




The
Ursuline
Preparatory School Ilford

Early Years

(October 2023)

**To live and learn in harmony,
Caring for each other;
Treating everybody as a sister and a brother;
Reflecting Christ's actions and His message too,
By striving for excellence in all that we do**



SCHOOL POLICY FOR MATHEMATICS

Persons responsible: Mary Sales

Date Adopted: **January 2022**

Date of Policy Review: October 2024

HOW THE POLICY WAS DEVELOPED

The Policy was developed by M Sales in consultation with teaching staff, following an audit of current practice; the Governing Body and parents were consulted before the policy was finalised.

HOW IT RELATES TO THE SCHOOL DEVELOPMENT PLAN

- Due to the changes in the revised EYFS September 2021, it is a priority within the School Development Plan to ensure staff are confident in implementing the revised documentation including linking development statements to children's learning, the use of Tapestry, knowledge of child development, tracking and planning a child's next steps.

RATIONALE

Early Years refers to children who are Nursery and Reception age. This is referred to as the 'Early Years Foundation Stage' (EYFS). Early Years education is the foundation upon which children build the rest of their lives and encompasses all aspects of learning. This policy outlines the purpose, nature and management of early years at our school, taking into account the developing intellectual, physical, emotional and social needs as well as the abilities of all the children. The EYFS is based on principles of inclusion, opposing any form of discrimination or prejudice. We welcome all families and children.

AIMS AND OBJECTIVES:

This policy aims to ensure:

To foster the moral, spiritual, social and cultural development of the children within a Catholic context.

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 partnership with parents to support and enhance the development of the children.

LINKS TO OTHER POLICIES

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

ORGANISATION & PLANNING THE CURRICULUM

*Children are accepted into our Nursery from the **term** after their third birthday, on a full-time basis with 3 entry points: September, January and April. Parents are invited to apply for a place in our Reception class the January before their child is due to start Reception which is the **September** after their fourth birthday. (See school Admissions Policy)*

The children are based in our Early Years Unit, which has one large room for Nursery (with attaching toilets) and 2 smaller rooms for Reception. The children are taught in small groups, but share the resources in the enabling environment, including the outside area.

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

Staff plan 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.

Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

In addition to the EYFS Framework Nursery are taught music and PE by specialist teachers.

Reception pupils are taught music, Spanish and PE by specialist teachers.

SPIRITUAL AND MORAL DEVELOPMENT

In addition to the Early Years Framework we follow a separate curriculum for Moral and Spiritual Development called "Come and See" which is recommended by the Diocese of Brentwood.

Children will be encouraged to develop a sense of wonder and awe reflected in the Christian faith and in God's world. Children will also be taught that there are a wide variety of beliefs and value systems, all of which must be respected. Children will be encouraged to be self-aware, to have a sense of self-esteem, confidence and to be aware of the feelings, attitudes and thoughts of others. Children will be encouraged to develop a sense of justice and fair play, to be truthful, honest, and aware of the consequences of their own actions, to share, empathise and compromise. Children will be taught that they are both members of a group and part of a wider community. Tolerance, co-operation and accepting democratic decisions are attitudes that we foster.

PLAY

Play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, other times they will describe and discuss what they are doing, or they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world
- Practice and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

RESOURCES

Children can access their chosen resources which are stored inside our 3 rooms, as well as the conservatory area.

The outside area resources are stored in a shed and 2 large containers.

TEACHERS' RESPONSIBILITIES

Each area of learning and development is implemented through 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.

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.

ASSESSMENT AND RECORD KEEPING

At The Ursuline Prep School, Ilford, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. Staff review a child's progress termly, using a 'focused child' system. Each child is discussed within the team, sharing knowledge of the child's learning and next steps are planned. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Parents and/or carers are met with twice a year, at Parent Evening meetings to discuss their child's progress.

Early Years reports are written on Tapestry at the end of the Summer Term.

Nursery are provided with a written summary of the child's development in the 3 prime areas only.

The Tapestry journal is made available for parents to download and keep at the end of the Reception class, or if a child leaves the school.

Within the first 6 weeks of a child starting our Early Years setting, staff will administer a baseline assessment using observations, parental information, as well as short child appropriate tasks in Literacy and Maths. This gives staff a starting point for each child. This is recorded using a tracking system on Excel – noting any child below their stage of development for their age in red. This is referred to throughout the year to check each child's progress.

At the end of the EYFS, the Reception class teacher completes the EYFS profile for each child. Pupils are assessed against the 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 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.

CO-ORDINATOR'S RESPONSIBILITIES

The Head of Early Years is responsible for:

- ensuring staffing ratios are correct at all times
- being a good role model
- providing support with the new curriculum
- keeping abreast of new ideas and informing staff
- keeping an up to date inventory and liaising with other coordinators
- ordering resources
- monitoring assessments
- attending courses and disseminating information
- monitoring the implementation of the EYFS policies
- leading parent workshops and staff meetings
- informing staff of relevant courses

EQUAL OPPORTUNITIES

Every child is included and supported through equality of opportunity and anti-discriminatory practice.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

(To be read in conjunction with EAL policy.)

We value multilingualism as an education asset and encourage children to speak in their home language in their play. We provide appropriate extra support through small group work based on the 'Living Language Programme,' if required to enable children to become confident in speaking English to a good standard.

EXTRA-CURRICULAR ACTIVITIES

We aim to create a balanced curriculum which has breadth as well as depth. We seek to develop a child's full potential by fostering individual's talents and interests. An extra-curricular activities programme helps increase social awareness, social skills, group responsibility and empathy amongst peers.

Reception are offered Football, Multi-skills, Speech and Drama, Ballet and Irish Dancing. Nursery are offered Ballet and Irish Dancing.

HEALTH AND SAFETY

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 teeth

Staff complete a daily indoors and outdoors risk assessment.

Staff adhere to the Early Years Cooking Risk Assessment.

Staff adhere to the School Trips Policy and complete a Risk Assessment Form for each individual trip.

Use of mobile phones – Personal mobile phones are used in emergencies only.

Photographs are taken on school iPad or cameras.

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

SETTLING IN

Usually children settle quickly and become confident and happy to be left by their parents/carers. We have an individualised approach and if necessary, the ‘settling in’ period can be tailored to the needs of each child. This is done through discussions with parents and the Head of Early Years. This flexible approach leads to confident, happy children.

PARENTAL INVOLVEMENT

We recognise that children learn and develop well when there is 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 through Tapestry. Parents are encouraged to respond by giving comments, or adding photographs of what their child is doing at home.

In Nursery each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child’s development at home. The key person also helps families to engage with more specialist support, if appropriate.

MONITORING ARRANGEMENTS

This policy will be reviewed by Head of Early Years yearly.