



Western Road Community Primary School
Early Years Policy

January 2020

Approved by: [Name] **Date:** [Date]

Last reviewed on: [Date]

Next review due by: [Date]

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS).

3. Structure of the EYFS

Western Road Community Primary is a one-form entry primary school with a Reception class which has a maximum number of 30 children. The Reception class has a class teacher and a full-time teaching assistant.

4. Curriculum

Our Early Years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The Early Years curriculum puts an emphasis on a child's approach to their learning. "The ways in which the child engages with other people and their environment- playing and exploring, active learning, and creating and thinking critically –underpin learning and development across all area and support the child to remain an effective and motivated learning" Early Years Foundation Stage Curriculum Guidance 2017.

Characteristics of Effective Learning

Engagement

Playing and Exploring

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Motivation

Active Learning

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Thinking

Creative and Critical Thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

EYFS Framework 2017

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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. When the children begin at Western Road Community Primary school the main focus for the practitioners for their planning are the 3 prime areas namely, Communication and language, Physical Development and Personal, social and emotional development.

Staff 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 and parental involvement.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. The practitioners plan next steps for each individual child regularly. These are shared with parents and carers through Tapestry, Parents' Evenings and informal meetings throughout the year.



Ongoing formative assessment is at the heart of our teaching practice. This is an illustration to show how the teaching, assessment, planning process taken from *Development Matters in the Early Years Foundation Stage*.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. The teaching and learning will take place in both the indoor and outdoor learning environments. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Teachers support the children in the class to meet their next steps in learning through carefully planned for activities and interactions.

As the children's development, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

5. Assessment

At Western Road Community Primary school, ongoing, formative assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and begin in the first term with Baseline assessments.

We use both written observations and an online tool namely Tapestry to record the observations of the children in the environment. The written observations are available to parent/carers at parent meetings. The online tool Tapestry is available to parents/cares is also available at parents meetings.

In addition, the parent/carers will be provided with a log on for their individual child and they will be able to look at observations of their child only. The parents/carers will also be able to upload their own observations and make comments on the practitioner's comments as they wish.

Children's progress is monitored throughout the academic year in order to ensure all children make good progress relative to their starting point. Progress of the cohort and individual children is discussed between the Class teacher, Teaching Assistant, Senior Leadership Team and Special Educational Needs Coordinator where appropriate. If there are concerns regarding a child progress or attainment these will be discussed with parents accordingly.

At the end of the EYFS, staff complete the EYFS profile for each child. This includes feedback on a child's Characteristics of Effective Learning.

Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Transition

At Western Road we want the children to feel welcome, happy, settled and comfortable in their new learning environment. We therefore have a comprehensive transition programme to ensure the children have a positive experience when they begin school.

- We invite parents to a parent induction meeting in June to enable Western Road Reception teachers to introduce themselves and to provide an overview of Reception and how the parents and carers can support their child and help them to be ready to start school in September.
- In June and July we try to visit as many nurseries/preschools as possible in the local area (and link with the same focus text, eg Farmer Duck); this provides the practitioners with the opportunity to speak to the child's current setting and also see the child in an environment that is familiar to them and for the practitioners to share reports
- We have two settling sessions towards the end of the Summer Term. These provide the children, parents and carers the opportunity to come familiarise themselves with the classroom environment both indoors and outdoors before they start school in September.
- In September we visit the children at home, this is a further opportunity for the practitioner to introduce themselves to the child, to ask any questions and spend some time with the child in the home environment. Parents and carers are also able to ask any questions or raise any concerns they may have.
- After we have completed the home visits we then will begin a staggered start. We will split the class up into 3 groups of approximately 10 children. This provides children an opportunity to be in a classroom with only a small number of children.
- At Western Road we are supportive of your child starting school part-time as the government legislation states children are only required to start school full-time the term after they have turned 5 years old. We do, however, recommend children attend school each morning until 1.15pm as a minimum as through experience having a whole day off school can be disruptive for the child's learning and with developing new friendships.

7. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and carers.

At Western Road Community Primary we value the parents' viewpoint and knowledge of their child and therefore the parents are actively encouraged to communicate with the practitioners through various means, for example next steps, wow slips, what have you noticed at home and using the online tool Tapestry.

Whilst your child is in Reception you will be invited to attend workshops which will focus on our phonics teaching and Maths. The workshops will give you an opportunity to understand how we teach these subjects in the class and how you can support your child at home.

Parents and carers are kept up to date with their child's progress and development at parent meetings twice a year and are also able to access their child's online Tapestry observations at any time.

The progress check and EYFS profile helps to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities.

8. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

9. Monitoring arrangements

This policy will be reviewed and approved by Reception Teacher every two years.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

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 and safeguarding 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