



# LIFE Education Trust

## Learning Is For Everyone

Our Aim is that every School will be:

- An efficient school
- An effective School
- An enriching school
- An enabling school

## Early Years Procedure for Benhurst

Policy	Early Years Procedure
Policy adopted by Trust Board	24.3.17
Reported to LGBs for implementation	24.3.17
Implementation Date	24.3.17
Review Date	February 2018
Policy Source	Havering Model Policy

## KEY DEFINITIONS USED IN THIS POLICY:

The Trust	LIFE Education Trust
The Board/Directors/Trust Board	The Board of Directors of LIFE Education Trust
School/Trust school	An Academy or school within LIFE Education Trust
Staff	All staff employed by LIFE Education Trust and working with academies, schools or units within LIFE Education Trust

**All schools** within the LIFE Education Trust are legally defined as academies, regardless of whether the term “school” is used to describe them in the following policy.



Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey. At Benhurst we believe in our school motto 'Only the best is good enough for me'.

### **Early Years at Benhurst**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

The Foundation Stage comprises of 2 Reception class.

At times the Foundation Stage will have visiting students working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have an appropriate DBS certificate.

The Foundation Stage staff work as part of a team and we work as a unit. Children from the classes have opportunities to work together during free flow times and accessing shared continuous provision. EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are also taught within their own class groups. They are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

Staff are fully qualified, have a wide range of experience and expertise in working with and educating children. The Staff are committed to professional development and attend up to date training courses and have excellent knowledge of the Early Years Foundation Stage and child development.

In the Foundation Stage we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

### **EYFS Areas of Learning**

The Early Years Foundation Stage is a curriculum from birth to five years old. We follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are:

#### Prime Areas

1. Personal, Social and Emotional Development
2. Physical Development
3. Communication and Language

#### Specific Development

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

### **Personal, Social and Emotional Development**

Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

### **Physical Development**

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done both indoors and outdoors and by working with a wide range of resources.

### **Communication and Language**

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through

speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

### Literacy

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

### Mathematics

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations.

### Understanding the World

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

### Expressive Arts and Design

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other.

### Assessment

As each child enters the Foundation Stage we use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning. Within 6 weeks of the child starting they will be given a 'baseline' assessment.

### Formative Assessment

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, photographs, videos the '2 Simple' programme on the iPad and practitioner knowledge.

### Summative data

At the end of the year we will assess the Reception Class children against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTING or EXCEEDING.

### Parents

Parents are included in their child's learning and assessment via Wow certificates, homework and reading home school books. Parents are also able to view their child's Learning Journey during the Open Classes and during the 2 formal

Parents' Evenings in the Autumn and Spring term. School reports are given out at the end of the year and parents are given the opportunity to discuss them with the teachers on an open evening in July.

### **Outside**

We have an outside learning space which children have access to each day. We ask that parents provide the children with wellingtons and wet weather coats so children are protected and there are no barriers to learning. The outside area is an extension of the classrooms and there is a variety of resources to facilitate learning. In this area, EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices.

### **Photographs/videos**

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/ videoed during their time at school. We use these images in the classroom, on displays, in the children's individual learning journeys and on the school website/Twitter (Children who are 'looked after' will not have their photograph put on the website or any public flyers etc)

### **Parents/carers as partners**

We value the involvement of parents in school. Parental involvement with school begins even before children start Reception with an invitation to visit the school and meet their child's teacher. Parent consultation meetings are held in the Autumn and Spring Term at which parents are invited to discuss their child's progress. A report is sent out at the end of the Summer term and parents are invited into school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher, Foundation Stage lead or the Head teacher. Parents are kept informed of all happenings in the school by regular letters and via the school website. Reception parents also have a noticeboard. Parents are invited to 'Stay and Play' sessions which are once a term. They are also invited to open classes again once a term. We ask that parent continue this partnership by filling the 'WOW' certificates, which helps staff to understand the child's learning outside of school and their interests.

### **Safeguarding Children**

The school takes its child protection responsibilities very seriously. Any concerns which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish.

### **Equalities and Disabilities**

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both Gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. We have a full Equality and Diversity and Equal Opportunities policy available at school.

### **Special Educational Needs**

Care is taken to assess the needs of each child from the very first moments they enter reception. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and, when necessary, their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (S.E.N) and a More Able policy available at school.

### **Health and Safety**

We have a Health and Safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Foundation Stage staff have had paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the

school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we embark on school outings. A full Health and Safety Policy is available in School.

### **Allergies**

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the kitchen area and all adults involved are informed.

### **Medical Needs**

We keep a record of the medical needs of the children in the register folder and in the school office. 2 EYFS staff are trained in paediatric first aid.

### **Snack times**

At Benhurst we are part of the Free fruit scheme where the children are allowed a free piece of fruit each day. Parents are required to pay for milk after the children are 5. The children are allowed to access their snack at any time they choose. They are encouraged to have a school water bottle which they have constant access to.

### **Monitoring and Review**

It is the responsibility of the EYFS staff to follow this procedure. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.