given the opportunity to meet with their child's teacher twice a year in a formal parents meeting where they will also receive a written report on their child's achievements. 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. An adult greets the children on the door each morning and parents can pass on quick messages and updates then.

### **9. Attendance**

Early Years Teachers should monitor the attendance and punctuality of the children in their classes and ensure a reason has been obtained every time a child is absent from nursery or reception. Any concerns should be raised with the Early Years Leader who will in turn inform the Safeguarding Team and Attendance Lead as required.

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

#### **Safety**

We carefully map out personal safety awareness opportunities across the Reception curriculum plan and are taught explicitly to inform and promote safety with a variety of areas and environments. For example the NSPCC 'Pants Rule', safety online and how to call for help from emergency services are all included within our curriculum.

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 is 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 3.00pm 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. A password is requested from any unknown adult collecting.
- 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 switched off and in a secure place within the EYFS Base.
- The EYFS learning environment is checked frequently for health and safety. Any concerns are recorded via our Trust AIMS system which informs the Site Manager. The Site Manager ensures that repairs and maintenance are undertaken in a timely manner.

Further information regarding our safeguarding and welfare procedures are outlined in our [Safeguarding Policy](#).



### **11. Monitoring arrangements**

The leadership team monitors the effectiveness of teaching and learning in EYFS through their own regular and robust monitoring cycle. This policy will be reviewed and approved by Mrs Kuhr, the Early Years Leader and Mrs Waddington, the Principal annually.

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

This policy was completed in: January 2023      Review Date: September 2024

### **Appendices**

#### **Appendix 1:**

#### **List of Statutory Policies and Procedures linked to EYFS**

[SEND Policy](#)

[Assessment Policy](#)

[Home Learning Policy](#)

[Tapestry Online Journal Policy](#)

[Teaching and Learning Policy](#)

[Safeguarding Policy](#)

[Reception baseline assessment - GOV.UK](#)

[Behaviour Policy](#)