

# TBP Early Years Policy



## The Inspire Multi Academy Trust (South West)

March 2025



## Tor Bridge Primary School

### Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The Reception Unit holds 30 children with a Teacher and a Teaching and Learning Assistant, providing a high-quality education for every child. In partnerships with Parents and Carers, we enable the children to begin the process of becoming active learners for life.

In the EYFS, we endeavour to ensure that children *“learn and develop well and kept healthy and safe.”* We aim to support children in their learning through *“teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.”* (Statutory Framework for the EYFS 2024)

This policy is based on requirements set out in the 2024 statutory framework for the Early Years Foundation Stage.

#### The EYFS is based upon four principles:

- **A Unique Child:** every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships:** children learn to be strong and independent through positive relationships.
- **Enabling environments:** children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- **Learning and development:** the importance of learning and development and how children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.18). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

In Tor Bridge Primary's Early Years Unit, these principles of education are practised.

#### Our Aims, Values and Vision

***In all parts of our Early Years provision, we will promote that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.***

##### **A Unique Child**

At Tor Bridge Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards (verbal positive reinforcements and praises, stickers, ‘Special Message Home’ Postcards, ‘Reading Wristbands’, and ‘Learner of the Week’ Certificates) to encourage children to develop a positive attitude towards learning.

**Our Staff, Pupils, Parents/Carers, Governors and Community Partners share the belief that all children and families have the right to:**

- Feel valued as an individual

- Be happy, healthy, enthusiastic and confident with high self-esteem and self-worth
- Be independent, curious, creative and resilient learners
- Be courageous and take risks, challenging themselves and each other
- Know they have a voice, feel heard and that they can make a difference
- Be able to identify and communicate their own needs and feelings
- Be empowered to meet their own needs
- Respect themselves, each other, their communities and environment
- Feel safe and secure and have a sense of belonging
- Establish effective and supportive relationships and be able to work collaboratively
- Be lifelong learners with a love of learning
- Have high aspirations, build on their previous best and excel in whatever they choose to do

**To enable this our Early Years Provision offers:**

- Seamless education, support and care provision which puts children and families at the heart
- A stimulating, safe, secure and welcoming environment, inside and outside
- Appropriate, responsive, differentiated, open ended and challenging learning opportunities
- Experiences that value, reflect, celebrate and build on our diverse community
- Effective working partnerships to ensure the needs of all are represented and heard
- Respectful, trusting and effective relationships which display emotional warmth
- Supportive induction procedures and routines
- Effective systems of communication
- A proactive learning community with a belief that learning is learnable
- A highly skilled, motivated and committed staff

**We will demonstrate our commitment to this by:**

- Establishing and maintaining a dynamic and inclusive ethos which ensures there are consistently high expectations for all
- Maintaining professional integrity, high standards and being effective role models
- Being inspirational leaders and learners – ready to support and challenge others in their learning
- Valuing and respecting all, celebrating individuality and diversity
- Listening, reflecting and continuously improving
- Working within all agreed policies, procedures and working practices, ensuring they are brought alive
- Supporting innovation, being flexible and playful

- Promoting healthy lifestyles
- Ensuring all staff have access to high quality on-going professional development opportunities
- Challenging discrimination and stereotyping, breaking down barriers to inclusion
- Ensuring all systems of communication are open and transparent
- Making the best of all the resources we have available to us
- Respecting and responding to the voice of our stakeholders and partners, leading the way in multi-agency delivery of services
- Becoming co-constructors in learning, watching and learning alongside our learners
- Sharing and learning from best practice, locally and nationally

### **Inclusion/Special Educational Needs and Disabilities (SEND)**

All children and families are valued at Tor Bridge Primary. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential SEND is identified at the earliest opportunity. Early identification of SEND is crucial to enable staff to support the development of each child. Concerns are always discussed with Parents/Carers at an early stage. Please see our SEND policy or SEND information report for further information.

### **Welfare**

It is important to ensure that all children in our school are safe. In the EYFS, we aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choice to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all our children.

### **Approaches to Planning, Learning and Teaching in the Early Years Foundation Stage:**

- Teachers and TLAs plan opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- We use a wide range of teaching strategies based on children's learning needs.
- We provide a curriculum with a balanced approach between child initiated and teacher directed activities.
- We provide a safe and supportive learning environment in which the contribution of all children is valued and celebrated, this is significant as time is planned in where the children have the opportunity to discuss what they would like to learn next.
- We ensure that the outdoor learning environment provides challenge across all areas of learning.
- We use our observations which stimulate discussion into personalised learning for every child.
- We plan for all children to succeed; we use support all children to achieve the learning planned through scaffolding and modelling.
- We monitor children's progress and provide next steps to support them throughout the Early Years Foundation Stage.

