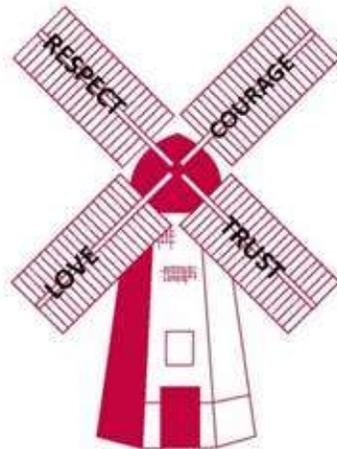


West Kingsdown CE Primary School



Early Years Policy

Date of last review ...November 2018

Date of next review...July 2019

Signed Headteacher _____

Signed...Chair of Governors _____

Signed...Early Years Lead _____



Aims

At West Kingsdown CEP we aim to provide a safe, caring and friendly environment in which children can develop spiritually, morally, culturally, physically, academically, socially and emotionally.

Children are encouraged to develop their full potential, building on what they already know and can do, acquiring knowledge, skills and understanding relevant to life.

We aim to help children develop lively, enquiring minds learning through first-hand play experiences, encouraging problem-solving, independence, risk-taking and creative thinking. Partnership is a priority and we strive to develop positive relationships with parents, carers, other professionals and pre-school settings.

We aim to ensure each child has equal access to the curriculum and opportunities offered regardless of gender, race, religion, ethnicity, social background or additional educational needs.

Objectives

To provide well planned, stimulating, challenging learning opportunities using a wide range of resources following the Early Years Foundation Stage curriculum to support children's readiness for the National Curriculum.

To provide a stimulating and attractive environment with opportunities for teaching and learning both indoors and outdoors across the prime and specific areas of learning.

To structure quality learning through play situations building on pupils' current levels of thinking and make appropriate intervention to develop and extend learning.

To continually monitor and assess pupils' learning during child-initiated and adult-led sessions and to maintain assessment records that can be used effectively for planning next steps and when reporting children's levels at the end of the Foundation Stage.

To ensure continuity and progression between pre-school/reception and reception/year 1 enabling smooth transitions.

To liaise with private, volunteer and independent (PVI) settings, and visit families in relation to school transition, enabling discussion with Governors, SLT, SENCO and Early Years staff so that provision for additional needs and Provision Plans can be prepared.

Spiritual, cultural and moral ethos

Love, Trust, Courage and Respect - the school Christian values

As with the rest of the school community, children in the Early Years are prepared to take up the responsibilities of adult life.

We encourage children to worship God in many ways, through prayer, singing, dance, drama and reflection.

Children attend acts of worship in school led by school staff and Revd. Sarah and Revd. Harriet from St Edmund's Church. Pupils also visit the Church.

Children are taught morning and evening prayers and grace before meals.

By following the Diocesan RE Policy children develop an understanding of the Church's teaching. In addition, the children learn about the customs and beliefs of other religions and how some celebrations are remembered.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children. (See school Safeguarding Policy).

At West Kingsdown CEP, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage. We understand that we are required to:

Promote the welfare of children.

Promote good health, preventing the spread of infection and taking appropriate action when children are ill (trained first aider in setting at all times).

Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.

Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so, have the appropriate Disclosure and Barring Service (DBS) clearance and are aware of relevant documentation in relation to *Keeping Children Safe in Education* (2018).

Ensure that the premises, furniture and equipment is safe and suitable for purpose.

Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

The Early Years Foundation Stage Framework (2014)

This sets the standard for the learning, development and care of children from birth to 5 years.

There are four main principles:

A unique child

Positive relationships

Enabling environments

Learning and development

A unique child

At West Kingsdown School each child is valued and treated fairly and celebrated regardless of gender, ethnicity, race, religion, abilities or social background. Each child's family is valued and welcome.

We plan learning opportunities that take account of each child's life experiences and set realistic and challenging expectations.

We provide a safe, supportive and enriching environment.

We welcome the unique contribution of all children.

We employ a wide range of teaching methods and strategies.

We use resources which are free from discrimination and stereotyping and which reflect diversity.

We monitor children's progress and make timely interventions.

Positive relationships (including partnership with parents)

From the outset, we aim to develop relationships with each child and their family that are characterised by care, respect and professionalism. We value the role of parents/carers as the first educators of their children and seek to foster effective and enduring partnerships between home and school by:

Providing parents/carers with detailed information prior to school entry to enable understanding of and confidence in the transition process

Gathering detailed information at the transition phase through a parents/carers meeting in the Summer Term prior to school entry and home visit shortly after school entry.

