



Sunny Bank Primary School



'To be the best we can be'.

The best learner, the best friend, the best citizen.

EYFS Policy



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Sunny Bank primary School - Early Years Policy Statement

'To be the best they can be!'

In the early years well-being is paramount. Our enabling environment ensures that all children can follow their own interests. We have focus children, NOT focus activities as we feel high-levels of involvement occur in the children's own initiated play. Our Children's later success depends on the skills we promote during their first year at Sunny Bank such as risk taking, resilience, independence and confidence. We believe that every child should always feel valued and should experience the feeling of success whatever their strengths. When children believe in themselves they are determined to tackle any challenges they face. Our curriculum has no limits!

At Sunny Bank Primary School through analysis of our pupils' background and life experiences we recognise that learning through play is an important part of our Early Years curriculum. Children initiate their own learning by choosing where to go and what to do. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and scaffold their understanding to help them make sense of the world. Through play they have opportunities to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play.

Intent:

At Sunny Bank Primary School we aim to support each child's welfare, learning and developmental needs by:



Promoting British values through:

Recognising that all children are unique and special.

Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.











Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.



Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.



-  Teaching them to express and communicate their needs and feelings in appropriate ways.
-  Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
-  Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
-  Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions differ to their own.
-  **Understanding the importance of play in children's learning and development:**
-  Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
-  Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
-  Providing effective learning opportunities in a range of environments, inside and outside.

Supporting SMSC through the Early Years Curriculum

The Social Child: An important part of a young child's development is their ability to interact with other children and adults. In the Foundation Stage at Sunny Bank Primary we support social development through a range of opportunities. Children are encouraged to share their thoughts and ideas with their peers and to work collaboratively across all areas of the curriculum. Every day language is reinforced and built upon through play and conversation. Adults also actively encourage risk taking which enables children to explore and try new ideas without fear of failure. Activities also encourage the development of independence and resilience.

The Moral Child: In the Foundation Stage at Sunny Bank Primary we support moral development by encouraging children to respect others. We encourage children to discuss a range of situations and listen to the views and opinions of others. Children also learn about the difference between right and wrong and are taught to be respectful of what other people think and to understand that our actions have consequences

The Spiritual Child: Young children show great interest and curiosity about the world around them. At Sunny Bank Primary we encourage children to talk about their likes, dislikes and own beliefs and to understand that there will be similarities and differences between themselves and others, and among families, communities and traditions. We encourage them to reflect on their own beliefs and to respect the feelings and values of others.



The Cultural Child: When children begin their time at Sunny Bank Primary School a lot of time is spent building relationships with the adults and other children around them, learning to co-operate with others. We encourage children to talk about past and present events in their own lives and in the lives of family members. Through discussions they begin to develop an understanding of how other children do not always enjoy the same things. Children develop an understanding of similarities and differences between themselves and others, and among families, communities and traditions.

The Early Years Curriculum

The Reception classes follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available from the school office or to download at <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>




This clearly defines what we teach. The following policy details the specifics of our setting.

We follow Development Matters which is available to download at https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf





We believe that it is important for parents to have an understanding of where we are aiming for their children to be by the end of the reception year. We involve parents by informing them of learning each week. Parents can find weekly overviews of learning on the school website.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive (DfE 2014: 1.3), they support children's learning in all other areas, they are known as the **prime areas**.

The **prime areas** are;

-  Communication and Language
-  Physical Development
-  Personal, Social and Emotional Development

The **specific areas** are;

-  Literacy
-  Mathematics
-  Understanding the World
-  Expressive Arts and Design



Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning (CoEL). The Reception teachers plan activities within the Foundation Stage environment with these in mind. The CoEL highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are:



Playing and Exploring - children investigate and experience things, and 'have a go'



Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements



Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessment and Record Keeping

Ongoing assessment is an essential aspect of the effective running of the EYFS setting at Sunny Bank Primary School. Daily observations and regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filing their assessment data.

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts mainly during child initiated play but also during whole class and small group teaching opportunities. Observations are recorded in different formats (e.g. narrative style, post-it notes, and photographs). All practitioners are involved in observing children. Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and next steps are planned to support children to develop and make progress.

Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and in Learning Journeys. Learning Journeys record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's learning, i.e. writing/understanding of number are gathered, along with photographic evidence and observations.

There is continuous monitoring and assessment of each child's development working from a baseline assessment within the first few weeks that the child enters school. At present Sunny Bank Primary School use their own form of baseline assessment, alongside the statutory Reception baseline Assessment. Our baseline assessments are carried out through teacher observations and knowledge of the child from home visits and nursery visits and transition forms. This is updated at least once each term to



track individual progress using the Arbor online assessment tool. At the end of the year it provides a summary of every child's development and learning achievements. Judgments made on children's development are based on practitioners' evidence of children's behaviour observed independently and consistently in their self-initiated activities across all Areas of Learning and Development

Planning & Teaching

The EYFS framework provides a **long term plan** to follow by ensuring that all Early Learning Goals are covered throughout the academic year. We map out our topics (subject to change following child led interests) and our **Medium term planning** is created with all early years' practitioners' involvement. This takes into account the individual children's learning and developmental needs. We plan Literacy, Maths and Phonics in detail with other areas of learning linking to these.

Our practitioners continually scaffold children's learning through play. Each time they interact with a child, they are observing, assessing, planning for, and responding to, that individual child.

