

St Chad's Primary



Early Years Policy 2021-2023

At St Chad's we grow in the light of Christ, to share his love and reflect the gospel values"

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Statement of Intent

“The early years foundation stage (EYFS) sets the statutory standards that all early years providers must meet. This includes all maintained schools, non-maintained schools, independent schools and all providers on the Early Years Register.

The EYFS aims to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

(Department for Education, 2021)

Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.

Children are born ready, able and eager to learn. They are made in the likeness of God. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

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Signed by

_____ **Headteacher**

Date: _____

_____ **Chair of Governors**

Date: _____

1. Responsibilities

- 1.1. The Governing Body has overall responsibility for the implementation of the Early Years Policy of St Chad's Catholic Primary School.
- 1.2. The Governing Body has overall responsibility for ensuring that the physical Early Years Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Governing Body has responsibility for handling complaints regarding this policy as outlined in St Chad's Catholic Primary School's complaints policy.
- 1.4. The Headteacher will be responsible for the day-to-day implementation and management of the Early Years Policy of St Chad's Catholic Primary School.
- 1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the Early Years Policy.

2. Principles of the Early Years Foundation Stage

2.1. A unique child:

- Every child is a unique, competent learner.
- Children develop in individual ways and at varying rates.
- Children's attitudes are fluid and can be influenced by others.

2.2. Positive relationships:

- Children learn to be strong, independent individuals by developing secure relationships with teachers and peers alike.
- Relationships with parents and carers are also important and will be nurtured and developed.
- Any relationship will be respectful, caring and professional.

2.3. Enabling environments:

- The learning and play environments are vital for supporting and extending a child's development.
- In the classroom and outdoor environment, we observe and assess the children's development and interests.
- Based on these observations, suitably challenging activities and experiences are planned to extend their learning and achievement.

2.4. Learning and development:

- St Chad's Catholic Primary School is organised in a way that encourages children to explore and learn safely.
- There are areas for activities and play, and others for quiet time and rest.

- The setting is designed to enable children to learn and play independently.

3. Welfare

Safety and security is a high priority at St Chad's Catholic Primary School and it is important that all children in our care are safe. Our requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012 are as follows:

- 3.1. To promote the safety and welfare of the children in our care.
- 3.2. To promote good health and prevent the spread of infection by taking appropriate action when children are ill.
- 3.3. To manage the behaviour of the children in our care in a way that is appropriate for their individual needs and stage of development.
- 3.4. To ensure that adults who have access to children, or who look after children are suitably vetted and trained.
- 3.5. To ensure that the setting is fit for purpose and that furniture and equipment is safe.
- 3.6. To maintain records, policies and procedures required for safe and efficient management of the setting.

4. Relationships

- 4.1. At St Chad's Catholic Primary School, we feel it is important for children to learn social etiquette and to develop relationships with peers and adults.
- 4.2. This will be achieved as part of ELG08 – Making relationships, through playing and interacting with other children and adults. It will be mostly child led.

5. Safeguarding

- 5.1. Safety is paramount and St Chad's Catholic Primary School has a robust and effective Safeguarding Policy to ensure the children in our care are protected.

6. The parent / teacher partnership

- 6.1. The Early Years Foundation Setting cannot function without the enduring support of parents and carers.
- 6.2. We recognise that as parent, you are the child's primary educator and we recognise this important role through regular engagement including:
 - Initial parent's session, before their child starts school, to inform parents of school procedures and routines.
 - Asking parents to complete admissions forms, a medical form and to write a synopsis about their child to help us to understand their character and personality.
 - Asking parents to sign permission slips for visits out of school, use of photographs of their child for assessment purposes and using the internet at school.

- Home visits prior to child starting school.
- Having an open door policy to enable parents to come and speak with teachers, should they have any concerns.
- Twice annual formal parents evening.
- Events and activities throughout the year which bring together children, parents and the school.
- Parent workshops.
- End of year school report.

7. Learning and development

7.1. The “prime” areas of learning and development are:

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

7.2. The “specific” areas of learning and development are:

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

7.3. Learning and development is implemented through a mix of adult-led and child-initiated activity and play and is reactive to the child’s lead.

7.4. Play is important to learning and development and we therefore do not make a distinction between work and play.

7.5. We plan children’s activities to reflect their interests and the synopses written by their parents. Assessment is conducted through observation and a detailed assessment schedule can be found in our Assessment Policy.

7.6. We support children in using the three characteristics of effective teaching and learning from the Statutory Framework for the Early Years Foundation Stage, which are:

- Playing and exploring.
- Active learning.
- Creative and critical thinking.

8. Health and safety

8.1. The following general Health and Safety safeguards are in place:

- A supply of fresh drinking water is available on the premises at all times.
- Children’s dietary needs are acted upon.
- Snacks are available during the morning session.

