

East Crompton St George's CE Primary School

Early Years Policy Autumn 2020



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Head Teacher

At East Crompton St George's we let our LIGHT shine

Love of Learning. Independence. God in our Hearts. High Achieving. Together as One Family.

Introduction

At East Crompton St George's C E Primary School we believe that every child deserves the best possible start in life in order for 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. A strong parent partnership will provide the foundation children need to make the most of their abilities and talents as they grow up (EYFS 2012).

The Foundation Stage extends from birth to the end of the Reception year. Entry into our school is at the beginning of the school year in which a child turns five.

The Foundation Stage is important in its own right and also in preparing children for later schooling. It is the 'Early Learning Goals' that set out what is expected of most children by the end of the Foundation Stage.

Aims of the Foundation Stage

- To Provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children.
- To develop warm and secure relationships between children and adults.
- To provide a high-quality curriculum in line with the Early Years Foundation Stage Framework.
- To develop the moral and social values of the children.
- To encourage active learning through first hand experiences, both indoors and outdoors.
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- To value cultural diversity within our school and community.
- To develop positive home school links and share a common sense of purpose with parents.

Curriculum

The EYFS principles which guide the effective work of all practitioners are grouped into four distinct but complimentary themes:

- A Unique Child – every child is a competent learner
- Positive Relationships – children learn to be strong and independent
- Enabling environments – supporting and extending a child's development
- Learning and Development – three prime and four specific areas of learning and development

The EYFS curriculum at EC St George's underpins all future learning by promoting and developing the seven areas of learning and development. These areas are divided into three prime areas and four specific areas: the three prime areas, which are Foundations for school readiness and future progress linked with the National Curriculum are:

- Communication and Language
- Personal, Social and Emotional development
- Physical development

These are then supported by specific areas that strengthen the prime areas. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The prime areas are time sensitive and need to be in place between 3 and 5 years of age, these are universal and independent of specific areas. Children cannot master the skills within the specific areas without developing the prime areas.

At EC St George's it is important that children in the EYFS are given the opportunity to learn to develop their:

- Self-confidence and self-awareness
- Ability to manage their feelings, behaviours and make relationships
- Listening and attention, speaking and understanding skills
- Moving and handling
- Health and self-care
- Reading and writing skills
- Numbers, shape, space and measure
- Understanding of people and communities, the world and technology
- Expressive arts and design and skills in being imaginative

Teaching and Learning

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the EYFS just as much as they do to the teaching and learning in Key Stage 1 or 2. The more general features of good practice in our school that relate to the EYFS are:

- The partnership between teachers and parents that helps our children to feel secure at school and to develop a sense of well-being and achievement.
- The understanding that teachers have of how children develop and learn and how this must be reflected in their teaching.
- The range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop the children's play, talk or other means of communication.
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning and to develop independence and self-management.
- The support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors.
- The identification, through observations, of children's progress and future learning needs, which are regularly shared with parents.

- The good relationships between our school and other educational settings in which the children have been learning before joining our school.
- The clear aims of our work and the ongoing monitoring and evaluation of practice to inform improvements.
- The regular identification of training needs for all adults working within the Foundation Stage.

Play in the Foundation Stage

Through play, our children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas and an understanding of the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems.

Transitions

EC St George's School supports each child in transition. This is achieved through the following ways:

- The Reception teacher carries out visits to see the children in their nursery or other pre-school setting and gather as much information about the children entering Reception as possible.
- Transition documents are sent to us from the relevant nurseries or pre-schools. These are useful in providing us with information about the stage of development the children are at.
- Each child has the opportunity to visit the school prior to starting.
- Parents are invited to a 'New Parents Evening' where they find out what to expect when their child first starts in Reception.
- The transition between a child's nursery or pre-school into Reception is calm, happy and successful. The visits prior to starting encourage a gentle transition into the children's new school and gives the Reception staff time to get to know the children.
- We aim to help each child develop the confidence to progress smoothly to Year 1 at the end of the Early Years Foundation Stage.

Assessment

Regular assessments of pupil's learning takes place. This information is used to ensure that future planning reflects individual needs. Assessment in the Foundation Stage take the form of a wide range of observations and this involves both the teacher and other adults, as appropriate.

Photographs, assessed pieces of work and simple recording sheets are all integral to providing an overall picture of the abilities and needs of the pupils. The software 'Learning Book' is used to co-ordinate and share this information within school and with parents.

We record each child's level of development against the 17 Early Learning Goals as Emerging, Expected or Exceeding. Parents receive a report at the end of the academic year with reference to their child's progress in each area of learning. These highlight the child's strengths and developmental requirements and give details of their child's general progress as well as targets for each subject area. This is sent home in July, with an opportunity for parents to make an appointment with the class teacher to discuss the content.

Parent's evenings take place during the Autumn and Spring term. Parents are also encouraged to speak to staff at any time to discuss progress or any issues.

Inclusion

We value the diversity of all individuals within the school and view school as an inclusive community of professionals, pupils and parents. All children at EC St George's school are treated fairly regardless of race, religion or ability and all children and their families are valued within our school community. We plan to meet the needs of boys and girls, children with additional needs, children who are more able, children with disabilities, children from all social backgrounds, children of different ethnic groups and those with diverse linguistic backgrounds as well as those from all social backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build on and extend the children's knowledge, experience and interests and develop their self-esteem and confidence
- Using a variety of teaching strategies that are based on children's learning needs
- Providing a wide range of opportunities to motivate and support children and help them learn effectively
- Offering a safe and supportive learning environment, in which the contribution of all children is valued
- Employing resources that reflect diversity and that avoid discrimination and stereotyping
- Planning challenging activities for those children whose ability and understanding are in advance of their language and communication skills
- Monitoring children's progress and providing support (such as referrals to speech therapy) as necessary

The Role of Parents

We believe that all parents have an important role to play in the education of their child. We therefore recognise the role that parents have played and their future role in educating the children. We do this through:

- Opportunities given to the children to spend time with their teacher before starting school.
- Gathering information from parents before their child starts school about their child's progress so far
- Inviting all parents to an information meeting shortly before their child starts school.
- Offering parents regular opportunities to talk about their child's progress in our Reception class.
- Providing various activities that involve parents e.g. phonics workshop.
- The learning journey 'Learning Book' is a useful tool for both staff and parents to share observations of the children.

Parent's evenings take place in the Autumn and Spring term with a further opportunity to meet in July to discuss the child's individual profiles. Further meetings, formal or informal may be arranged where necessary, at the request of the parent or teacher.

Resources

Our learning environment, both indoors and outdoors, encourages a positive attitude to learning and reflects the individual interests and abilities of our pupils. We use materials and equipment that reflect both the community that the children come from and the wider world utilising natural resources as

well as purchased toys and games. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and are checked regularly.