## **Positive Relationships**

At Tor Bridge Primary, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents/Carers**

We recognise that Parents/Carers are children's first and most enduring educators and we value the contributions they make. We recognise the role that Parents/Carers have played, and their future role, in educating their children. We do this through:

- An information evening in June where they receive the 'Welcome to Reception Information Pack' and the School Prospectus which highlights school start and finish times, uniform and informs the Parents/Carers of the school's vision and aims.
- Asking Parents/Carers to complete admission forms, medical form, disability form, etc. (Please see Welcome to Reception Information Pack).
- Asking Parents/Carers to sign permission slips for visits out of school, photographs of their child for assessment purposes and using the internet at school, prior to their children starting in Reception.
- As Parents/Carers to complete an 'All About Me' activity with their child over the Summer, where they will write a synopsis about their child including their likes and dislikes. This will form a display and the basis for our topic learning at the start of the Autumn Term.
- Encouraging Parents/Carers to talk to their child's teacher if there are concerns prior to requesting meetings with Senior Leaders.
- Inviting parents to attend informal meetings providing information about other areas of the curriculum, e.g. Early Reading, Maths and Phonics.
- Talking to Parents/Carers about their child before their child starts in our school, through planned conversations with Parents/Carers and visiting the children in the current Nursery settings. This also ensures that children have the opportunity to spend time with their teacher before starting school.
- Parents/Carers receive a report on their child's attainment and progress at the end of each school year.
- Parents/Carers are invited into the classroom on a daily basis and can view and comment upon their child's Learning Journey (via Tapestry) whenever they would like to.
- Asking Parents/Carers to send in photographs to record any significant events and/or development in their child's learning through their Tapestry account.
- Organising a range of activities throughout the year that encourage collaboration between child, school and Parents/Carers: School trips, special lunches, Christmas Performances, Sports Day, etc.
- Written contact through Home Reading Diaries as well as the acknowledgement that Parents/Carers can ring school to contact staff or the Reception Leader.
- Allowing free access to the children's online Learning Journey via Tapestry and also classroom displays.
- Parents/Carers are made aware of the curriculum and ongoing activities through their child's online Learning Journey, via Tapestry.
- Early Morning Learning, which is a time whereby Parents/Carers are encouraged to come in and learn with their child each morning in the learning environment.

### **Equal Opportunities**

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

## **Staffing and Key Worker Responsibilities**

All staff working within the Early Years Unit aim to develop good relationships with all children, interacting positively and taking time to listen to them.

### **Reception Class**

30 place Reception intake

1 Teacher

2 Teaching and Learning Assistants

### **Key Workers**

In Reception, the teachers act as 'Key Workers' to all children in the Early Years setting and our TLA also contributes to this information.

### **Intimate Care**

Some children in the setting, depending on age, stage and development will need support toileting and the Key Worker will support the child and work closely with Parents/Carers. Please refer to the Intimate Care Policy. Staff are able to provide advice and assistance to Parents/Carers wishing to support their child in their transition out of nappies.

### **Staff Medication**

Practitioners working in the Early Years setting, who are taking medication have agreed to inform the Headteacher and Human Resources if it could affect their ability to care for children.

## **Organisation and Learning Environment**

### **Enabling Environments**

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

The EYFS classroom and learning spaces are organised to allow children to explore and learn securely and safely. There are areas where the children can be active or complete tasks more quietly. The classroom covers all learning areas, where children are able to access equipment and resources independently. The EYFS class have their own large enclosed outdoor area which has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the ability to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help them to develop their gross motor skills in all areas of learning. Children are encouraged to learn independently during 'independent learning times' but are also guided and supported by adults.

Throughout independent learning time, the outside and inside areas are always available throughout the day. At timetabled intervals, children are taught in small groups with a Teacher which is supported by the TLA. In Reception, children have access to snack and water at all points during the day.

## **Effective Learning**

Effective Learning builds and extends upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's Learning Journeys on Tapestry.

## **Reception**

Reception children arrive at 8.30am for 'Early Morning Learning' and doors close for registration at 8.55am. Lunch is between 12.00pm and 1.00pm. The children are collected at 3.15pm through the Reception doors.

## **Resources**

The Early Years setting has a wealth of resources which are rotated regularly to excite and motivate learners. The resources are safe and accessible to all children and are clearly labelled with words and pictures. Risk assessments are regularly carried out to ensure their suitability and safety. Enhancement resources are added to the continuous provision areas to engage, excite and develop children's learning through play.

## **Health and Safety**

At Tor Bridge Primary there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. A risk assessment for the provision is available on request.

- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- Milk and fruit are available during the day.
- A first aider is accessible at all times and a record of accidents and injuries is always kept.
- A fire/emergency evacuation procedure and policy is in place.
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff's own personal use.
- Regular risk assessments are carried out on both resources and the environment (both immediate to the Early Years setting and in the wider school grounds) to ensure the safety of all children and adults.

