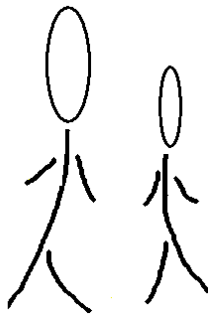


# Harewood Primary School

## Early Years Policy



*Aspire, Acquire, Achieve*

Approved by Governors:	September 2023
Review Date: (Annually)	September 2024
Signed by Headteacher:	
Signed by Chair of Governors:	

## **Early Learning Goals and the Primary Curriculum**

This policy should be read in conjunction with the revised Statutory framework for the early years foundation stage which was fully implemented in September 2021 and Birth to Five Matters is followed as non-statutory guidance.

The "Foundation Stage" comprises both Nursery and Reception age children, who work towards Early Learning Goals. These Early Learning Goals are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. The Early Goals are used to support teachers to make a holistic, best-fit judgement about a child's development and their readiness for Year 1.

The Primary Curriculum programmes of study for Key Stage 1 have been written and delivered in Years 1 and 2. The early years foundation stage prepares children for learning in Key Stage 1 and is consistent with the Primary Curriculum.

### **Vision Statement**

Across the Early Years at Harewood Primary School, our children are at the heart of everything we do. Our aim is for the children to be:

#### **Safe, Caring, Ready, Respectful, Motivated, Resilient and Knowledgeable**

so that they can be ready for Key stage one by:

**Aspire** to be successful with a sense of belonging

**Acquire** skills, knowledge and confidence

**Achieve** independence and resilience

### **ETHOS**

Our ethos is to provide care and education for the children at Harewood so that they feel safe, supported and happy at school. We aim to provide a warm and nurturing environment in which each child can flourish and reach their full potential. We endeavour to support every child in our care in order to ensure they achieve their utmost, develop confidence in their own abilities and a lifetime love of learning.

We initially focus on the three prime areas in Nursery as this is vital for our children to build foundations for igniting their curiosity and enthusiasm for learning and forming relationships. We firmly recognise the significance of good manners and respect for others, qualities that prepare our children effectively for life's challenges. We provide an engaging and balanced curriculum which has developed across EYFS and has been designed to provide children with the important foundation skills and knowledge that will be embedded and enhanced in key stage one. We aspire to provide an enriching and immersive environment, both indoors and outdoors, offering a diverse array of experiences and activities to help every child reach their full potential. In EYFS we prioritise creating a 'language rich environment' using songs, rhymes, poems and stories and providing time for quality interactions between members of staff and children. Our staff communicate effectively with children and check children's understanding through play. These observations guide our planning which is tailored to meet the individual needs of each unique child. Staff are knowledgeable about areas they teach through regular and comprehensive professional development.

Our commitment extends to building positive relationships, collaborating with parents and caregivers, and working closely with other agencies to ensure that the children in our care receive the best possible start in life.

### **Aims of Foundation Stage**

- At Harewood Primary School, we offer an EYFS curriculum designed to encourage independent, inquisitive, and happy learners.
- We recognise children's various starting points and aim to give every child the best possible start to their education and to build strong foundations for their future.
- Our intention is to work in close partnership with parents and carers to promote confident and enthusiastic learners who thrive and reach their full potential.
- We welcome, celebrate and respect diversity within our school community.
- Our intention is to make our children feel safe and secure enabling a positive and confident attitude to learning.
- Our broadly enriched, balanced and inspiring curriculum is designed and evolves to provide children with the important foundation skills and knowledge that will be embedded and enhanced in Key Stage One.
- We provide vibrant indoor and outdoor provision, which promotes opportunities to develop imagination and creativity. This purposeful provision also encourages children to play, explore and investigate, supporting the development of the Characteristics of Effective Learning.
- We provide opportunities for children to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our Early Years settings.

- Nursery and Reception work closely with each other to ensure continuity and consistency between the Foundation Stage. We are committed to raising standards and develop the skills and expertise of staff working in Early Years through regular and comprehensive professional development.
- We aim to promote a smooth transition from Early Years by providing the children with the skills, knowledge, understanding and attitude they need to succeed in Key Stage One and beyond.
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In the Early Years Foundation Stage, the curriculum is organised into seven areas of learning. The seven areas help practitioners plan the learning environment, activities, and experiences, and provide a framework for the Early Years curriculum.

