

Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to ensure the needs of all children are met.

Colchester High School – Early Years Department



10.11 Early Years Policy

Policy Statement

This Policy supports the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS) 2017. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Colchester High School is committed to maintaining a safe and secure environment for all their pupils. We recognise that the welfare of all children is paramount and that all children and young people, regardless of ability and culture, have equal rights of protection. Colchester High School recognises its legal duty under s175 Education Act 2002 and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interest of all children (Refer to 1.2 Safeguarding Children and Child Protection - Including managing allegations of abuse against a member of staff and CHS 19.1 Child Protection Policy).

At Colchester High School we offer an academic broad based curriculum. The Nursery and Reception department follow the Early Years Foundation Stage curriculum which is a structured approach to learning. The underpinning principles of the EYFS are to provide a safe and secure foundation in learning and development, respecting that all children are unique.

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Our Principles and aims are:

- To provide high quality care and education for all children in a safe, stimulating, challenging and well-structured environment in which children are motivated towards independent learning.
- To ensure the children feel safe and secure within their learning environment.
- To recognise each child as a unique individual, valuing the children's own experiences, developing an individualised plan for them that meets their learning and development needs
- To value parents as partners in the education of their child. To keep parents informed about the curriculum and their child's progress.
- To prepare children for a happy and effective transition from home to Nursery through to Reception and school life through effective liaison.
- To offer children and their parents a service that promotes equality and values diversity
- To ensure that children with Special Educational Needs and/or Disabilities (SEND) are identified and receive appropriate support.
- To promote an atmosphere that encourages independence and confidence.
- To provide a balanced range of activities and experiences to enable each child to develop socially, physically, emotionally, creatively, intellectually, spiritually and morally.
- To ensure children's preferred learning styles are reflected in the planning and guiding of the children's future activities so that the child remains an effective and motivated learner.
- We prepare children for their continuing education through effective liaison with their next class teacher

Learning and Development

The children spend most of their day with their class Teacher, Teaching Assistant (Reception) and qualified Nursery Practitioners (Nursery), who nurture, observe and plan for each child's individual development.

Learning is planned for in Three Prime Areas

- Communication and language
- Physical development

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- Personal, social and emotional development

And Four Specific Areas

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

All activities incorporate the EYFS framework giving children the best start to their education while also developing them socially, emotionally and physically. The care, teaching and learning in the seven areas is achieved through a balance of teacher led and child initiated activities that are appropriate for their age and stage of development. In Nursery children are appointed a Key Person and Buddy who works closely with them and their parents. In Reception the key person will be the teacher. The 'All About Me Booklet' and One Page Profile provides information about each child's needs, interests and achievements. The information enables staff to plan for the child's individual learning and plan next steps.

Parents are able to observe their child's progress, through web-based Interactive Learning Diary (ILD) which we use to assist us with the recording and planning of each child's educational development. Parents are given a secure password to enable them to access the ILD Parent Portal. Before being registered they are asked to sign a form agreeing not to share the user name and password, or any image which may contain other children with any third party. Through the ILD, they can view our learning observations, photos and recommendations. Parents can also contribute to their child's diary from home, such as sports, hobbies and family excursions can all create exciting new learning experiences for children and can greatly assist in their educational development.

The Characteristics of Effective Learning are facilitated through the child's experiences throughout the seven areas of learning.

- 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.

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The Early Years Department provides a solid foundation in the seven areas of learning through planned activities. We meet together to ensure that there is continuity and progression throughout the Early Years Foundation Stage. The learning environment will ensure that children feel safe, secure, confident, stimulated and independent. The Curriculum supports each child to develop their knowledge, skills and understanding to enable them to reach their full potential. Teaching is based on a sound knowledge of the Areas of Learning (Development Matters) and Early Learning Goals.

British Fundamental Values

The fundamental British Values of democracy rule of law. Individual liberty, mutual respect and tolerance for those with different faiths and beliefs are embedded in the Early Years Foundation Stage.

Spiritual, Moral, Social and Cultural (SMSC)

In the Early Years Foundation Stage we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. Spiritual, moral and cultural education (SMSC) helps children develop personal qualities, which are valued in any civilized society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence and self respect. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures

Communication and Language

The children are encouraged to take part in class activities such as working with puppets, participating in music sessions, saying rhymes and singing songs together. We aim to extend and enrich their vocabulary through story time, role play, and group discussions. The children are encouraged to talk about their experiences, ideas and feelings towards each other and adults in their learning environment. Children's listening and communication skills are developed as they talk and play with adults and peers. During Circle Time and Show and Tell Time the children are supported and encouraged to listen and participate within the group.

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Physical Development

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. The children have access to a safe garden where they are able to freely access a variety of small and large equipment. Fine motor skills are developed through activities using scissors, threading, pouring, construction play and jigsaws. The children also receive weekly PE classes by our specialist teachers. They develop an increased understanding of how their body works and what is needed for them to be healthy. Children are helped to understand the importance of physical activity (The Chief Medical Office has published guidance on physical activity www.gov.uk/government/publications/uk-physical-activity-guidelines) and to make healthy choices in relation to food.

Personal, Social and Emotional Development

The Early Years department fosters relationships between the home environment and other settings. Our children build strong relationships with their Key Person which supports them through the transitional period from home to the Nursery/Reception environment where they feel happy, safe and secure. Being treated and valued as individuals enhances a child's self esteem, enabling them to form relationships and develop friendships. Children are encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. They are encouraged to be independent and make choices for themselves. They learn to work together, share, take turns and co-operate with others.