Ensuring that parents/carers are provided with on-going information about their child's learning, the school curriculum and wider school and community life through face-to-face communication on a daily basis, reassurances of the possibility to meet with staff at a time convenient to them, notes/information on the 'Daily Notices Board', generic information on

the 'Notices' board including reference to community events and wider information regarding local health provision and Childrens' Centre activities etc., weekly blog posts (newsletter), school newsletters and social media platforms, online information in the Early Years area of the school website, workshops, parents/carers consultation evenings. Fostering direct home/school learning links through through the weekly 'Chatterbook' activity and reference as appropriate to the online learning journal Tapestry. Offering opportunities for parents/carers to come into school to share special occasions with their child eg. Star of the Week Act of Worship, special class Acts of Worship, concerts, book fair. Parents contribute items for a healthy snack and there is a volunteering programme where parents have contributed time and skills towards the on-going improvement and upkeep of the Early Years environment.

Enabling environments

We aim to create an enriching and inspiring setting which encourages the child's own independence and ownership of the learning journey. There is a dynamic and responsive approach to the creation and maintenance of an environment which takes due account of the early years curriculum, the different areas of learning and development and cross-curricular links whilst also taking account of the children's different interests and themes of seasonal, local and national significance.

The children have access to a range of resources which encourage their skills of investigation and creativity. They have access to indoor, outdoor and Woodland Areas where learning and development opportunities are provided across the seven areas of Learning and Development which offer assessment across the 17 early learning goals and where the Characteristics of Effective Learning can be observed by staff. The learning environment includes Sapphire Street (a focussed role play resource), a Sensory Corner and a Creation Station. The children are able to select their own resources via clearly marked and accessible storage.

Learning and Development

In the early years at West Kingsdown, the optimal learning and development of each child is achieved, in summary, through:

Sound partnership with parents/carers.

The staff's knowledge and understanding of each child's strengths and needs of each child and the impact of this on intended teaching approaches and strategies.

The carefully planned Early Years curriculum.

The range of learning opportunities accessible to all children.

A range of teaching approaches that take account of the learning preferences and styles of different children.

Regular assessment and detailed record-keeping.

The Early Years Curriculum

The EYFS is made up of seven areas of learning

Prime Areas

Personal and Social Development
Communication and Language
Physical Development

Specific Areas

Mathematics
Literacy
Understanding the World
Expressive Art and Design

In addition there are 3 **Characteristics of Effective learning** which are at the foundation of learning and development across the Prime and Specific Areas and which are also recognised to play a crucial role in each child being an effective and motivated learner.

Playing and Exploring – engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning – motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas
Making links
Choosing ways to do things

The areas of learning and development are interwoven and are equally important in the development of the child in their early years.

17 early learning goals, across the 7 areas of development, outline the expectations for the 'Good Level of Development' (GLD) for each child by the end of the EYFS. Some children will have attained the GLD, some children will be working towards it and some will have exceeded this level.

Assessment/monitoring/recording

Our pre-entry, on-entry and post-entry assessment is thorough and rigorous and is achieved through liaison with those who know the children well eg. parents'/carers and pre-school staff, observation during the transition process, use of paper-based assessments eg. in

phonics, number and shape, and tools such as Language Link. This enables us to appreciate the strengths and needs of individual children, report to parents/carers, senior leaders and the SENCo, outside agencies (where appropriate). Daily verbal exchange of information takes place between staff and volunteers (where appropriate).

Learning and development are recording via our Well Done and Working Walls and specific and general displays, in books, in an assessment file and via an online journal (Tapestry). Next steps are made apparent and shared between staff. All forms of recording are available to parents.

Data about pupil progress is entered on the school data base six times a year and shared with SLT

In-house, school and cluster moderation is undertaken twice yearly. Summative assessment is finalised in the summer term and levels for each child reported to the local authority as well as a written document provided to parents and carers.

Additional Educational Needs

As part of the transition process, information is gathered about the already identified additional educational needs of new entrants via discussion with parents/carers, pre-school staff, the school SENCo, liaison with outside agencies and officers from the Local Authority, as relevant, where reference needs to be made to existing EHC plans. Parent/carers are informed of the detail of Provision Plans and kept informed regarding progress and attainment.

After entry upon school, any additional needs that are noted will be discussed with the school SENCo and parents/carers. External agencies are involved as necessary and appropriate.

Transition from pre-school education to school

Achieved through:

Reciprocal visits between staff between PVI's and school staff.

Observations in PVI's by school staff.

Discussion with parents/carers

Pre-entry parents/carers meetings

Story sessions and introductory morning

Transition weeks for children on entry

Home Visits

Liaison with outside agencies where appropriate.

Transition from Early Years to Year 1

Achieved through:

Observations of children by Year 1 teachers in their early years setting.

Follow up discussion.

Reference to assessment materials and data.

SEN meetings for detail of Provision Plans and forward planning for Year 1.

British Values

Children in the Early Years are taught British Values (see school policy).

Monitoring the Effectiveness of the Policy and Review

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

The Headteacher, Chair of Governors, Early Years' Governor, EYFS Leader and Subject Leaders carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Headteacher, Early Years Governor and Early Years Leader. Any necessary amendments and recommendations for improvement will be made to the Governors.

