

# Early Years Policy

Where education is more than what you know, it's who you can become...

Approved By	<b>Hujjat School Trust Board</b>
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Owner	<b>David Poole</b>
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**HUJJAT  
PRIMARY  
SCHOOL**

## VISION

To be an outstanding, happy and inclusive school that cultivates our relationship with God through the conduct and teachings of Prophet Muhammad (Peace be upon him). A place where children can indulge their intellectual curiosity, develop a love for learning, and build the foundations to become ethical, responsible and inspirational members of society.

## MISSION

We will facilitate the well-being and growth of every child's mind, body and character through:

- Nurturing children within a safe and caring learning environment to realise their full potential;
- Providing a broad, balanced, vibrant and inclusive core curriculum that fosters curiosity and outstanding academic achievement;
- Facilitating experiential teaching, enrichment activities that are a feast for the senses, and focused time on health, hygiene and nutrition;
- Fostering learners who are able to think, question and reflect independently;
- Developing confident, respectful and effective communicators who can express themselves and make informed choices;
- Encouraging positive relationships;
- Listening deeply and accepting every child as a gift from God.

This is accomplished through a values curriculum in accordance with the Islamic philosophy of education. Individuals are encouraged to reflect on the qualities of God and develop the virtues of good character as embodied by Prophet Muhammad (Peace be upon him), thus enabling our pupils to apply their knowledge and turn it into action for the benefit of our school and the wider community.

## VALUES

- Integrity
- Respect
- Compassion
- Excellence
- Service
- Gratitude

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## POLICY STATEMENT AND OBJECTIVES

Our *vision* is to create a happy and inclusive school grounded in Islamic values, where children can indulge their curiosity, develop a lifelong love for learning and build the foundation from which they can grow to become ethical, responsible and inspirational members of society. Within a caring environment, we provide the opportunity for every child to reach their full potential. We embrace Islamic Values and ensure all children are ready for their next steps.

Within this document, Early Years is used to describe children within the Reception Classes.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” *Statutory Framework for the Early Years Foundation Stage, Department for Education, March 2012*

The Reception Classes **must** provide every child with a feeling of security, being valued and the confidence to explore new learning. Children’s time in Reception is **unique** in that it sets the foundation for their educational journey.

The EYFS Curriculum is based on four overarching principles:

- Every child is a unique person, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in positive environments, in which their experiences respond to their individual needs and there is a strong partnership between child, parents/carers and staff;
- Children develop and learn in different ways and at different rates.

## AIMS AND PRINCIPLES

### 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

- Provide a relevant curriculum with tasks that are both practical and purposeful;
- Provide opportunities for children to engage in activities planned by adults and those that children plan or initiate themselves;
- Consider the individual needs and interests of each child, and use this information to plan a challenging and enjoyable experience in all areas of learning and development;
- Acknowledge the holistic nature of young children’s learning and make links between different areas of the curriculum, with the emphasis on learning through play and the importance of developing speaking and listening skills especially for children with English as an Additional Language;
- Must create a learning environment that develops children’s imagination and encourages children to explore and express their ideas and feelings;
- Must respond to each child’s emerging needs and interests;
- Involve parents and carers in their children’s education.

## LEARNING ENVIRONMENT

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet or rest. The classrooms are set up in learning areas, where children can find and locate equipment and resources independently. The EYFS classes have their own enclosed outdoor area. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers children the chance to explore, use their senses, develop their language and be physically active. We plan activities and resources for the children to access both indoors and outdoors that help the children to develop in all 7 areas of learning listed below.

## PLANNING AND ORGANISING THE CURRICULUM

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

At Hujjat Primary School, we know that children learn and develop in different ways and at different rates. There are seven areas of learning and development that must shape the educational provision in Early Years Settings. These are divided into prime and specific areas. The three prime areas are important in developing children's curiosity and enthusiasm for learning.

The three prime areas are:

- **Communication and Language** – children are provided with many opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.
- **Physical Development** – children are provided with opportunities to be active and interactive; to develop their co-ordination, control and movement. Children will be taught the importance of physical activity and to make healthy choices in relation to food.
- **Personal, Social and Emotional Development** – help children develop a positive sense of themselves and others; forming positive relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and have confidence in their own abilities.

The other four areas are called specific areas. Through these the prime areas are strengthened further:

- **Literacy** – children are taught to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials to ignite their interest.
- **Mathematics** – children are provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- **Understanding the World** – Children make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** – Children explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child - initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

The curriculum is planned through a thematic approach that reflects and responds to the children's interests, offering experiences in all areas of the curriculum and which carry equal importance to provide a vibrant, broad and balanced curriculum with opportunities for play and child- initiated activities.

