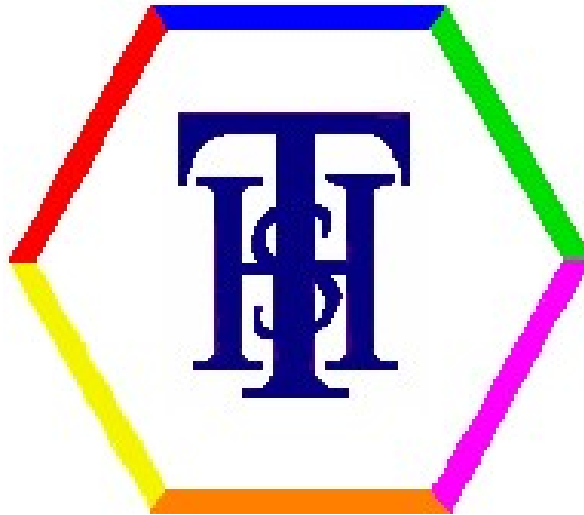


Tang Hall Primary School



Policy for Early Years

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Early Years Policy

Rationale

The Early Years (EY) is the area of education upon which young children build the rest of their lives. It is a single framework for care, learning and development. All children should be given the opportunity to experience the best possible start to their education to develop solid foundations which will ensure that they flourish throughout their school years and on into adulthood.

The EY and Early Learning Goals refer to the children from Birth to the end of Reception class. It sets a series of learning goals for children to work towards by the time they reach the end of EY at the age of 5+. For most children, the end of the Reception year will be the end of the Early Years Foundation Stage, when the expectation is that most children will achieve the Early Learning Goals and reach the Good Level of Development standard. Although the Early Learning Goals are intended for children at the end of the Reception year, younger children will be provided with experience which will support them in reaching the goals at the appropriate time.

In the Nursery and Reception class, a high quality, well resourced, integrated early education should make a positive contribution to this distinct stage in a child's development with the key learning skills of listening, speaking, concentration, persistence, co-operation, literacy and numeracy. Rich, stimulating and appropriate experiences will provide each child with opportunities to develop these skills, their competencies and their thinking to the best of their ability across all areas of learning.

Purpose

- To make the child's first experience of school happy, positive and fun.
- To ensure that all children feel valued and secure in the EY setting with positive relationships between carers and staff.
- To ensure a breadth of balance in the curriculum through carefully planned adult input and sensitive interaction using the Early Learning Goals while having regard for the skills and attitudes the Key Stage 1 National Curriculum will demand.
- To encourage parents to become partners with the school in the education of their children.
- To provide a curriculum firmly based on active learning to meet the needs of the individual child. Within any EY cohort there will be wide variations in terms of development and maturity as well as family, religion, cultural background and special needs. Children will have differing experiences, interests, skills and knowledge, which affect both their learning pace and styles. This diversity must be catered for within planning, which has a flexible approach, using a wide range of strategies and teaching styles to address the particular needs of the children, families and the community. No child should be disadvantaged but each encouraged, developing self esteem and confidence in their ability to learn.
- To further the love of learning, enquiring minds and the ability to discuss, adapt and negotiate. Well planned play and purposeful activity with challenge and enjoyment, both in and out of doors, will provide opportunity for teaching and learning. Within a well planned, organised environment, children should be able to explore, question, test, observe, experiment, plan, make decisions and participate in activities which are facilitated by adults as well as allowing the children to plan and initiate their own learning.
- To provide the children time to become engrossed in what they are doing, to work in depth and to complete activities in order to develop positive attitudes to learning while staff need to understand how young children learn and develop, in order to observe and respond to them. Appropriate

intervention can help children to become more involved in the learning process and provide opportunities for new learning and development, so that they can make progress.

- To monitor progress throughout the EY, while taking action to identify areas of concern and provide necessary support.
- To help children develop self-control and to respect the feelings, needs, culture and the abilities of others.