These areas of learning are:

### **Prime Areas of learning**

Personal, Social and Emotional Development  
 Communication and Language  
 Physical Development

### **Specific Areas of Learning**

Literacy  
 Mathematics  
 Understanding the World  
 Expressive Arts and Design

Each area of learning has a set of related **Early Learning Goals**.

### **Personal, social and emotional development.**

#### **Building Relationships**

- Work and play co-operatively and take turns with others;
- Form positive attachments to adult and friendships with peers;
- Show sensitivity to their own and others' needs.

#### **Managing Self**

- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

#### **Self-Regulation**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **Communication and Language**

#### **Listening, Attention and Understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when they being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### **Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduce vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## **Physical Development**

Physical development in the foundation stage is about improving skills of co-ordination, control, manipulation and movement. Physical development has two very important aspects – gross motor skills and fine motor skills. Children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Effective physical development also helps children develop a positive sense of well-being.

### **Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **Fine Motor Skills**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

## **Literacy**

### **Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### **Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **Writing**

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

## **Mathematics**

### **Number**

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **Numerical Patterns**

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## **Understanding the World**

In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This forms the foundation for later work in science, history, geography, and information and communication technology (ICT).

### **Past and Present**

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### **People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### **The Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### **Expressive Arts and Design**

Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding. This area of learning includes art, music, dance, role-play and imaginative play.

#### **Creating with Materials**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role-playing characters in narratives and stories.

#### **Being Imaginative and Expressive**

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

### **How is the Early Years Foundation Stage Organised?**

Our Nursery is a 39-place setting, including children attending for 30 hours during this current year. Nursery runs from 8.15am to 4.00pm and this provision can include a lunch for some Nursery children. The Nursery is staffed by a two part-time teachers, a bi-lingual teaching assistant and two teaching assistants. Each child has a Key Person when first entering Nursery to establish a genuine bond and develop a settled, close relationship. The Key Person builds positive relationships with parents/carers. There are two Reception classes. Both are staffed by a teacher, a teaching assistant and a bi-lingual support assistant works across both classes.

An EYFS Team Leader manages the Early Years Foundation Stage staff to ensure continuity and progression across the Foundation Stage. Under the EYFS guidelines, there must be a person with Qualified Teacher Status or equivalent teaching in both Nursery and Reception. At least one member of staff must hold a full and relevant Level 3. There must be at least one member of staff for every 13 children.

### **The Outdoor Area**

The Foundation stage has four outdoor areas, one provided for Nursery and three zoned outdoor areas for the Reception children. Nursery children have flexible access to the Nursery outdoor area. Coats or tabards are provided, giving children the enjoyment of free flow access to the outdoor area. Two members of Nursery staff are always present in this outdoor area. Two groups of Reception children (one from each class) access the Reception outdoor play area at any one time. One member of staff with each group of children is present in this outdoor area. There is an outdoor area with a canopy over allowing all weather play attached to the rear of the annex. This is organised in a way that learning opportunities from indoors are matched and children can learn and explore in a safe environment. The second zone is at the side of the annex and is covered by a canopy where children can explore music, small world and construction activities. The third zone is the large playground opposite the annex entrance where the children have access to weekly outdoor gross motor activities unless circumstances such as weather would make outdoor activity inappropriate and unsafe. At the entrance to the annex the Reception children also have open access to a literacy and maths shed.

Each Reception class and Nursery are assigned coats/tabards of a different colour to ease identification. Head counts and an inspection of the areas are completed when a group leaves outdoors.

## **Planning**

The Units of Work take the form of Medium-Term Planning which is regularly reviewed and revised to address the particular needs of the children within that group, during the half term prior to being delivered. Medium Term Plans identify skills and key vocabulary to be introduced each term and shows progression from Early Years to Year 1.

From this, weekly lesson plans are completed before each lesson is taught. When Nursery children join us they enjoy DfE Letters and Sounds Phase One Phonics to prepare them for Essential Letters and Sounds Phase 2 which they begin in the Spring term before they start Reception.