Long term planning is based on the Development Matters Document. It shows the range of experiences and learning opportunities that are available for children within Early Years. Medium term planning is based on a theme taking account of the children's interests. It is evaluated weekly to respond to other emerging interests and gaps in learning that the children may have. Short term plans select activities and learning objectives from medium term plans as deemed appropriate to meet the needs and interests of the children.

- Plans are extended and differentiated accordingly;
- Planning should provide a clear balance between challenging the most able children and supporting the less able to achieve and enjoy success;
- By the end of the Reception year, the Numeracy and Literacy lessons prepare children for entry into Key Stage 1 if appropriate.

## 2. LEGISLATION

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

This document also complies with our funding agreement and articles of association.

## CLASSROOM ORGANISATION AND RESOURCES

The organisation of the classroom reflects the importance that is placed on children learning through play and first-hand experience, developing independence and having opportunities to initiate their own activities.

The Reception class provides the following areas:

- Small world tray for retelling stories;
- Role play area;
- Large and small construction;
- Sand and water;
- Book corner with a range of fiction and non-fiction books;
- Writing table with a range of writing resources;
- Making area with access to a choice of natural and man-made resources;
- Tabletop and small world toys;
- Computers and printer together with the Interactive Whiteboard;
- Malleable materials;
- Musical instruments;
- Painting and creative resources;
- Maths games and equipment;

- Outside classroom – a safe, fenced area including a role-play area, giant sand pit, outdoor chalkboard, planting equipment and areas, small sand pits, water trays, outside toys.

## USE OF WHOLE SCHOOL RESOURCES

- The Reception classes use the hall for physical education and assemblies
- Use of outside playground and courtyard where appropriate
- The kitchen for a range of cooking activities
- ICT equipment
- Musical instruments
- Library

## STAFF RATIOS AND DEPLOYMENT

Reception classes are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per qualified school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted.

At Hujjat Primary School, we will have a 1:15 ratio for children under the age of 5, made up of 1 qualified teacher and 1 teaching assistant.

The deployment of staff allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.

## SUPERVISION

We ensure that children are supervised adequately at all times, whether children are in or out of the building through:

- Making sure that every child is always within the sight and/or hearing of a suitably vetted member of staff.
- Monitoring staff deployment across the setting regularly to ensure children's needs are met
- Ensuring children are fully supervised at all times when using water play
- Ensuring children are closely supervised when exploring resources with small parts.
- Taking special care when children are using large apparatus e.g., a climbing frame, and when walking up or down steps/stairs
- Staff will support children to identify, minimise and manage risks in their play
- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits/outdoors
- Supervising children when eating
- Ensure children who fall asleep are monitored and never left alone
- Never leaving children unattended during changes, when applicable



- Supervising children carefully when using scissors or tools, including using knives in cooking activities where this is required
- Increasing staff:child ratios during outings to ensure supervision and safety (please refer to Visits Policy)
- Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services.

## INDUCTION

Induction will ensure that every effort is made to make the children and parents feel welcome through:

- The Reception Teachers will visit the children's Early Years settings to both meet the children and staff to discuss the transition records.
- The children are invited to visit the Reception Class to join in with play and share stories and songs towards the end of the Summer Term with their Parents.
- In the second half of the Summer Term, the Headteacher and Reception Staff will meet with parents/carers to the school to discuss reception procedures and curriculum. Parents/carers are given a Reception Pack which outlines the curriculum and school routines, along with forms to be completed and returned to school.
- Reception children are introduced to the life of the wider school carefully ensuring they are ready. Playtimes are separate allowing the children to settle in a quiet atmosphere, building to full participation in school life when appropriate. The process is the same for assemblies, building up to full participation by the end of the first term. They participate in school assemblies as fully as possible, and every attempt is made to ensure the children know what to expect.