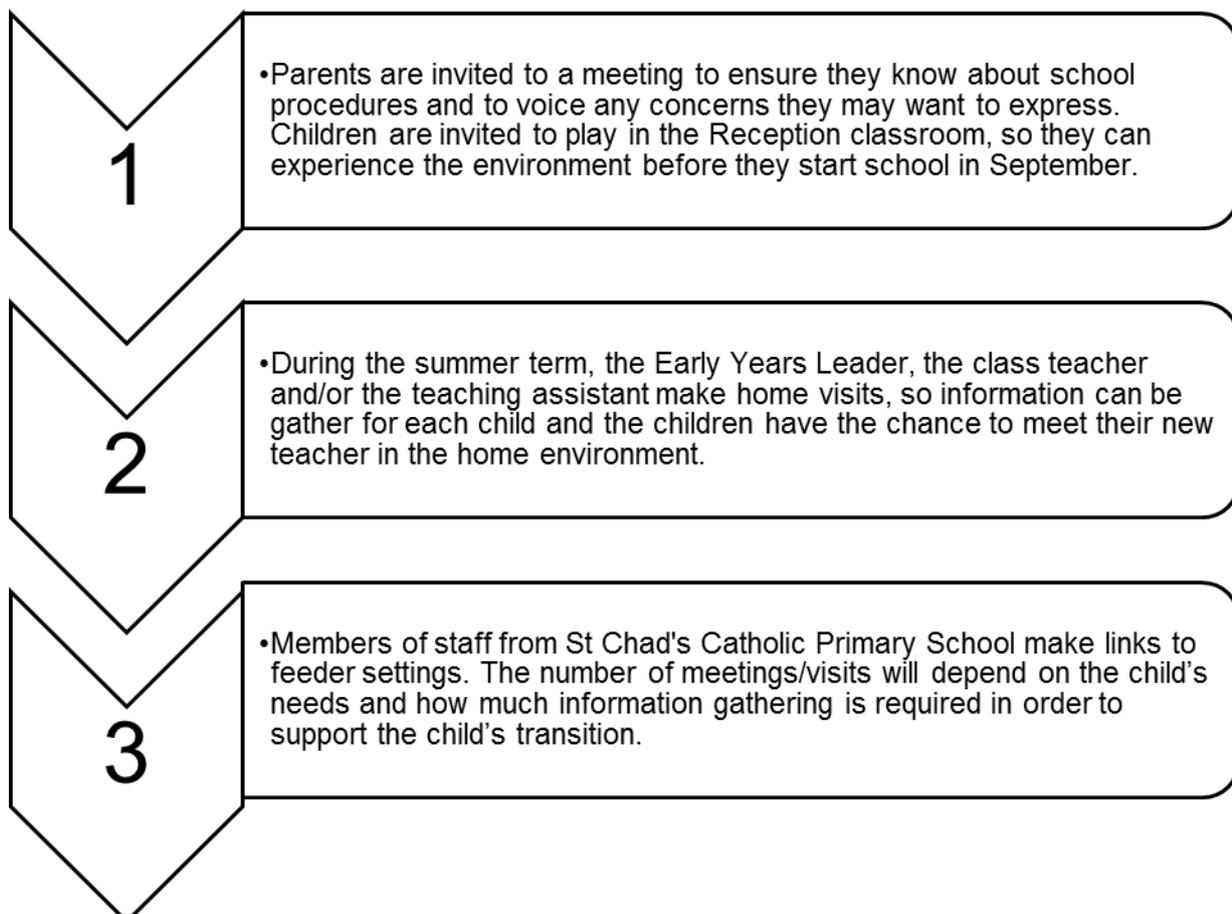
- A first aider is accessible at all times.
- Accidents and injuries are recorded in an accident book.
- A fire and emergency evacuation procedure and policy are in place.

9. The learning environment and outdoor spaces

- 9.1. The classroom is organised in such a way that children can explore and learn in a safe environment.
- 9.2. Equipment and resources are accessible and can be located and used independently by children.
- 9.3. The enclosed outdoor space is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences.
- 9.4. Activities are planned throughout the learning environment to help the children develop in all areas of learning.

10. Transition periods

- 10.1. The following process is in place to ensure children's successful transition to reception class:



- 10.2. During Summer Term 2, children are prepared for a more formal approach in Year 1.

The following steps are taken to facilitate transition:

- Reception teacher to introduce formal lessons at tables. The number of formal lessons will increase gradually. Afternoon sessions will remain free flow.
- Children to have assigned seating at tables for formal lessons.
- The outdoor space is to remain available during set times.
- Meeting between Reception teacher and Year 1 teacher to take place. This meeting should include information about the Characteristics of Learning and should identify any concerns.
- Transition lessons in Year 1 classroom to take place.