

At Nanpean CP School we believe that the Early Years are the most important stage in a child's development. Therefore we strive to provide quality opportunities and an environment conducive to learning and development, which will enable them to reach their full potential and provide the strong foundations upon which they can build throughout the rest of their education and beyond.

'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.' (EYFS, Statutory Framework 2017)

The EYFS is based upon the following four principles:

- A Unique Child – developing resilient, capable, confident and self-assured individuals.
- Positive Relationships – supporting the children in becoming strong and independent
- Enabling Environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and Development – an acknowledgement that children learn in different ways and at different rates.

A unique child:

Child development:

At Nanpean CP School we believe that every child is a competent learner, who can be resilient, capable, confident and self-assured, given the right environment. We also understand that every child is unique and different and they can only reach their full potential if their needs are met. Therefore, we endeavour to know children individually, to fully understand each one of them as 'a unique child', so that through observation, we can plan to meet their learning, developmental and care needs in a way that best suits them. Each child has their own online learning journal, in which we record their achievements and progress towards the early learning goals (ELGs). We also complete the e-profile for every individual.

Inclusive Practice:

At Nanpean CP School, we accept each child for who they are and the background they come from, building an inclusive environment in which they feel safe and they can begin to understand the differences between themselves and others and value these differences. Resources and planning take into account gender, race, religion, ability, disabilities, language and special educational needs. All children in the EYFS have realistic, yet challenging expectations, as we believe in setting a standard that we know they can achieve if they are provided for appropriately, encouraged and praised for their achievements.

We meet individual needs by; planning learning opportunities that build upon what they already know and can do, and what interests them, to build their self-esteem and confidence, using a range of teaching strategies that we know meets their learning needs, providing a safe and secure environment where their input is valued, providing more challenging opportunities for the higher achievers, monitoring progress and thus providing more support where needed and seeking specialist support from outside agencies, where specific needs are identified.

Please see our Special Educational Needs Information report for more information on inclusion at Nanpean.

Keeping safe:

We are fully aware, from our own experiences that children can only learn and thrive when they feel happy, safe and secure, therefore at Nanpean CP School, we work very hard to ensure each child feels this way. We understand that the EYFS has many legal statutory welfare requirements to help us achieve this, which we adhere to. These cover the safeguarding and promotion of children's welfare, suitable people, suitable premises, environment and equipment, organisation and documentation and are laid out in the EYFS Statutory Framework booklet. We also consider children's safety at home, keeping pastoral records of things we see or hear from the children and others, it is our duty to ensure children are being cared for in every environment they experience.

Health and well-being:

This is something we feel very strongly about at Nanpean CP School. We were re-accredited Healthy School status in 2015/16 and work hard to ensure children's health and well-being is catered for at school, and that they understand how to be healthy and supported at home. With Personal, Social and Emotional Development being one of the 3 prime areas of learning in the EYFS, we understand its significance and it receives equal measure of importance to the other areas of learning. In fact, we believe it deserves more, as we are so aware in the environment of our school, how important it is that these children feel secure, healthy and well in every sense of the word before anything else is possible.

Positive relationships:

At Nanpean CP School we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Parents as Partners:

'Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have apposite impact on children's development and learning'

We fully embrace parents as partners at Nanpean CP School. In the EYFS, we offer a home visit to every child in the term before they are due to start school. The child's new teacher and teaching assistant visit the home to gather valuable information from the parents about their child so that as soon as they start school their needs can be met. This helps us to get to know the family and for them to see that we value their input into their child's education and for the child to become more familiar with their new practitioners and to see the beginning of the respectful partnership between their teacher and their parent/s. The parents are also invited to a transition meeting led by the Head teacher and the EYFS Teacher, which informs them about all aspects of school life and expectations.

We continue to value the parent's input, asking them to tell us about significant achievements at home, and having an open door policy, so that they know they can speak to us at any time about any concerns they may have. In the EYFS we send home a half-termly newsletter to inform parents about topics, learning opportunities and other information about the child's time in school. We also have formal parents evening twice a year and a school report with their completed profile at the end of the school year. There are also various school events that the parents are invited to, such as assemblies, sports day, fairs, etc.

Supporting learning:

We understand that the 'teacher' is the most valuable resource in any classroom and therefore, every child receives support in their learning from an adult, through a respectful and developing relationship. All children

are listened to and valued, as we are aware children respond better to someone whom they have a positive relationship with. Through this strong relationship, children's needs can be specifically met.

Key person:

At Nanpean CP School we feel that the class teacher is every child's key person. They are the one that needs to know each child individually and respond to their needs. The teaching assistant is the second key person and will also know every child well and help children to settle and become more independent. All the adults work together to help children feel safe and cared for and build relationships with their parents.

