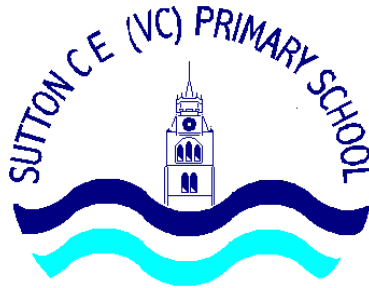


# SUTTON CE (VC) PRIMARY SCHOOL



## EARLY YEARS POLICY

Version 2019:v1

Approved by staff  Date June 2019

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The Reception year (also known as the last year of the Foundation Stage), follows a Foundation Curriculum which encompasses the recommended targets for this age group set out in 'Early Learning Goals' (DfE) and provides a sound basis for future learning through the National Curriculum.

The delivery of the curriculum for the Reception children at the school recognises the importance of active learning through investigating, exploration, listening, observing, creating, experimenting and playing.

## **Aims**

Through our curriculum we aim to:

- build upon the children's previous knowledge and experience whilst appreciating their stage of development and individual needs;
- provide a wide range of resources in both safe indoor and outdoor environments;
- provide a variety of learning opportunities with structured play being the most important medium;
- ensure that all children get equal access to each area of learning;
- promote positive relationships among children, adults, families/carers;
- continually observe and evaluate all aspects of a child's learning and take into account the views of all adults involved;
- nurture and develop the child's self esteem;
- develop creativity, investigate skills and the desire to explore and create opportunities for reflection;
- develop an enthusiastic attitude to learning within a wide and practical curriculum;
- encourage the children to be as independent as possible;

## **Admission**

All Admissions to the school's Reception Intake are handled centrally by the Local Authority. This process begins in the Autumn Term when information is sent to all parents of children who will be five years old during the next academic year. All applications need to have been received by the Local Authority by the middle of January. Notification of the outcomes of the Admissions process are sent to parents early in the Summer Term.

When starting school, each cohort will be judged as to whether a staggered start is necessary or whether all of the children start from the first day. For example, regardless of age, half the class may start one day and stay for lunch. The other half of the class start the next day and stay for lunch and then all of the class start full-time on the third day. This will be revisited annually to see the best course of action for the cohort.

Parents are given opportunities to discuss with the Headteacher and the class teacher the most appropriate way for their child to become accustomed to school life

## **Induction of Reception Children**

In order to familiarise the children with their new environment and to help them to settle happily at school, the children and their parents are invited to visit us on several occasions during the second half of the Summer term, prior to starting school

the following September. The majority of children will also make visits with their pre-school leaders when the pre-schools come along and use the hall and the music room. The children and parents are also invited to attend school events such as Open Evenings, Sports' Day & Acts of daily worship.

The Reception teacher/s may also visit the pre-schools to talk to children, read stories, to get to know the children and to become 'known faces'.

### **Liaison with Pre-schools within the village**

The Headteacher and the Foundation Stage Co-ordinator meet frequently with the leaders of feeder playgroups. This is to develop curriculum continuity, exchange information and ideas and to discuss, with parents' permission, information about the children, especially those with Special Educational Needs.

### **Parents as Partners**

Parents are the first, most important and influential teacher. In our work with the children we endeavour to form effective and meaningful partnerships with parents to ensure children's successful learning.

This process is initiated before the children join us at school by

- a) personal contact through:
  - siblings who already attend the school;
  - invitations to open days and special events;
  - classroom visits as part of the induction programme;
  - parents' meetings as part of the induction programme
  
- b) exchange of information through:
  - 'My Book';
  - School Brochure
  - Life at school booklet for parents and children

Once the children are at school the partnership is developed further by daily contact between the teacher and parents in the classroom. The parents must collect their child from the classroom at the end of each day/session.

The school also welcomes parental assistance in the classroom. We ask that parents wait until after the October half term to ensure all the children are settled into the routines of school before coming in to help.

Progress is discussed and reported through regular Parent Consultations, the sharing of work, discussion about Teacher Assessments and the records recorded using the Foundation Stage Profile and the Annual Report to parents.

### **Assessment**

Prior to a child joining us, the school gathers information about his/her individual knowledge, experience, stage of development and needs. This is achieved through activities completed by the children in 'My Book', (distributed during the Summer term

prior to entry) and information from parents. Information is also gathered, with parents' permission, from outside agencies and pre-schools.

The pupils are regularly observed and assessments made throughout their Foundation Stage year. These assessments are recorded half termly using the Foundation Stage Profiles to inform future planning.

At the end of the Reception Year the results of the assessments are recorded as national data. Parents are invited to comment on these assessments and their views recorded.