Literacy

We have a variety of resources for the children to use to help them develop early literacy skills. Pre-writing skills develop as the children play and experiment with a wide variety of media such as pencils, felt pens, crayons, chalk and paint brushes in the indoor/outdoor environment. Children are encouraged to use the mark-making areas indoors and outdoors independently and with teacher-led activities. Our children are introduced to the **Read, Write, Inc** phonics programme. *Read Write Inc* is used throughout the school. It provides a structured and systematic approach to teaching phonics. The programme uses a consistent and creative approach to teaching children to read and write. The Read Write Inc programme has proved to be successful within our Nursery as it provides a fun and simulating introduction to each child's formative learning. The children are encouraged to look at books and listen to stories. The book corners have a variety of story and informative books suited to the children's interests, needs and cultures.

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Maths

We aim for the children to achieve mathematical understanding and a firm foundation for numeracy. Children are given the opportunity to learn about shape, space, position, pattern and measurement in the indoor / outdoor learning environment. Through daily activities, the children are encouraged to solve practical problems and use the early concepts of addition and subtraction. In Reception children start learning to tell the time and are given the opportunity to learn about money and simple calculations.

Understanding the World

All children are given opportunities to solve problems, investigate, experiment and make decisions. They will learn about living things, their environment, the world around them and people who are important to them. Children are naturally curious about their environment and the people who live in it. In order for them to develop their knowledge and understanding of the world, the children are given the opportunity to go on local nature walks, visit local shops, and participate in outings to various local attractions such as the Zoo, Fingringhoe Wildlife Trust or Highwoods Country Park. In addition a broad variety of visitors from different parts of the school and local community have visited the department which have included a dentist, hairdresser, policeman, army Sergeant and a new baby sister of one of our children. Children also have the opportunity to acquire ICT skills from our specialist ICT Teacher. In addition to ICT lessons the children have access to ipads with a wide range of Apps. By providing them with a wide variety of activities and experiences children begin to develop skills and concepts in Science and Technology.

Expressive Arts and Design

We provide opportunities for 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 promoting aesthetic awareness and self expression. Children are encouraged to experiment with colour, texture and shape by using different tools such as fingers, brushes, sponges etc. The children are also given opportunities to work with different malleable materials, such as clay, salt dough and plasticine. Music is also an important part of the EYFS curriculum and this is enhanced by our specialist Music teachers who teach music to the Early Years children. In the summer term Nursery children perform a song and dance display for

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their parents. Through various times of the year the children participate in assemblies, story time, Prep Nativity Production and charity events.

Outside

Our Early Years outdoor area provides an excellent learning space which children have access to each day. There is a variety of resources to facilitate learning. It provides the children with opportunities to explore the outdoor environment, equipment and resources, contributing to their knowledge of the world around them and their physical development.

Assessment, Recording and Reporting to Parents.

Assessment plays an important part in helping staff, parents/carers to recognise children's progress, understand their needs and to plan activities and support. Interactive Learning Diary Records will be kept of each child's development and achievement in the form of observations, annotated examples of work, photographs and contributions from parents using the Parent Portal. To ensure the safety and confidentiality of all our children, parents/carers are asked to sign a Consent Form prior to them having access to the Parent Portal.

We request that:

- They do not share log in details with other parties.
- Any recorded images must not be used for commercial or publicity purposes
- Any recorded image must not be shared or used on social media networks, where other pupils are also included in the image.

Assessment:

- In Nursery On-entry data is completed either on Induction day or on the child's first day in the setting. Parents complete their own observations on their child's developmental stage. These are recorded in the child's All About Me booklet. For Caterpillar children the focus will be on the three prime areas of learning.
- Formal Baseline Assessment is completed two weeks after start date (Nursery).

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- Statutory Two year check is written and shared with parents in Nursery before the child's third birthday.
- Reception complete an online Baseline assessment using iPads within the first week. This helps inform the teacher assessment which happens within the first 6 weeks..
- Data is entered onto Pupil Asset each half term (Reception) and termly (Nursery).
- Key Person Meetings/Parents Evenings are held termly.
- Reception children receive a written report in the summer term.
- The Early Years Foundation Profile will be completed for each child at the end of the Reception year and submitted to the Local Authority at the end of June.
- Documentation is shared with Year 1 Phase Leader.

Early Years Staff

<u>Name:</u>	<u>Job Title:</u>	<u>Qualifications:</u>
Karen Hull	Nursery Manager /Head of Early Years	BA (Hons) Early Learning
Poppy Tomlinson	Deputy Manager (Maternity Leave)	International Diploma in Montessori Pedagogy (Early Child Course). CACHE Level 3- Diploma for the Children and Young Peoples Workforce.
Thea Critchley	Nursery Practitioner / Deputy Manager	International Diploma in Montessori Pedagogy. NAO Level 3 Diploma for the Children and Young People's Workforce (QCF).

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Paige Jackson	Nursery Practitioner	BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator).
Harriet Breeze	Nursery Practitioner	Level 3- Children's Care, Learning and Development
May Leverington	Nursery Practitioner	Level 3- Early Learning and Childcare
Catherine Hall	Bank Staff - Nursery Practitioner	CACHE Level 3- Diploma in Childcare and Education.
Louisa McCrae	Bank Staff - Nursery Practitioner	CACHE Level 3- Diploma for the Children and Young Peoples Workforce.
Felicity Mercer	Bank Staff - Nursery Practitioner	Level 3- Montessori Diploma in Pre-Primary teaching
Clare Young	Reception Teacher	BEd (Hons)
Helen Roberts	Reception Teacher	BEd, QTS, Cantab
Ruby Hunte	Teaching Assistant	Level 3 Diploma for the Children and Young People's Workforce.

Please refer to Early Years Policy

10.1 Nursery Parent Handbook