Enabling Environments:

Observation, assessment and planning:

The Planning within the EYFS is based around topics which have stemmed from the children's own interests. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these plans in response to the needs, achievements and interests of the children. This will be indicated on the daily planning. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations may or may not have a specific focus, and are built throughout the year using the online learning journal. They also contain information provided by parents and other settings. All EYFS staff are proficient at making relevant and insightful observations of the children and these are used to plan the next steps for that child. Progress is tracked using the Early Year Outcomes document using the age bands to ascertain "typical" or otherwise development and plan lessons and activities that are appropriate for the children in the setting. We use the EYFS Profile to record our judgements. Each child's level of development is recorded against 17 Learning Outcomes within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and their characteristics of effective learning. We give opportunities for the parents to discuss these judgements with the EYFS teacher.

Supporting every child:

At Nanpean CP School we ensure that our environment supports every child, in their learning needs and any other need they may have. We plan for a range of experiences through teaching and play, indoors and outdoors, that excite all the children. We observe what each child needs to take their next step; we listen to each child's view and what they would like to learn about. We take everything into consideration and provide for each individual need as far as we are able.

The learning environment:

'A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.'

As mentioned previously we provide a secure and safe emotional environment by building strong relationships with all the children, this ensures the children feel confident to explore their environment. We plan exciting learning opportunities indoors and out, on our weekly planning formats. We value the importance of outdoor play and strive to have a free-flow classroom where children can access the immediate outdoor environment all of the time, which caters for all seven areas of learning. This area is secure and within view of the classroom. In addition, we also make use of the wider school environment, allowing the children to have first-hand experiences with the natural world and gaining a sense of freedom and an understanding of risk, with adult input on safety and behaviour. See our outdoor policy for more information.

Our indoor environment also has a wide range of learning opportunities for the seven areas of learning and all learning needs and it provides a safe place for all children. It contains appropriate resources for all children

that are well maintained and accessible to encourage independence. The children are involved in the upkeep of the environment; they help to keep it tidy, they share their views on what things they would like to have access to and contribute to the planning process.

The wider context:

At Nanpean CP School we have strong links with the pre-school to aid transition, the new intake attend school for a number of settling in sessions and the class teacher and head visit the pre-school. The pre-school attend a lot of school events and make use of school facilities. Finally, the pre-school pass on observations and assessments they have made of the children starting school.

We also work together with outside agencies where necessary, such as speech and language therapists, health or social care professionals and so on. Effective communication is necessary to best meet the needs of the children and their families.

In Nanpean, there is a very strong community atmosphere, which we value highly and build strong links with. The children learn about their local community and we invite in visitors, such as the Vicar, police, etc.

Learning and development:

Play and exploration:

'Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul' Froebel, date unknown.

Play is so crucial for young children's learning and development; it is through play they learn best and at their highest level. We, at Nanpean, fully embrace play in the EYFS; all the planned learning opportunities are play based, as we know how much better first hand, hands-on experiences are for a young child to fulfil their full potential. The children may play alone, with their peers or supported by an adult. In their play they practice what they already can do and they are free to take risks and challenge themselves to do more. They are creative, problem solvers, risk takers. Play meets all of the seven areas of learning and develops their language and communication skills effectively. We try to provide the resources, space and time they need for play. We observe their play, scaffold their play and intervene where necessary.

Active learning:

In the EYFS we provide the children with physical and mental challenges. We provide active, personalised learning that involves people, objects, ideas and events, that meets the interests of our children, which helps them to engage with the learning and sustain concentration for longer. Active learning builds independence, confidence and self-esteem. It helps the children learn to make their own decisions. We achieve this through our observations and assessments of children, thus providing learning opportunities that meet their needs and their interests. We learn to stand back and let the children learn for themselves instead of being told.

Creativity and critical thinking:

This involves allowing the children to play with ideas in different situations and with different resources, so like active learning they discover the connections for themselves. The sense of achievement is far greater and the understanding is far deeper, instead of knowing something, they understand it, as they have worked it out for themselves. The adults support this process by encouraging them to think critically and ask questions, we support them in what they are doing, working with them when necessary and challenging their thinking further. At Nanpean we try not to be prescriptive or restrictive, if the children understand how to look after our environment then they are allowed to use it in the way they need to, to make those important links in their learning. We observe children's creativity and thinking to make judgements on their achievements towards the ELGs and record this in the 'learning journal.' We also provide a balance between adult-led and child-initiated activities.

Areas of learning and development:

Within the EYFS there are three prime areas and four specific areas of learning. We strongly believe, as is the ethos of the EYFS that the seven areas are all interwoven and that they are all equally important. They are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All areas are delivered through planned, purposeful play with a balance of adult-led and child-initiated activities, both indoors and outdoors.

Transition:

From Pre-school /Feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition;

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- The children are invited to "Learning Together" sessions in their reception class. Parents are encouraged to leave their children but are equally welcome to stay should they feel the need.
- Members of staff make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Monitoring and review:

It is the responsibility of the EYFS Lead (Mrs Andrea Hayes) to monitor the development of this policy. The named Governor responsible for EYFS is Mrs Lee Watts. This governor discusses EYFS practice with the practitioners and provides feedback to the full governing board, raising any issues that require discussion. The Head teacher and core subject leads also carry out monitoring of EYFS as part of the whole school monitoring schedule.

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