



Brecknock Primary School

Early Years Policy 2023

Committee	Curriculum and Pastoral Committee
Last reviewed	
To be reviewed	
Changes from 21-22 to 22-23	

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1. Aims

This policy aims to ensure:

- That children in Early Years access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- Ensure that all children thrive through carefully planned opportunities and experiences that focus on building self-confident, independent learners.
- We give the children the best possible start to their journey through school, whilst establishing positive partnerships with both the children and their families.

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

2. Structure of the EYFS

The Early Years Foundation Stage (EYFS) covers the learning, development and care of children from birth to 5 years old. At Brecknock we offer early childhood education from the term after a child turns two years old. Our Early Years is divided into three distinct classes according to children's ages.

Two Year Old Provision – We offer eligible 2 year olds free early education and childcare places, for up to 15 hours per week during term time until the child reaches 3 year old funding eligibility age. There are morning and afternoon places available.

If you are not entitled to Free Education for 2 year olds you can pay for your child's place.

You can also purchase extra sessions above the 15 hours of free childcare.

This enables parents to choose from a variety of flexible child care options during term time.

For this provision, admissions are handled internally by the school, abiding by Camden's admissions criteria.

Fees can be paid using childcare vouchers or Local Authority / Government childcare grants or via ParentPay or bank transfer.

Brecknock admissions policy outlines all the flexible childcare options and any fees involved.

3YO Nursery class – There are 39 morning and afternoon nursery places available and children start in this class from the term after they turn three.

If children have attended our two year old provision then the early year's staff will meet with parents/carers to manage this transition. Please note that although attendance at the two year-old provision guarantees a place in Nursery, this is only when places are available as our capacity is 39.

All 3 and 4 year olds are entitled to the universal offer of 15 hours free early education per week. Children will attend for 3 hours in the morning or 3 hours in the afternoon, Monday – Friday. Your child may also be entitled to an additional 15 hours early education per week.

For this provision admissions are handled internally by the school, abiding by Camden's admissions criteria.

This enables parents to choose from a variety of flexible child care options during term time.

Fees can be paid using childcare vouchers or local authority / Government childcare grants or via ParentPay or bank transfer.

Brecknock admissions policy outlines all the flexible childcare options and any fees involved. Brecknock Admissions Policy

Reception classes – Reception children start school in the September following their 4th birthday. Capacity for these two classes is 60 children (divided into two classes of 30). For admissions, Reception children apply centrally through the borough the child resides in.

If your child has a place in the Nursery at Brecknock, they are not guaranteed admission into Reception. You must re-apply for Reception through the borough the child resides in.

See our admission policy for further information: Brecknock Admissions Policy

HOURS

The Two year old provision, Nursery and Reception are open in term time only.

Two Year Old provision

Children can attend part time during term time, which is five days a week 9am – 12pm or 12.30pm - 15.30pm. Children can also attend full time during term time, which is five days a week from 9am – 3:30pm.

3YO Nursery class

Children can attend full time during term time, which is five days a week from 9am – 3:30pm. Children can also attend Nursery part time during term time, which is five days a week 9am – 12pm or 12.30pm - 15.30pm.

Reception classes

Children attend full time during term time, which is five days a week from 9am – 3:30pm.

EXTENDED HOURS

Breakfast Club is available to children in the Early Years (2YO provision, Nursery and Reception) from 8am. Children in the Early Years are able to access the Extended Hours provision until up to 6pm every day. The Extended Hours service takes place in the EYFS environment, where the children have a provided snack. Children can attend for as many days as needed in the week, however we require a half term's notice for any changes.

See the charges agreement on the school website.

RATIOS

The school will ensure that staff levels within the Early Years setting comply with statutory guidance and can meet the needs of the children. This is to provide suitable levels of supervision and keep them safe. Children will be kept within sight and hearing at all times. The senior leadership team will oversee all EYFS provision.

For the Two Year Old provision:

- There must be at least one member of staff for every four children
- At least one member of staff must hold an approved level 3 qualification
- At least half of all other staff must hold an approved level 2 qualification

For the 3YO Nursery class:

- There will be at least one member of staff for every 13 children.
- One member of staff will be a qualified teacher.
- At least one member of staff will hold a full and relevant level 3 qualification.

For Reception class:

- Class sizes will be limited to 60 pupils (equivalent to two classes of 30 children).

- Classes will be led by a qualified teacher, supported by suitably qualified support staff.

3. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

3.1 Planning

The EYFS curriculum is carefully planned as part of the curriculum offer at Brecknock Primary School. Our creative curriculum reflects our diverse community and through opportunities to play and explore, establishes the foundations of the children to become life-long learners. Our ambitious curriculum aims to enable all children to flourish in their academic and personal development. It promotes deep understanding of knowledge, skills and critical thinking, all underpinned by developing children's oracy skills, from the moment they start school. Our curriculum is created with purpose and taught with passion, so that our children thrive as knowledgeable learners, who are confident communicators and active citizens.

The Early Years teachers plan learning activities and experiences for children that enable them to develop and learn effectively, working closely with support staff. In order to do this, staff working with the youngest children focus strongly on the 3 prime areas. Staff also take into account the individual needs, interests and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. The staff team work collaboratively between the 2YO provision, Nursery and Reception, as well as closely with our federated partner school, to follow long term and medium term plans, and plan weekly for both inside and outside learning environments. We know that the physical and human environment plays a key role in supporting and extending the children's physical development.

3.2 Teaching

Each area of learning and development is implemented through carefully planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Underpinning all teaching in the EYFS are the characteristics of effective learning, which highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. All activities taking place within Nursery and Reception are planned with the 'characteristics' in mind. 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 within their learning, and develop their own strategies for doing things.

Learning through play is an essential part of our Early Years. We believe children learn best through a play-based curriculum which interests and inspires them. Play gives our children the opportunity to pursue their own interests and provides opportunities for children to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Through play children learn to problem solve, negotiate, communicate, ask and answer questions, share and investigate. Children in the 2YO provision, Nursery and Reception have secure routines with a planned timetable, incorporating carpet sessions throughout the school day.

Rigorous phonics is taught daily, in line with the Little Wandle Letters and Sounds whole school approach. With Oracy at the core of our whole-school curriculum, Early Communication and Language is a priority in the Early Years and forms the foundation across all of the children's learning. In reception, children are taught maths daily through the NCETM Mastering Number programme.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

4. Assessment

At Brecknock Primary School, ongoing assessment is an integral part of the learning and development processes. All children are assessed through observations when they start school to record a baseline of their development. Staff constantly observe pupils to identify their level of achievement, interests and learning styles, considering the characteristics of effective learning. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers via the Tapestry online learning journal. The 2YO provision, Nursery and Reception teachers have termly pupil progress meetings with the senior leadership team to track the progress of the children in EYFS. We also work closely with local Camden schools to ensure accurate assessment judgements and data.

Reception Baseline Assessment: Within the first 6 weeks that a child starts reception, teaching staff will administer the Reception Baseline Assessment (RBA). Information can be found here:

<https://www.gov.uk/guidance/reception-baseline-assessment>

In line with statutory requirements, at the end of Reception the class teachers assess each child against the 17 Early Learning Goals (ELGs) noting whether children have met these ELGs. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The results of the ELG assessments are shared with parents and/or carers for their child through end of year reports and is discussed at parents evening.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the Camden local authority.

5. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

- Teachers carry out home visits prior to children starting the school. We also carry out stay and play sessions in the summer term to support children to familiarise with the school.
- Children have a carefully planned staggered start into the school in September to support settling. This is different for each child.

- Parents and/or carers are kept up to date with their child's progress and development through the use of the online learning journal Tapestry.
- Termly parents evenings for all children provide information for parents about their child's progress.
- Annual reports are provided for all children in July each year.
- For the 2YO provision a progress check is completed when a child is aged between two and three. This involves working closely with parents and other professionals involved in the child's life to highlight the child's developmental progress, strengths and next steps.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. This is supported by the class teacher who takes a key role in the learning of all children. The key person supports parents and/or carers in guiding their child's development at home, in conjunction with the class teacher. The class teacher and inclusion team help families to engage with more specialist support, if appropriate.

6. Safeguarding and welfare procedures

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 Section 3 of the Statutory Framework for the Early Years Foundation Stage (2021).

We are a 'healthy school' and our children receive free fruit and milk at school. They have access to water at all times. All children can eat a school lunch but are able to bring a packed lunch, however the vast majority do eat school lunch.

Staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose

We promote good oral health, as well as good health in general, in the early years by teaching children:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

7. Monitoring arrangements

This policy will be reviewed and approved by the Executive Headteacher, Head of School and Governing Body (curriculum and Pupils Committee) every two years. At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found? https://www.brecknock.camden.sch.uk/our-school/policies/
Safeguarding policy and procedures	See Safeguarding Policy
Procedure for responding to illness	Medical Needs Policy
Administering medicines policy	Medical Needs Policy
Emergency evacuation procedure	Fire evacuation procedures, business continuity plans, health and safety policy
Procedure for checking the identity of visitors	Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	Safeguarding Policy
Procedure for dealing with concerns and complaints	Complaints Policy