

Vision

Our children will reach their maximum potential through high standards in teaching, learning and leadership. We will provide a caring, inclusive learning environment where everyone is valued and respected and prepare our children to become valuable members of the wider global community.

“Our vision is to create a school community where every child participates, excels and takes pride in their achievements...”

Mission Statement

The Grange Community Primary School allows everyone to participate by:

- Providing a welcoming, safe, happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling all children to become confident and successful learners.
- Striving to be the hub of our local community and an integral part of our society; building and joining communities locally and beyond.
- Being a partner in the education of our pupils and being committed to working in partnership with our parents and wider community.

The Grange Community Primary School encourages everyone to excel by:

- Working for the highest possible standards of achievement and behaviour in a stimulating environment.
- Valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active citizens of the future.
- Endeavouring to be a centre for outstanding teachers, where quality leadership is extended to professionals in other schools and where the staff are committed to their own learning journey and the sharing of quality practice.

The Grange Community Primary enables everyone take pride in their achievements by:

- Encouraging everyone to do their very best.
- Developing a love of learning inspired by quality teaching.
- Building and developing upon individual strengths and talents.

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) that applies from September 2021.

3. Structure of the EYFS

- 0830-1515
- 45 entry F1 pupils (capped at 30 academic year 2122 because of low numbers)
- 1 FS Leader
- 1 HLTA
- 1 TA (Apprentice)

4. Curriculum

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

4.1 Planning

The Early Years Leader plans activities and experiences for children that enable children to develop and learn effectively. Whole school projects enable the Foundation Stage class to be part of the whole school common thread. Staff working with the youngest children are expected to focus strongly on the 3 prime area to help the children settle in to school life and be able to show good communication and Language skills, physical development skills including gross motor and fine motor and making the sure the children have good self-regulation skills, managing self-skills and building relationships skills. This is done through the implementation of same-day interventions in these areas.

Staff also consider 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; using agencies such as

Speech and Language team, Communication, and Interaction team as well as the Educational Physiologist.

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. 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. This includes the teaching of Read Write Inc through to Get Spelling, Maths Makes Sense, the Cornerstones Curriculum – ensuring there are broad and balanced activities and progression of skills. Discovery RE, Purple Mash, Literacy Shed, SCARF and Jane Considine all have an inspiring role in the Early Years Curriculum.

5. Assessment

At The Grange 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 consider observations shared by parents and/or carers.

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

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. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners 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.

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.

At The Grange Primary School, we value the importance of the three-way relationship between children, parents and staff, as it enables children to make good progress and to maximise their potential. Formal parents' meetings are offered termly, where parents have the opportunity of speaking with the teachers to discuss their child's progress and development, their next steps in learning and to view their child's Learning Journeys, Read Write Inc books, Me myself and I books and Maths Makes Sense books.

Parents are always welcomed to discuss their children informally at the end of the school day.

Coffee mornings are set up during July (when permitted) to welcome prospective parents and current parents to meet and talk about life at The Grange. Teachers and TAs are invited to mix and get to know the prospective parents.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by showing the children what tooth decay can do to your teeth.

Government advice on how to prevent tooth decay:

1. Reduce consumption of foods and drinks that contain sugar.
2. Brush teeth twice a day.
3. Take your child to the dentist when the first tooth erupts.

Cutting down on sugar consumption and targeted supervised tooth brushing will be advised.

We follow statutory guidance for safety around supervised tooth brushing.

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

8. Monitoring arrangements

This policy will be reviewed and approved by Holly Haselgrove, EYFS Lead every two years.

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

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