## **Collecting Children**

The registration form lists the Parents/Carers who will normally collect the children at the end of the session. If there is an emergency, the Parent/Carer must ring the school and let them know who will be collecting the child.

## **Medicines**

At Tor Bridge Primary we undertake a whole school 'Medicines and Supporting Pupils at School with Medical Conditions' policy ensuring that there are systems in place to ensure that medicines and the system for obtaining information about a child's needs for medication are kept up to date. For further information, please see our Medicines and Supporting Pupils at School with Medical Conditions policy.

## **Early Years Foundation Stage Curriculum**

The EYFS Profile summarises and describes children's attainment at the end of the Early Years Foundation Stage. It is based upon ongoing observations and assessment in the three prime and four specific areas of learning, and the three learning characteristics; these are set out below:

**The prime areas of learning:**

- Communication and Language (CL)
- Physical Development (PD)
- Personal, Social and Emotional Development (PSED)

**The specific areas of learning:**

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

Through careful assessments and observations, including information provided by Parents/Carers and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's Parents/Carers and agree how to support the child further.

At Tor Bridge Primary, *"Practitioners should be ambitious for all children. To do this they must consider the individual needs, interests, and development of each child in their care. They must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for Key Stage 1"* (Statutory Framework for EYFS 2024).

Planning and guided children's activities will reflect the different ways that children learn and reflect these in their practice. At Tor Bridge Primary, we support children in using the three Characteristics of Effective Teaching and Learning. These 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, Recording and Reporting

### Reception



In Reception, the Teacher is responsible for the Online Learning Journeys in their class. However, Teaching and Learning Assistants, Parents/Carers and other agencies will contribute to these also. Each term they will include observations, direct speech from the child, photographs of different activities, adult directed activities, comments and photos from home, WOW moments from events and school trips, Whole Class Observations, and Home Learning.

Upon joining Reception, the children will partake in the Reception Baseline Assessment (RBA) which is a short, interactive assessment, taken in the first six weeks in which a child starts Reception. *“The RBA assesses a child in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for cohort-level school progress measures. Data from the RBA is compared to key stage 2 outcomes 7 years later to form the overall progress measure for a school.”* (Statutory Framework for EYFS 2024).

In the final term of Reception, a written report is sent to Parents/Carers reporting on the Prime and Specific areas of development and the Characteristics of Effective Teaching and Learning. Parents/Carers will also be able to download a PDF version of their child’s online Learning Journey via Tapestry.

For each Early Learning Goal, the class teacher must judge whether a child is meeting the level of development expected at the end of the Reception Year (expected), or not yet reaching this level (emerging). The completed EYFS Profile must include a short commentary on each child’s skills and abilities in relation to the three key Characteristics of Effective Teaching and Learning. This will support future curriculum planning and will provide the Year One Teacher with important information about each child’s approach to learning.

## **Positive Behaviour Policy in the Early Years**

### **Class Promise:**

At the beginning of the year, the new class are to create their own class rules and are then signed by everyone including staff. There will be no more than 8 and will be in a positive format: ‘We always...’

### **Rewards:**

We praise and reward children for good behaviour in a variety of ways:

- School staff congratulate and praise children verbally but also by moving them up the class behaviour chart. Children start on green every day and are moved up to blue and then finally pink;
- Special Messages Home: we select children in the classroom for special messages home when a child has gone above and beyond within any area of the curriculum including home learning; acts of kindness or exemplary efforts or behaviour.
- Each week we nominate a child from each class to receive the ‘Learner of the Week Award’; each week the learner of the week child is selected to share their learning with the Headteacher for ‘Hot Chocolate Friday’ and also gets to take home Freddie the class bear for the weekend.

### **Golden Time:**

Golden Time takes place on a Friday afternoon for all children.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

### **Sanctions:**

1. We begin by giving the child 'The Look'
2. We will celebrate, acknowledge and reward good behaviour being displayed by other children around the child.
3. Identify the child displaying the negative behaviour and add a reminder of the expectations/class rules.
4. Identify the child and move down to yellow on the class behaviour chart.
6. Identify the child and move down to red on the class behaviour chart. Issue a Reflection Time for 5 minutes where an adult will sit with the child to reflect upon future positive choices. From Term 5 a Red Card will then be issued and Parents/Carers will be informed at the end of the day. Child to then apologise and move back up to green on the class behaviour chart for a fresh start.

### Transition to Year One

In Term 6, the children's new Teacher spends time in the Reception classroom so they can become familiar with each other. Children will also have opportunity to visit their new Teacher in their new classroom. The classrooms in Year One are equipped with familiar resources to ensure a smooth transition into Key Stage One. The Year One Teacher is given a copy of the EYFS Profile report together with a short commentary on each child's skills and abilities in relation to the three key Characteristics of Effective Teaching and Learning. This informs the dialogue between the Reception and Year One Teacher about each child's stage of development and learning needs and assists with the planning of activities in Year One.