



## **Ashton St. Peter's Church of England VA Primary School**

### **Early Years Education Policy**

**Ratified May 2018**

**Update May 2019**

#### **RATIONALE**

Early Years education is the foundation upon which children continue the learning journey started from birth. It is concerned with the physical, social, emotional, aesthetic, spiritual and intellectual development of the individual child with no one area standing in isolation from the others. We believe all reception children should be given opportunities to develop and reach their full potential in all areas. The policy reflects the consensus of opinion of the whole teaching staff and has the support and agreement of the governing body.

#### **IMPLEMENTATION**

The implementation of this policy is the responsibility of all members of staff. The Reception Class is an area which has its own toilets, wash basins and safe access to its own outdoor playground. It has its own drinking water and clean snack surfaces. Safe use of equipment is taught and the ideals of a safe environment are promoted. When the children are settled within the unit they are introduced to other areas of the school such as the Hall and Library. The Reception Class is well resourced with equipment to meet the needs of the children whilst also providing access to all school resources.

#### **ADMISSION PROCEDURES IN RECEPTION CLASS**

The school operates a yearly entry into the Reception Class which is explained in detail in the school admission policy. The transition from home or playgroup into school should be as smooth as possible with parents and children feeling confident about starting school. To help foster relationships the following home \ school links are employed:

- Parents and their children are invited to visit the school to look around and receive a prospectus.
- The Headteacher and Reception Class staff hold a meeting with all the parents of pre-school children in the term before admission. At this meeting the school's philosophy, Early Years Policy and the school day structure are explained.
- Parents are given an information pack entitled "Starting at Ashton St Peter's Church of England VA Primary School."
- Parents are asked to fill in a profile sheet in order to share their unique knowledge of their child.

- Parents are given the opportunity to discuss their child's progress with staff at regular parent consultation meetings.

## **PLANNING THE CURRICULUM**

Reception Year children follow the Early Years Framework appropriate to their stage of development. The emphasis is on practical first hand experiences in order to develop and promote confident and positive learners. Boys and girls are given equal access and encouraged to take part in a broad spectrum of activities many of which encompass multi-cultural themes. The Early Years' curriculum is delivered through structured experiences where the learning objectives have been clearly identified. Children have continuous opportunities to extend their learning through both adult and child initiated activities. The curriculum is broad, balanced and relevant and all activities are differentiated to meet the needs of individual children.

The framework for planning the activities takes into account the seven areas of learning outlined in the Foundation Stage Curriculum 'Development Matters' headings are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Activities are planned for inside and outside learning. Activities are based around topics and themes which introduce relevant skills and concepts led by the children's interests.

## **CLASSROOM ORGANISATION**

There is one teacher and two full time teaching assistants working as a team within Reception Class. The Early Years team work with every child, ensuring each child can build a relationship with all members of the team and develop greater confidence within the class. Children are divided into three groups and each member of the team updates individual children's progress on the Development Matters. The class teacher uploads the half termly results of all 30 children onto the Assessment programme.

Each team member is responsible for;

- Ensuring children are regularly observed and assessed
- Keeping written records
- Liaising with other staff
- Marking children's work and providing verbal feedback

Children are taught individually as well as in small and large groups with a variety of teaching strategies being employed. The Reception Class curriculum is planned to provide opportunities for children to have the following key experiences on a daily basis:

- Construction activities - large and small
- Sand and water
- Investigation table

- Imaginative role play
- Small world play
- Free writing and drawing
- Book corner
- Creative activities
- Music making and singing
- Information technology (includes interactive white board)
- Physical activity
- Thinking table, which allows the children to reflect and pray
- A display board where children can display pictures they have drawn and created.
- Maths activities area
- Large floor activities
- Snack time
- Self-Registration

### **MONITORING AND ASSESSMENT**

Each member of the team is responsible for monitoring the progress of the children in their group but overall monitoring is the responsibility of the teacher.

Baseline assessments will be implemented within the first few weeks of the Autumn Term and any additional information given to us from parents/carers and the child's previous settings are also taken into account. During the Summer Term prior to the children starting in Reception, the team visit feeding nursery settings and home visits take place during the first week of the Autumn Term.

Regular observations are made in order to track children's learning and inform future planning. The Early Years staff make effective use of planned and unplanned observations that lead to assessments of the children's needs and achievements in all curriculum areas.

There is an annual Reception Class 'Assessment Cycle' in place (see Appendix 1).

The class teacher and the headteacher meet half termly to discuss individual children's progress and attainment. At the end of the academic year the Reception class teacher meets with the Year 1 teacher to discuss individual children.

### **Reporting to Parents**

- We have an 'open door' policy and parents are welcome to speak to members of the team or the headteacher as required
- Three formal parent consultation opportunities take place in the Autumn, Spring and Summer Terms
- 'Look at our Learning' sessions take place alternate half terms
- At the end of the academic year parents receive a formal written report
- Additional opportunities are provided throughout the year for parents to celebrate their child's achievements, for example 'Art Gallery'

### **MODERATION**

- The Early Years Team use the exemplification file within the Profile Handbook for the Early Years Foundation, as an integral part of the moderation process
- The Early Years teacher attends the annual LA moderation training

- The team moderate together and with other local schools
- The Early Years teacher participates in whole school moderation

### **INTENDED OUTCOMES**

By the end of the foundation stage most children will have:-

- Achieved 'Expected' in the early learning goals with many achieving a 'Good level of Development'
- Developed a range of self-help skills and independence, to support and enhance future learning within Key Stage 1 of the National Curriculum

### **Review Procedures**

The School's policy will be reviewed:

- Annually in May 2019
- If the School wishes to review the policy
- If amendments are required by the Local Authority

**Ratified by:**

**Date: May 2018**

**Chair of Governors**