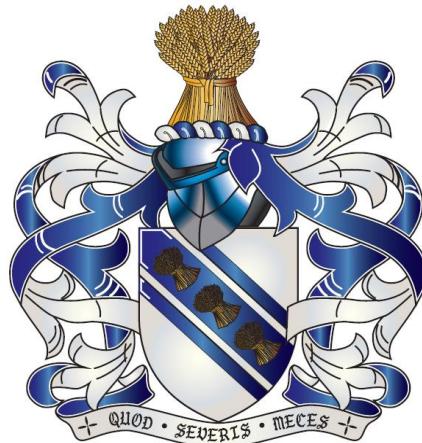


# The Bliss Charity School



*The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.*

## Early Years Policy (2024-2026)

**Signature:** ..... **(Chair of Governors)**

**Print Name:** Mrs. S. Hornagold-Prosser      **Date:** 01/2024

**Signature:** ..... **(Headteacher)**

**Print Name:** Mrs. L. White      **Date:** 01/2024

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## **1. Aims**

This policy aims to ensure:

- That children 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 and no child gets left behind.
- 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.

## **2. Legislation**

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) published December 2023. Effective from 4<sup>th</sup> January 2024.

## **3. Structure of the EYFS**

The Bliss Charity School has provision for 30 Reception children, ages 4-5. They transition into Reception in the September that they start school. Once in full time, children partake in 32.5 hours of learning time per week. They have a 15 minute breaktime during the morning and mid afternoon as well as an hour for lunch.

## **4. Curriculum**

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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

### 4.1 Planning

The Early Years Leader plans activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to 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.

#### 4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. We also embrace outdoor learning in the outdoor classroom as well as the area outside the classroom. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions, with a focus on the three characteristics of Effective Teaching and Learning (Playing and Exploring, Active Learning and Creating and Thinking Critically).

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 and beyond.

### **5. Assessment**

At The Bliss Charity School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning abilities. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers through the Tapestry platform and regular communication.

Within the first 6 weeks that a child starts reception, the teacher will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, the teacher completes the EYFS profile for each child. 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 profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The teacher inputs onto the school data system, Insight, at the end of the autumn, spring and summer term. The summer term assessment judges the children as to whether they have met their GLD (Good Level of Development). The autumn and spring data focuses on how they are progressing in what has been taught so far.

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 local authority upon request.

The year 1 teachers are given a copy of the profile report and engage in a detailed discussion with the EYFS teacher to ensure they are fully aware of the development and learning needs of children as they enter year 1.

### **6. Working with parents and carers**

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

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The teacher helps to ensure that their learning and care is tailored to meet their needs as well as supporting parents and/or carers in guiding their child's development at home. The teacher also helps families to engage with more specialist support, if appropriate.

## **7. Safeguarding and welfare procedures**

We recognise that 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 safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

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

- 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 school's child protection and safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by the Early Years Leader and Headteacher every 2 years.

At every review, the policy will be shared with the governing board.