EYFS Extended School Day Policy

Date Approved	Committee responsible for review of policy	Next Review Date	Policy on Website	Statutory Policy
February 2023	C&S	February 2027	Yes	Yes

Headteacher: Mrs Emma Humphrey

Our Vision
Inspiring children to be adaptable, healthy inquisitive learners who through nurturing are in a position to succeed in a rapidly changing world.
Within this document, the term Early Years is used to describe children within the Reception Class who attend Alton Infant School and then the extended school day at Anstey Junior School.
'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 in its own right. 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.'

Legislation
This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS)

The Reception year must provide every child with a feeling of security, being valued and the confidence to explore new learning. The Reception year is unique in that it can set the tone for later school life. A child from a reception class will need to be treated in the same way when they attend the extended school day.

1. 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 in its own right. 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.
2. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
3. The EYFS seeks to provide:
• quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
• a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
• partnership working between practitioners and with parents and/or carers
• equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported
4. The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:
• the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
• the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)

• assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)
5. The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

The EYFS is based on four overarching principles:

- every child is a unique child, 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 enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates.

This Early Years Policy includes the following:

- Aims and Principles
- Planning and organising the extended school day
- Extended school day organisation and resources
- Induction
- Involving parents
- Language and Literacy Supporting the Reception Child
- Monitoring and evaluation

Aims and Principles

- Extended school day staff should ensure that all children feel included, secure and valued, but should especially be aware of the children from reception who may need more targeted input to feel this.
- To provide reception children with tasks that make sense to them and are both practical and purposeful.
- To provide opportunities for children to engage in activities planned by adults and those that children plan or initiate themselves.
- There will be an emphasis on learning through play and the importance of developing speaking and listening skills (this will be worked on at snack time and during some of the sitting down activities).
- Staff will respond to each child's emerging needs and interests, guiding development through positive interaction.
- Parents and carers will be involved at pick up time.

Planning

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.

Extended school supporting learning

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

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

Organisation of Resources and Space
The organisation of the extended school space 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 extended school day spaces provide the following areas or resources:

- Role play dressing up costumes
- Large and small construction
- Sand box outside
- Writing and drawing table with a range of writing and drawing resources
- Making area with access to a choice of natural and man-made resources
- Toys
- Hama beads and other small fine motor activities
- Painting and creative equipment
- Outside area – a safe, fenced area with sports equipment and outdoor toys
- Extended school also has access to wellington boots in order to make full use of the school field, nature trail and den building area.

Use of Whole School Resources

- The extended school uses the hall several times a week, which means children can do dance, drama (dressing up) and games.
- Use of outside field, playgrounds, nature trail and pond area.
- Use of the fire pit.
- The kitchen for a range of cooking activities.
- Library.

Induction
We have close links with Alton Infant school and arrange taster sessions with parents and then without parents before reception children have their first session at the extended school. Children are walked to the extended school at Anstey Junior School by Infant school staff who they know well. There is a clear hand over to extended school day staff to ensure that they are settled and happy and any information about the day, that needs to be, is passed on.,
Reception children are introduced to the life of the extended school gently as they are ready. They are supported by adults and ratios are 1:8 for any reception age children meaning they get close supervision and support. They have the opportunity to do quiet activities with other young children, building up to doing activities with the older junior age children.

Involving Parents
Parents/carers are the child's first and most enduring educators. We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Operating an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner, and are able to come and see the extended school in operation to ensure they are happy with where their child is and what he/she is doing.

- 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.

Language and Literacy Supporting the Reception Child

- Extended school has access to a range of books appropriate for reception children
- Children are encouraged to talk and listen during snack time and at other times during the session.

Safeguarding

Our safeguarding and welfare procedures are outlined in our safeguarding policy. The DSL at Anstey Junior School will additionally communicate to the DSL at Alton Infant School.

Head Teacher

The Head teacher's role is to support and challenge the extended school day staff in order to secure the highest quality experience for the reception children at the extended school.

First aid

All staff at the extended school have been emergency first aid trained. The extended school day co-ordinator has a paediatric first aid qualification.

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, safeguarding policy and security 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