



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

### **Early Years Education Policy**

**Ratified May 2020**

**Update May 2021**

#### **Statement of intent**

At Ashton St. Peter's Primary we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- Quality and consistency, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- Partnership working between practitioners and parents.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

#### **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 given the opportunity to discuss their child's progress with staff at regular parent consultation meetings.

## **AIMS**

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four guiding principles shape our practice:

- 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, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
- Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Implements a key person approach to develop close relationships with children.

- Provides a safe and secure learning environment.

## **LEARNING AND DEVELOPMENT**

The EYFS curriculum is based on an observation of children's needs, interests and stages of development.

In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

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.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections - prime and specific; however, all the sections are interconnected and important.

The 'prime' areas of learning and development are:

### **Communication and language**

- Listening and attention
- Understanding
- Speaking

### **Physical development**

- Moving and handling
- Health and self-care

### **Personal, social and emotional development**

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

The 'specific' areas of learning and development are:

### **Literacy**

- Reading
- Writing

### **Mathematics**

- Numbers
- Space, shape and measure

### **Understanding the world**

- People and communities
- The world
- Technology

### **Expressive arts and design**

- Exploring and using media and materials
- Being imaginative

Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

### **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.

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 a variety of experiences on a daily basis, which may include:

- 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.

The class teacher and the headteacher meet 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 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

## **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

### **Review Procedures**

The School's policy will be reviewed:

- Annually in May 2021
- If the School wishes to review the policy
- If amendments are required by the Local Authority

**Ratified by:**

**Date: May 2020**

**Head teacher**