## **Early Learning Goals**

The Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage, but are not a curriculum in themselves. They are organised into six areas and provide the basis for planning throughout the Foundation Stage, so laying secure foundations for future learning. By the end of the Foundation Stage, some children will have exceeded the goals, other children will be emerging or have reached the expected levels for pupils within the 30-60 month bracket. The six areas of learning are:

### **Personal and Social Development**

Successful personal, social, and emotional development (PSHE) is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. The school aims to provide the experiences and support to enable children to develop a positive sense of themselves. To give all children the best opportunities for personal, social and emotional development, the school gives particular attention to:-

- establishing constructive relationships with children, adults, parents and workers from other agencies, that take account of differences and different needs and expectations;
- providing opportunities to give positive encouragement to children, with adults acting as positive role models;
- planning opportunities for children to work alone and in small and large groups;
- ensuring that there is time and space for children to focus on activities and experiences and develop their own interests;
- planning activities that promote emotional, moral, spiritual and social development alongside intellectual development;
- providing positive images, for example, books and displays that challenge children's thinking and help them to embrace differences in gender, ethnicity, religion, special educational needs and disabilities;
- providing opportunities for play and learning that acknowledge children's particular religious beliefs and cultural backgrounds;
- planning for the development of independence skills, particularly for children who are highly dependent upon adult support for personal care;
- providing support and a structured approach to achieve the successful social and emotional development of vulnerable children and those with particular behavioural or communication difficulties.

## **Communication, Language and Literacy**

Communication, Language and Literacy (CLL) depends on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication; speaking and listening in different situations and for different purposes, being read a wide range of books, reading simple texts and writing for a variety of purposes.

To give the children the best opportunities for effective development and learning in communication, language and literacy, the school gives particular attention to:

- providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other;
- incorporating communication, language and literacy development in planned activities in each area of learning;
- giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books;
- giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences such as gardening;
- planning an environment that reflects the importance of language through signs, notices and books;
- providing opportunities for children to see adults writing and for children to experiment with writing themselves through making marks, personal writing symbols and conventional script;
- providing time and opportunities to develop spoken language through conversations between children and adults, both one to one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language;
- planning opportunities for children to become aware of languages and writing systems other than English, and communication systems such as signing and Braille;
- early identification of and response to any particular difficulties in children's language development;
- close teamwork between, where appropriate, speech therapists;

## **Mathematical Development**

Mathematical Development depends on becoming confident and competent in learning and using key skills. This area of learning includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures. Mathematical understanding is developed through stories, songs, games, imaginative play, so that children enjoy using and experimenting with numbers, including numbers larger than 10. To give all children the best opportunities for effective mathematical development, the school gives particular attention to:

- providing many different activities, some of which will focus on mathematical development and some which will draw out the mathematical learning in other activities, including observing numbers and patterns in the environment and daily routines;
- planning practical activities underpinned by children's developing communication skills;

- providing activities that are imaginative and enjoyable;
- planning opportunities to observe, assess and plan the next stage in children's learning;

### **Knowledge and Understanding of the World**

In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This forms the foundation for later work in Science, Design and Technology, History, Geography, and Information and Communication Technology (ICT).

To give all children the best opportunities for developing effectively their knowledge and understanding of the world, the school gives particular attention to:

- providing activities based on first hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion;
- providing an environment with a wide range of activities indoors and outdoors that stimulate children's interest and curiosity;
- planning opportunities that help children to become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture, and of special educational needs and disability issues;
- providing adult support in helping children communicate and record orally and in other ways;

### **Physical Development**

Physical Development in the Foundation Stage is about improving skills of co-ordination, control, manipulation and movement. Physical development has two other very important aspects. It helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Effective physical development helps children develop a positive sense of well-being. To give all children the best opportunities for effective physical development, the school gives particular attention to:

- planning activities that offer appropriate physical challenges;
- providing a range of outdoor and indoor activities;
- giving sufficient time for children to use a range of equipment;
- introducing the language of movement to children, alongside their actions;
- supporting individuals and encouraging increasing independence in physical activities.

### **Expressive Arts and Design**

Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding. This area of learning includes Art, Music, Dance, Role Play and Imaginative Play. To give all children the best opportunities for effective creative development, the school gives particular attention to:-

- providing a stimulating environment in which creativity, originality and expressiveness are valued;

- providing a wide range of activities that children can respond to by using many senses;
- allowing sufficient time for children to explore, develop ideas and finish working at their ideas;
- providing opportunities for children to express their ideas through a wide range of types of representation;

## **Play**

Well-planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. In playing, they behave in different ways: sometimes their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play.

Through play, in a secure environment with effective adult support, children can:-

- explore, develop and represent learning experiences that help them make sense of the world;
- practise and build up ideas, concepts and skills;
- learn how to control impulses and understand the need for rules;
- be alone, be alongside others or co-operate as they talk or rehearse their feelings;
- take risks and make mistakes;
- think creatively and imaginatively;
- communicate with others as they investigate or solve problems;
- express fears or relive anxious experiences in controlled and safe situations.

At the school, carefully planned and well structured play is central to the provision for the Foundation Stage.

## **Special Educational Needs**

The school endeavours to identify children with Special Educational Needs as early in their education as possible, and will follow the procedures as outlined in the school's Special Educational Needs Policy.

## **Assessment, Recording and Reporting**

Please refer to the school's policy for Assessment, Recording and Reporting.

## **Classroom Support**

The pupil/adult ratio in the Reception classroom is maintained at the most favourable level possible for the children's successful learning within available funds.

## **Health and Safety**

Please refer to school's Health and Safety Policy

## **Equal Opportunities**

Please refer to the school's Equal Opportunities Policy.

## **Review**

This policy will be reviewed every two years or sooner if government changes in the curriculum take place.