



## BURROUGH GREEN CHURCH OF ENGLAND PRIMARY SCHOOL

### EARLY YEARS POLICY

#### **Aim:**

To provide a stimulating, dynamic, and supportive learning environment, ensuring continuity, coherence and a smooth transition from pre-school into the Reception Class (The Foundation stage) and Key Stage 1 of the National Curriculum, based on the principles of the Foundation Stage curriculum; a unique child, positive relationships, and an enabling environment.

#### **Objectives**

To build on each child's prior experience and knowledge, taking account of how they learn and grow.

To ensure equality of access to all areas of learning.

To provide opportunities for children to learn in a variety of ways, including structured and non-structured play.

To develop and build on partnerships with families/carers.

To provide a safe environment for children to develop their mathematical and literacy skills, creative and physical abilities, and their knowledge and understanding of the world in both indoor and outdoor environments.

To nurture and develop the child's self-esteem;

To develop positive attitudes and dispositions to learning based on our school values (love, patience, confidence, determination, forgiveness, aspiration, teamwork, nurture, courage and respect) within a broad and practical curriculum.

To develop curiosity and self-initiated exploration..

To develop their speaking and listening skills.

#### **Inclusion/Special Needs**

The contribution of each child is valued regardless of gender, disability, ethnicity or background and all children have opportunities to participate in a broad range of learning.

The child is affirmed as an individual and opportunities to learn with and alongside others are encouraged.

We will meet the specific needs of individuals and groups of children by providing them with relevant and appropriately challenging work.

## **Parents/Carers as partners**

- Children learn most successfully when there is a strong and effective partnership between home and school.
- Regular opportunities are provided for the exchange of information about the child's progress. For example through the use of online journals (Tapestry), recording in reading records, weekly 'Something to Talk About' letters and parents evenings.
- Parents have constant access to their child's individual Tapestry account where they are able to contribute observations, find out what their child has been learning about and how they can support their child's development at home.

## **Planning**

The Early Years Framework (2012) provides an outline of content to be taught in the Foundation Stage (see below). The EYFS Framework is linked to relevant programmes of study for the National Curriculum. 'Corner Stones' supports these by providing a framework which allows for a broad and balanced curriculum.

Planning will encompass the 7 areas of learning identified in the Early Years Framework (2012)

- Personal, social and emotional development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding of World
- Expressive Arts and Design

Religious Education is provided for all pupils (ref. ERA-Education Reform Act 1988) and the Cambridgeshire Syllabus.

## **Assessment**

Information from the child's pre-school setting (playgroup or nursery) is used to identify the child's knowledge, skills, understanding and attitudes with reference to the Early Years Framework on entry to school. Information is also sought from parents/carers.

Children's progress is monitored and assessed throughout the year against the developmental statements within the Framework and the Early Learning Goals.

Teachers and teaching assistants will monitor children's learning in all areas and provide support and challenges where appropriate. Ongoing online records are kept in the form of photographs, observations and work samples, which build up into a profile for every child. These records are then used to moderate achievement against the developmental statements.

## **Review**

This policy was reviewed in December 2018 and ratified by the Governors Standards and Effectiveness Committee on: 15.1.19

The policy will be reviewed in Autumn 2021