## **Pupil Grouping**

In the Nursery setting children experience all 7 areas of learning in a variety of small group teaching sessions. Nursery children have opportunities for self-initiated play and quality continuous/enhanced provision. This provision is planned and provided to enhance learning. Small groups of children work on Early Talk Boost activities to develop speaking and listening skills. Nursery children also experience all seven areas of learning in a variety of small group teaching sessions. Throughout the Nursery sessions, children have access to an outdoor play environment, which promotes self-initiated exploration and learning.

In Reception children continue to experience all seven areas of learning in a variety of whole class and small group teaching sessions. There are two additional smaller Reception rooms, which are used for focused small group teaching. In Reception a bespoke language intervention is carried out which is based on NELI (Nuffield Early Language Intervention) to assess the spoken language ability of children and develop a program to meet these needs. Essential Letters and Sounds (a validated SSP) and White Rose Maths are delivered in Reception. Children also have access to an outdoor play environment during the day.

## **Teaching & Learning Styles**

Play underpins the development and learning for young children. We provide well-planned experiences based on children's spontaneous play.

Teachers try to plan a diverse range of activities through which to teach the EYFS curriculum. These activities should reflect the different learning styles of children and encourage enthusiasm and interest in the world around them. The children have daily opportunities to engage in self-initiated learning across the Foundation Stage. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

## **Computing**

Early Years teachers and the Computing team explore the opportunities offered by Computing to enhance teaching and learning.

## **Cross- Curricular Links**

Teachers try whenever possible to link concepts from within different subjects to give them meaning in a wider context. Some of the units of work are delivered through the medium of role-play.

## **Cross Phase Links**

Staff work closely as an Early Years team to ensure there is continuity and progression on transfer from Nursery to Reception and from Reception to Year One.

## **Role of the Teacher**

- To provide a stimulating learning environment which builds upon and respects the children's home experience and extends their social and intellectual development
- To be aware of individual children's strengths and weaknesses and meet these through planning progressive and relevant activities
- To provide a broad and balanced curriculum through which children reach their full potential
- To work collaboratively with other adults e.g. Teaching Assistants, trainee teachers
- To liaise with parents on an informal basis and encourage their positive involvement in their children's education
- To liaise with outside agencies e.g. health visitors, speech therapy, social services, Educational Psychologist

## **Teaching Assistants**

Teaching Assistants are deployed effectively so we can respond to the changing needs of EY. They work under the guidance of the class teacher and are part of the planning process. They may work alongside the children to provide additional expectations or they

may adapt activities to meet the particular special needs of an individual child. Teaching assistants implement the planned curriculum, supporting small groups of children or individuals. There is bi-lingual support available in both nursery and Reception to support and integrate our EAL children. Children with SEN have one to one support on a part-time basis as is appropriate.

## **Resources and organisation**

Provision for EYFS is in a purpose-built Nursery setting with a covered outdoor play area. The outdoor equipment is stored in a secure shed. There are two Reception classrooms, two smaller teaching areas and three zoned outdoor play areas.

The Foundation Stage unit is well resourced with age appropriate equipment. There are numerous resources to support maths, subitising and counting activities. There is a wide selection of non-fiction, storybooks and a range of “big books” for an adult to share with groups of children.

In EYFS children are grouped for focused teaching inputs. Phase One Phonics is delivered to develop children’s speaking and listening skills in nursery, building foundations for phonic work, Essential letters and sounds (phase 2) which starts in the Spring term before the children start Reception. In September 2021 Essential Letters and Sounds was introduced in Reception to teach phonics and reading using this systematic synthetic programme. We have subsequently created a bespoke scheme based around the Essential and Letters sounds programme.

## **Links with other settings**

We liaise with other settings prior to children entering Early Years, to share and gather information. Some of our nursery children may also attend other settings and so we liaise with day nurseries to discuss progress on a termly basis.

