

Early Years Policy



Aims

The agreed Early Years Policy sets out to offer a safe and secure environment that will encourage the child to take the fullest advantage of a wide range of presented opportunities and experiences through an extensive and sensitively introduced curriculum.

The Policy sets out to make a smooth transition from home to school and to make a smooth transfer to Key Stage 1.

It promotes the intellectual, emotional, physical, spiritual, moral, social and cultural development of each child through a well planned and managed curriculum. This curriculum takes account of the child's aptitude to learn through different forms of activity, in particular through active involvement and involvement.

It aims to ensure that each child has equal and adequate access to this curriculum and that their progress is commensurate with their development regardless of gender, ethnic or social background or special needs.

Teaching and Learning

Learning and development is categorised into three prime areas of learning:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

Additionally there are four specific areas of learning:

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

Achievement of these prime and specific areas of learning is by the following characteristics of learning:

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1. Children in Reception also have a daily phonic lesson following the Letters and Sounds programme in conjunction with the rest of the school. This will be reinforced throughout the day with actions, songs and multisensory provision.

The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents, carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Foundation Stage.

Play in EYFS

Through play our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

Inclusion in EYFS

We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning.

At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress

Assessment, Recording & Reporting

The majority of assessment is through observation and interactions, which is ongoing, feeds into planning and an integral part of teaching and learning.

Children are assessed at the end of the year against the Early Learning Goals and discussed with the Year One teacher. More able children, who may complete these objectives before the end of Reception may work towards objectives taken from the National Curriculum.

Each child's progress is reported to parents at termly parent's evenings and annually in a report.

Monitoring & Evaluating

The co-ordinator will monitor and evaluate the effectiveness of the policy through cluster meeting and liaison with other Foundation Stage practitioners