

SUTTON C of E PRIMARY SCHOOL



EARLY YEARS POLICY

February 2021

Early Years Policy

At Sutton we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent.

Children's emotional wellbeing is of the utmost importance to us and we highly value creating a positive and nurturing start to their school lives. Children build strong relationships and bonds with the adults ensuring they feel cared for and valued, allowing them to explore and learn.

We work alongside parents and others to meet their needs and help every child to reach their full potential.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.' Statutory Framework for EYFS - 2017

When planning for teaching and learning we adhere to the Statutory Framework of the EYFS and the four guiding principles that shape 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 practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

Foundation Stage Curriculum

There are seven areas of learning and development which are equally important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

These three areas are the prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In addition there are three '**Characteristics of Learning**' these refer to how children learn, essential to ensure they become effective and motivated learners for life.

We ensure we plan for the 3 areas of Effective Learning as these underpin learning development across all the areas.

The three Characteristics of Effective Learning are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Teaching and Learning

‘Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities’ Stat. Framework 2017

The delivery of the curriculum for our reception children recognises the importance of active learning through investigating, exploration, listening, observing, creating, experimenting and playing, both indoors and out.

We plan an exciting and challenging curriculum and through our observation of children’s needs, interests, previous knowledge, experience and stages of development across the seven areas of learning.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children’s play, early years practitioners interact to stretch and challenge children further. In planning and guiding children’s activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session, teaching aspects of Mathematics and Literacy, including shared reading and writing and topic lessons.

Inclusion in the Early Years Foundation Stage

We believe that all our children matter. We give our children every opportunity to achieve their best. In the EYFS we set realistic and challenging expectations that meet the needs of our children so that they make the appropriate progress by the end of the Foundation Stage. We achieve this by planning to meet the needs of all our children regardless of ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability.

We meet the needs of all children through:

- Planning opportunities that build upon and extend children’s knowledge, experience and interests
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- Providing a safe and supportive learning environment in which the contribution of all children is valued
- Monitoring children’s progress and taking action to provide support as necessary
- Using a wide range of teaching strategies and resources to enable all children to access the curriculum
- Using resources which reflect diversity and are free from discrimination and stereotyping.

Observation and Assessment

As part of our daily practice we observe and assess children’s development and learning to inform our future plans. We record our observations, photographs and children’s work in a variety of ways and collate the information in individual paper Learning Journeys.

In the Autumn and Spring term, parents are invited to attend a parents evening. Within the final term of Reception, we provide the parent’s with a report based on their child’s development against each of the Early Learning Goals and the characteristics of their learning.

In the final term of Reception, the Year 1 teacher will meet with the EY’s staff and discuss each child’s development against the Early Learning Goals in order to support a smooth transition to Year 1. This helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Parental as Partners

We place the highest importance on parents' involvement in their children's learning and work to ensure that we build strong partnerships with parents from the outset to ensure children's successful learning.

The Early Years team has an open-door policy and we encourage parents and carers to discuss their children's learning, progress and other issues as soon as they arise, at the end of the school day or at another mutually convenient time.

Parents are encouraged to play a full part in the life of the school. According to the time they have available, we encourage parents to help with one-off activities and events, to volunteer at a regular time each week in their child's class and to become involved in our active FOSS group.

Communication:

- Teachers communicate weekly with parents about topics via Dojo and Google Classroom.
- Parents have the chance to contribute to ongoing assessments and celebration of their child's progress and learning by completing a home learning celebration slip or by sending us photos or updates via dojo or google classroom.
- Reading records are used to create an ongoing dialogue between home and school about each child's reading progress.
- Children are also given home learning activities which enable parents to practise key skills with their children at home.

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.

Our Induction process includes:

- Visits to school for children and their parents during the second half of the summer term, prior to starting school to meet and familiarise the children with their new environment.
- The Reception teacher/s may visit the pre-schools to talk to children, read stories, to get to know the children.
- A Reception information evening held in July, providing an opportunity for parents to find out about the curriculum, school uniform and school lunches and to meet the Senior Leadership Team, class teachers and other parents.
- Offering Home Visits or meetings at school, with their child's key adults at the start of the term.
- A parent 'Meet the Teacher' event held early in the autumn term to discuss school routines and the curriculum. Ideas are given for how parents can get involved at school and also how they can contribute to their child's learning at home.

Information sharing:

The Foundation Stage Co-ordinator will meet 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 have an opportunity to share and exchange information with class teachers

during home visits or via 'All about me booklets' or via our School Brochure and booklets.

Review

This policy will be reviewed In August 2021 to reflect changes within the new curriculum.