We work this way because

"Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest - the 'teachable moment' - that the skillful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child's thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children's well-being and learning (planning for the next moment)."

From National Standards document Learning, Playing and Interacting P.22 - 23

Learning opportunities provided include a range of whole class, small group and child initiated activities indoors. The outdoor environment is also used whenever possible including the Forest School Area.

Educational visits and visitors within the local community and further afield are also planned to support children's learning within the classroom.

Role of staff and key worker

The class teacher is the named key worker for each child in the setting. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. All adults within the Early Years setting actively seek to form positive respectful relationships with the children in their care.



The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes. There are rare occasions when significant adults cannot be in the class and we aim to be consistent in who covers these absences.

Parents as Partners

We recognise the importance of establishing positive relationships with parents as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about the children with parents.

We value the role of parents as children's primary educators. Initially we offer all of our new entrants a home visit during the first few weeks of September. Through our open door policy we welcome informal conversations with parents about their children and share positives or any struggles.

Parents are kept informed of what learning is happening in the setting through weekly learning sheets, reading records and informal chatting at the beginning and end of the day. This also gives suggestions of how parents can support their children's learning at home; consolidating and building on what has been covered in the setting. Whole school newsletters are also sent home on a termly basis.

Parents are invited to attend parents' evenings during the course of the academic year. The first of these takes place during the autumn term to allow practitioners and parents to discuss how children have settled into the setting. Another parent's evening takes place during the spring term where practitioners will feedback on children's learning and development progress. Throughout the year we may invite parents in to help them support their child's learning in different areas, for example sharing a reading session with their child, making a Christmas decoration together, etc. Other opportunities for practitioners to share children's learning, development and well-being with parents include Learning Journeys and end of year reports.

Parents may be invited into the setting on other occasions such as open afternoons where children show them their work and special events for Mother's and Father's Days. The setting has a friendly, open-doors ethos and practitioners are available to talk to parents at the beginning and end of the day. Parents are always welcomed into school and encouraged to discuss and concerns they might have.

Health & safety and safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years



Foundation Stage Statutory Guidance section 3 (2017)

<https://www.gov.uk/government/publications/earlyyears-foundation-stage-profile-handbook>

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. Members of staff do (with parent permission), however, take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's Learning Journeys, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

We are a healthy school and our children receive free fruit and milk from a Government scheme.

We take all accidents seriously and always log and phone home immediately if a child bangs their head. We have cold compresses stored in the staff room freezer. We acknowledge that young children often have 'accidents' (i.e. wet themselves!) and have stocks of spare clothes for anyone who needs it. We ask parents to help keep our stocks of clothes high by returning anything their child has borrowed.

We follow whole school procedures for child protection (see separate policy).

Equal Opportunities

'Education doesn't need to be reformed - it needs to be transformed. The key to this transformation is not to standardize education, but to personalise it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.'

Ken Robinson

Equal Opportunities at Sunny Bank is about recognising and responding to the individual differences in our children whether it be race, gender, culture, special educational needs and disability because every child is unique.

Intent:



To ensure that no child is excluded or disadvantaged because of ethnicity, religion,



culture, family background, disability, gender, home language, special educational needs or ability.



To ensure that all the children feel secure, included and valued.





To establish feelings of respect and trust with all children and their parents or carers.



To treat each child as an individual and provide equality of opportunity.



To encourage self-confidence and a positive approach to learning in all children.

Transition

Children's lives today are so much more hectic than ever before. Going to a setting for the first time, moving to another one, starting school or moving into a new class are seen by many people as a normal part of the lives of children. Yet transitions are milestone events for children and have a definite effect on their development. They are times of exciting change certainly and times of new opportunities and growth for every child. They can also be times of uncertainty where surroundings are not the same, expectations and procedures different and faces as yet unfamiliar. Getting transition right is vital for every child and is not a single event that merely 'happens'. Transition should be viewed as a process rather than an event that involves children, practitioners and parents together. Transition has been described as an ongoing journey rather than a destination.

Transition Programme

Transition from Nursery into Reception at Sunny Bank Primary:

We have close links with other local nurseries and invite nurseries within a close proximity to visit during the summer term. Our main feeder nursery are timetabled during the summer term to make regular visits to our reception classes, providing regular opportunities for new entrants to familiarise themselves with their new teachers, teaching assistants, and the indoor and outdoor learning environments. Reception class teachers offer home visits to all our new entrants and also visit the children and their key workers in their pre-school settings during the summer term. As part of our transition programme our new cohort also spends two mornings in their new classes at the end of the summer term.

Transition from Reception to Year One:

Throughout the year reception children are familiar with the year one staff. From Term Five we begin to teach small focus groups encouraging children to work with an adult on a focus activity. Reception children will be invited to whole school assemblies and this will become more frequent by the Spring term. When children enter Year One they will continue to work with adults in small focus groups for part of the day and as play is still an important part of their development they will continue to engage in child initiated play.

Implementation in Year R

Children begin school at the start of Term 1 on a part-time basis for two weeks and then moves on to include staying for lunch in week three. Full-time attendance is in place from week four.



Admissions Policy

Pupils are admitted to school in accordance with Kent County Council's Admission Policy.

Monitoring and review

This policy will be reviewed bi-annually or as deemed necessary.