## INVOLVING PARENTS AND CARERS

Parents/carers play an important role in their children's education. When Parents/Carers and School work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

We aim to develop this by:

- Outlining how the EYFS is being delivered to Parents/Carers during the new parents meeting in July, to enable them to understand the value of supporting their child's learning at home and how they can access more information
- Curriculum letters are sent home periodically to keep parents/carers informed of their child's current curriculum and learning needs, with an outline of activities which could be undertaken at home to support this

- Operating an “open door” policy, whereby parents/carers can come and discuss concerns and developments in an informal manner, and to view children’s work
- Sharing progress at school through Tapestry which is regularly added to
- Inviting parents/carers to help in the reception class or other classes in the school and to accompany children on school visits
- In the Autumn term, there will be an evening meeting for parents to further explain the curriculum, with a focus on phonics and reading, and to share ideas on how parents can be involved
- Discussing individual next steps and progress with parents/carers at parents’ evening in Autumn and Spring Terms
- Providing an annual written report to parents/carers in July summarising the child’s progress against the early learning goals and EYFS assessment scales
- All parents/carers will be invited to join the Friends of Hujjat Primary School, which organises social occasions so that families can get to know one another and feel part of the school, to raise money to provide extras that enhance the education of all children in school and to contribute to the ethos of the school
- Any concerns over special and additional needs will be discussed with parents/carers and the SENDCO for the school.
- 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.
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## LANGUAGE AND LITERACY SUPPORTING THE RECEPTION CHILD

Early in the first term at school, children will begin to bring home Phonic Resources so that parents/carers can support their child with the sounds he/she has learnt at school. This will be explained in detail at the Autumn Meeting for parents/carers;

The first books that children bring home to share with parents/carers will be picture books and then books with simple repetitive text and rhymes;

During the year, each child will take home independent reading books that have been shared at school;

Each child may also take home a range of reading games or activities that involve matching sounds and pictures; making, reading and writing simple words that can be practised at home.

## ASSESSMENT

Assessment in the EYFS consists of two main types:

- **On-going assessment** which staff do daily to make decisions about what the child has learned or can do already so as to help the child move on in their learning – this is sometimes called '**formative assessment**' because it informs the next steps that are planned with the child and the parent;
- '**Summative assessment**' takes place towards the end of the Early Years Foundation Stage when children are in the final term of the reception class. This brings together all the different information from on-going assessments that have been made about the child. This information is added to a record of children's achievement which is related to the Early Years Foundation Stage Profile (EYFSP) – showing the levels different children have achieved in the seven areas of learning and development in the Revised EYFS. In 2019 new guidance was published. Staff must complete the EYFS profile for each child who will be 5 years old on, or before, 31 August 2023 and this is reported to the Local Authority.

There are 3 judgments:

1. Indicates a child who is at the 'emerging' level at the end of the EYFS.
2. Indicates a child who is at the 'expected' level at the end of EYFS.

Children are defined as having reached a good level of development at the end of the EYFS in the reception year if they have achieved at least the expected level for the ELGs in:

- The prime areas of learning – personal, social and emotional development, physical development, and communication and language;
- The specific areas of mathematics and literacy

**Base-Line Assessment** – Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). This was introduced in September 2021 as a means of evaluating children's starting points. The purpose of this assessment is to evaluate how much progress a school supports its pupils to make from entry into school up to Key Stage 2 SATs. It will simply provide a snapshot of all pupils. This information is not shared with parents.

## ROLES AND RESPONSIBILITIES BEYOND THE CLASS TEACHER

### TEACHING ASSISTANT (TA)

A TA is assigned to work with the Reception class for some morning sessions each day. It is the TA's role to assist and support the Reception teacher as fully as possible. The TA will work with individuals and groups of children under the direction of the Reception teacher. The TA will be proactive in encouraging development in all areas of learning as well as

aiding assessment, administration and enhancing the workspace. Input and feedback to the Reception teacher is seen as a vital element in the education of the children.

## MONITORING AND EVALUATION

It is the responsibility of the EYFS teachers to follow the principles stated in this policy.

The Headteacher and Early Years Foundation Stage Leader will be carrying out monitoring of the EYFS department as part of the whole school monitoring schedule. Copies of these scrutinies will be shared with the Senior Leadership Team and Board of Trustees.

The Headteacher's role is to support and challenge the class teachers in order to secure the highest quality education to the children. They ensure that moderation takes place both internally and externally to ensure consistency of judgements. The outcomes are reported to parents, Board of Trustees and the Local Authority. The Board of Trustees will review the policy annually to ensure it is kept up to date with any key changes

## 7. SAFEGUARDING AND WELFARE PROCEDURES

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

If you have introduced/want to introduce supervised tooth brushing, insert: We follow [statutory guidance](#) for safety around supervised tooth brushing.

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

## APPENDIX 1. LIST OF STATUTORY POLICIES AND PROCEDURES FOR THE EYFS

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