## **Assessment and Record Keeping**

- A record of initial home visit (new families)
- Initial assessments take place within the first 6 weeks or so on entry into Nursery to create a Baseline. This Baseline identifies those children on track and not on track. For those children not on track, action plans are developed to accelerate progress.
- The Reception Baseline Assessment (RBA) is completed within the first six weeks of entry to Reception and provides a snapshot of where children are when arriving at school.
- Reception also complete their own Baseline which identifies those children on track/not on track. Action plans are developed for those children not on track. They are monitored and reviewed.
- Throughout Nursery and Reception significant learning and ‘wow moments’ are documented using ‘Evidence Me’ for each child including the use of photographs.
- We use INSIGHT assessment tool for assessing and tracking progress across Early Years.
- Teachers keep records of children’s phonic knowledge, high frequency word recognition and progress in guided reading.
- Reading Diaries form a home-school dialogue.
- Reporting to nursery parents is completed during the autumn and summer term through consultations.
- Reporting to Reception parents is completed during each term through consultations. An annual report is also written during the summer term.
- Literacy and Numeracy targets are set for groups of children in Foundation Stage. These targets are shared and reviewed with children and parents.
- Parents/Carers share information about their child’s progress at home which informs the learning journey.
- Reception use “Class Dojo” to enable parents and carers to engage with their child’s learning and development.
- Nursery use Seesaw to communicate with parents/carers by sending them regular photographs of their child working in nursery and to share home challenges.

## **SEN**

Pupils with special needs in the Foundation Stage:-

- Are monitored daily/weekly by class teacher
- SEND support plans are written by class teacher in collaboration with SENCO
- Outside agencies are used to support SEN children, these include:
  - speech therapist
  - health visitor
  - school nurse
  - Educational Psychologist

Reception children work on a bespoke program based on NELI to develop specific speech and language skills in the Spring and Summer term. Nursery children work on Early Talk Boost activities.

## **Gifted and Talented**

In Foundation Stage gifted and talented children are identified on a tracking sheet and targets written. Activities are closely matched to challenge these children.

## **Equal Opportunities**

The EYFS curriculum is accessible to all children irrespective of age, ability, gender and cultural background. Children are encouraged to respect and value the diversity of other cultures and lifestyles.

### **Health & Safety**

Risk Assessment policies are in place and are regularly reviewed.

All school visits are carefully planned with safety in mind and consideration of the age and ability of the children. There must be at least one person who has a current paediatric first aid certificate on the premises at all times when the children are present. There must be at least one person on outings who has a current paediatric first aid certificate. Field trips are well supervised. Staff should refer to the Educational Visits Guidelines.

### **Role of the Subject Leader**

Please refer to the policy on the role of the Curriculum Leader.

### **Parental Involvement**

Nursery parents/carers are encouraged to share stories and books with their child by accessing our Home Lending Library. They will complete home challenges and share these experiences using Seesaw. Parents/carers also receive a termly newsletter informing them about teaching plans and events. They are encouraged to document skills children have mastered at home using Proud Petals.

Reception parents/carers are also encouraged to hear children read their phonic book and comment in the Reading diary. They are invited in to school in September to attend a reading/phonics meeting. They are encouraged to share stories and books with their child by accessing the reading for pleasure books that each child chooses from a book blanket once a week. Children bring their reading bags to school every day. Parents/carers receive a termly newsletter informing them about teaching plans and events. Parent/carers can share information about their child's progress at home using class dojo.

### **Role of the Governing Body**

The School Improvement Committee has the role of approving all curriculum policies.



# Harewood Primary School



Aspire, Acquire, Achieve

## **Transition Policy** **EYFS – KS1**

# Harewood Primary School

## Transition Policy

At Harewood Primary School, we recognise that times of transition can be unsettling for both children and families, therefore we offer a supportive approach whereby children can feel excited to meet new challenges and parents feel informed and valued.

### **Aim**

To ensure all pupils feel emotionally secure, confident and happy by experiencing a smooth transition throughout their learning journey into each new setting, so that the pace and quality of learning experiences are maintained.

### **Key principles**

- Information collected prior to children starting our school is in partnership with parents and prior settings.
- Discussion of information focuses on the whole child, including interests, relevant medical information and other additional needs.
- Other relevant information e.g. social care issues, special educational needs, looked after child etc, will be shared on a 'need to know' basis.

