



Buckingham Park
Church of England Primary School
Excellence, through God who strengthens us

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School Policy Document

Early Years Policy

Date Adopted by Full Governing board:	
Last reviewed on:	01/09/2022
Next review due by:	01/09/2023

1. Aims and expectations for the Whole School

- 1.1. At Buckingham Park Church of England Primary School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built on a clear Christian foundation and rooted in Christian values. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.
- 1.2. Buckingham Park Church of England Primary School is committed to creating a school community where exemplary behaviour is at the heart of productive learning. Everyone, staff, children and parents alike, are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, and encourage others to do the same.
- 1.3. All school policies are therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.4. The school has a set of values that are based on Jesus' Sermon on the Mount. These are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. These values are displayed below:

We are kind, helpful and polite
We do our best
We are honest
We share
We are peacemakers
We forgive others
We take care of everything, and everyone

- 1.5. The school expects every member of the school community to behave in a considerate way towards others and by following these set of values

2. Aims for EYFS

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. We carefully consider our pupils starting points and what they need to achieve using our knowledge of the unique child, their interests and developing cultural capital for **our** cohort.
- Quality and consistency in teaching and learning so that every child makes good progress with a particular focus on areas which we know have lower starting points for **our** pupils. The areas that are consistently lower upon entry are Communication and Language, Physical Development (particularly fine motor skills), Personal, Social and Emotional Development (particularly self-regulation and toileting).
- Our staff work diligently to develop a close working partnership with parents and/or carers. We get to know **our** children very well.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice, irrespective of attainment, disability, ethnicity, gender or background.

3. Intent

The intent for our children is to provide the best possible foundation for our pupils to prepare them to embark upon the National Curriculum and to develop a positive, confident approach to life-long learning. At Buckingham Park we do this through a carefully planned curriculum which is founded on where our children start when they join us in Nursery and what we would like them to know before they leave Reception to embark upon the National Curriculum. Everything we do is rooted in the Characteristics of Effective Learning and the Educational Programmes outlined in the EYFS statutory framework that applies from September 2021.

At Buckingham Park, all teaching staff deliver an EYFS curriculum through immersion in high quality teaching alongside an enriched environment (**the third teacher**). Our philosophy is to nurture every child's curiosity, interest and enthusiasm for learning, developing both skills and confidence as they take their first steps on their own unique journey of lifelong learning.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important to provide the basis for achieving the specific areas. We know with **our children** for example, that due to low starting points in our population, we have a lot of work to do particularly in Communication and Language, as that directly impacts the specific area of Literacy.

Find out more about these areas on our website here: <http://www.buckinghampark.bucks.sch.uk/our-curriculum.html>

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

At Buckingham Park we have a bespoke curriculum with Curriculum Goals that are laid out for all to see on our website which can be viewed here: <http://www.buckinghampark.bucks.sch.uk/our-curriculum.html>

4. Implementation

Staff plan activities and experiences for children that enable children to develop and learn effectively. We do this with a mixture of topic teaching, following theme weeks and days, festivals and responding to areas of need. Each topic has a Curricular Overview that details learning in each area and includes 'Real Life Experiences' to provide our children with the cultural capital that they wouldn't necessarily receive outside of school.

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.

Here are a few examples of how we support children with additional needs:

- All pupils are screened using Speech and Language Link in September. If a child is identified as amber or red, they receive speech and language intervention before a referral to NHS SALT services
- All children take part in differentiated activities to support starting points in Physical Development. We carefully plan Funky Fingers, Dough Disco and use the OT skills checklist to support pupils
- Toilet training and close liaison with Health Visitors and School Nursing Team

Staff know our children very well and communication with parents/carers, home visits, feeder nursery visits and strong relationships enable us to ensure that ALL pupils are making good progress.

5. Teaching

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, skilfully guiding their development through high quality interactions. Our Nursery has become accredited in ICAN <https://www.icancharity.org.uk/> and our Early Years as a whole are now embarking upon our accreditation in becoming 'Communication Champions' for our local authority.

Adult led focused groups

Tasks are planned for the children and immediately follow a shared input. We teach the children in very small groups or on one to one. These sessions are planned with care, meeting the needs of all children, using prior knowledge of the child's learning experiences and guidance from the curriculum.

Continuous Provision & Child-initiated Activities

Indoor and outdoor resources are organised to develop children's skills in personal interaction and exploration and are linked to observation and skills we want the children to rehearse or be reinforced. The children are encouraged to access these planned activities (child-initiated learning) or use the whole range of resources for continuous provision.

Resources are carefully selected to meet the development needs of the children in order to enhance potential for new learning and consolidate prior learning. Resources are dressed/displayed to reflect children's interests. Pupils are encouraged to discover, experiment and explore the provision on offer and work collaboratively with their classmates and teaching staff.

Continuous provision transcends all areas of learning and provides children with the opportunity to demonstrate the Characteristics of Effective Learning. Children are given the freedom to make independent choices and are encouraged to be active learners and take control of their own learning.

6. Assessment

At Buckingham Park, ongoing assessment is an integral part of the learning and development processes. Adults record 'Wow!' moments which are recorded in both our learning journey board and floor books. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Throughout 'continuous provision' observation forms a fundamental aspect of the pedagogy of EYFS at Buckingham Park C of E Primary School. Staff also take into account discussions and information shared by parents and/or carers.

We use Target Tracker based on [Development Matters](#) (non-statutory guidance for typical age and stage of development) to support our curriculum assessments throughout the year. This information feeds into our end of year [Early Years Foundation Stage Profile \(EYFSP 2021\)](#) in order to provide parents/carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile reflects practitioners' knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Within the first 6 weeks that a child starts reception, staff will administer the [Reception Baseline Assessment](#) (RBA). In cases where a child joins us later in the year and hasn't completed the baseline, we will ensure that this is completed in the first two weeks of a pupils joining us.

At the end of the EYFS, staff complete 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 profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. Where possible, we also attend moderation meetings hosted by the local authority. The EYFS profile data is submitted to the local authority prior to 30th June.

7. Parents as Partners

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We begin the school year by visiting each pupil new to Nursery or new to Reception at their home. We have settling in sessions prior to children starting with us and a staggered start at the beginning of Autumn Term whereby children attend in half class sized groups. We work with parents to ensure that there is a smooth transition and strong relationships are developed.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Learning Journey Floor Books are available for parents to view at least twice per year, learning is also communicated weekly to parents via Weekend Words. Each child has a focussed writing book where there is a

combination of adult-supported and child-initiated writing that can be viewed at least twice per year. We meet with parents in Autumn Term and Spring Term for parent teacher meetings and also offer an optional transition meeting at the end of Summer Term. We do operate an 'open door' policy so that parents can make an appointment with their child's teacher to discuss concerns or share information to support their child.

8. Impact

The majority of our children enter Key Stage One ready to begin the next chapter of the educational journey. Where children have achieved 'emerging' in any area of the EYFSP, these areas continue to be targeted to ensure children receive the support they require to continue to close the gap with their peers. All pupils are equipped with a broad range of knowledge and skills that provide the right foundation for future progress through school and life. We have a clear vision of what we want to achieve for the children in our care, and these clear curriculum goals inform all areas of our practice. We invest in skilled and experienced staff - that support children to reach their full potential. We operate an open and reflective culture – our culture is driven by continuous improvement- we want to be better, do better so that **our** pupils can achieve their very best. We seek out other settings and professionals to learn from and share and reflect practice. We recognise the knowledge and expertise of our own staff and value open discussion and staff consultation.