### **Harewood Tots**

- Two year-old children and parents enjoy weekly stay and play sessions run by a member of Harewood Primary School, Marcus Ciccone.
- Harewood Tots introduces routines, songs/rhymes and play experiences. These sessions provide the opportunity to build relationships with children and parents, and to promote a smooth transition to Harewood Nursery.

### **Transition into Nursery**

- Familiarisation tour of the nursery/school, as required.
- Home visits completed by our Parent Support Adviser to welcome new families.
- Stay and play sessions at parents request prior to start date.
- Nursery Transition Booklet given to parents.
- Information given – Nursery Information Booklet, Admission forms, School Dinner Menu.
- Provision of a Seesaw code, giving children/parents access to activities and on-line stories at home. Parents are invited to upload posts onto Seesaw which are responded to, helping to build dialogue and positive relationships.
- Planning and preparation meetings for parents of children with additional needs/SEND. Additional home/nursery visits where necessary.
- Staggered induction of children during the first few weeks to ensure the key worker can spend time with each child developing routines, settling in etc.
- Parents are welcome to stay as long as they wish to help their child to settle. Staff will discuss and advise families of appropriate strategies to support children in the separating process. If parents leave their child and are concerned, a phone call will be made and reassurance given during the session.
- The Nursery teacher and Nursery staff will also discuss any settling issues, provide reassurance and answer parent's questions at the beginning or end of the nursery session.
- A Nursery teaching assistant supports with lunchtime routines throughout the academic year.
- Parent Consultation sessions held to discuss how each child has settled into nursery.

### **Nursery to Reception Transition**

- Nursery children enjoy singing sessions in the hall with Reception classes to become familiar with some school routines.
- Nursery children have opportunities to enjoy Reception outdoor play and meet Reception staff.
- Summer term – Nursery PSED teaching sessions focus on the transition to school; what this looks like, how the children are feeling, how to express these emotions etc.
- Familiarisation Tour of the school, as required, for children who have not attended our Nursery setting.
- Following Reception places allocated by the LA, an open evening is arranged for families to visit classrooms and meet teachers.
- Reception teacher to introduce themselves at the nursery door as children arrive and leave.

- Reception information booklet given to all parents.
- Exchange of information for new children to school – Prospectus, Admission forms.
- Reception staff to visit nursery and see nursery children in their familiar setting.
- Nursery children to visit new setting and Reception staff
- Summer term – Nursery teachers meet with parents to discuss school readiness.
- Summer term – Nursery parents are given ideas and suggestions of things that can be done at home to further support transition to school.
- Visits by local pre-schools/nursery settings and children to promote smooth transition.
- Close links between Reception and nursery staff – meeting to exchange information/nursery records.
- Autumn term - Meeting for Reception parents linked to Reading and Phonics.
- Autumn term - Meeting for Nursery parents to discuss settling in, progress and attainment.

### **Early Years to Key Stage 1 Transition**

We recognise that this transition can be challenging for some children, therefore we try to ensure a smooth transition focusing on the following key areas: familiarisation, curriculum progression, and transfer of information.

#### **Familiarisation**

- Teacher swap sessions – Year 1 staff have opportunities to visit the children within the Early Years setting over a number of sessions/days - reading stories, interacting in child-initiated play etc.
- Ensure Year 1 staff given access to children’s Evidence Me account so they can view latest observations and achievements.
- The EY team supports transition through regular visits to the KS1 settings at the end of the summer term. We recognise that some children may need more visits to their new classroom to get to know their new surroundings and unfamiliar adults.
- Joint afternoon playtime with Reception and Year 1 children and staff

#### **Curriculum Progression**

- Year 1 and Reception staff meet to plan for learning and identify needs of the cohort moving on.
- All school curriculum planning incorporates planned progression between Reception and Year 1.
- KS1 Readiness Objectives are identified on all Reception curriculum plans.

#### **Transfer of Information**

- Transition meetings between EY and Year 1 to ensure key information about children is shared. Progress towards the ELG’s is shared and next steps for the start of Y1 identified.
- INSIGHT tracks EYFSP results for each child. Use EYFSP data to inform planning in Y1.
- Those children not achieving Early Learning Goals targeted for interventions in Y1.

#### **Autumn 2023**