Guidelines

Parent Partnership

- New families are welcomed termly to Nursery. A welcome meeting is held prior to the children starting, to allow children and carers to visit the setting, meet the school and Children's Centre staff and to ask any questions.
- New families are offered 'home visits', which are attended by the class teacher and a member of the pastoral team. This establishes an early relationship with the child, enabling them to be comfortable with the adults they will encounter at nursery.
- There is an induction meeting for parents in July. They also receive an information pack 'Welcome to Reception' and have an opportunity to talk to Early Years staff.
- Parents are encouraged to visit the school with their child before the child begins school to help with familiarisation.
- Parents are asked to complete a welfare form and a medical form.
- Parents are required to sign permission slips for visits out of school, photographs of their child for assessment purposes and using the internet at school
- In Nursery parents are encouraged to bring their child into the classroom each day and support them in putting away their coat and bag. This gives the parents an opportunity to talk to the teacher and the children the chance to share their achievements displayed around the room.
- Parents in Reception and Nursery are invited to attend a 'Dynamite Learners assembly' each Friday, where children receive praise for achievements.
- Parents are invited to attend class assemblies, school productions and sporting competitions.
- Parents are encouraged to support in school, either listening to children read, supporting in class or attending out of school trips.
- Parents are always welcomed into school and can observe sessions should they wish to have an insight into a nursery/reception day.
- The Nursery and Reception work in partnership with other EY settings within the local cluster.

Settling in

- Children are invited to attend transition visits to spend time in their new class and meet their new teacher, prior to starting Reception in September.
- A gradual, well supported, introduction to the various aspects of school life and its members is catered for. The children are introduced to the routine of school which require more conforming, socialising and directed learning situations than will have been experienced before.
- The Reception children have playtimes in the front playground, along with children in KS1.
- The routine of the school day is introduced slowly, especially those aspects which take the children away from their environment, for example, P.E. and Assembly.

Curriculum

- A carefully structured curriculum based on the "Early Years Foundation Stage" will offer provision which takes account of the differing starting points on which to build the various elements and match differing levels of need via stepping stones in the seven areas of learning. These stepping stones may need breaking down or to be missed altogether for some children. This provides a progression through to the end of Reception year, laying the foundations for K.S.1.

The Seven Areas of Learning support, foster, promote and develop children's:

Prime Areas:

1. Personal, Social and Emotional Development- Crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others.
2. Communication and Language Development- The key skills will develop confidence in communication, speaking and listening in a variety of settings and purposes, the children will have a wide range of books read to them and read simple texts for themselves.
3. Physical Development - Will improve the skills of co-ordination, control, manipulation and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well being.

Specific Areas:

4. Mathematical Development – Will develop confidence and competence in learning and using key skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.
5. Literacy – children are encouraged to mark make and build their fine motor muscles in preparation for writing. Children are given purposeful situations across the EYFS curriculum to encourage motivated writers.
6. Knowledge of the World – Crucial knowledge, skills, problem solving, exploring and understanding will help them to make sense of the world. Foundations are developed for Science, Design and Technology, History, Geography and I.C.T.
7. Expressive Arts and Design- Creativity is fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding. It will include art, music, dance, role-play and imaginative activities.

- Planning discussion will take place between the Early Years staff. Medium term plans cover the learning intentions and activity ideas to be developed each half term. Phonics, CL & L and MD are planned in detail weekly to allow for adult modelled activities to encourage children to take what they have learned and further develop it through child initiated tasks. Adults will intervene if relevant to continue the cycle of learning progression. Plans are annotated, where relevant, to show how the children's independent learning, along with the adult initiated sessions can be further developed.
- The children will be given opportunities to explore and develop learning experiences, which help them make sense of the world through structured play. They will practise and build up ideas, and learn how to control themselves and understand the need for rules. They will have the opportunity to think creatively alongside other children as well as on their own. They will communicate with others as they investigate and solve problems.
- The learning environment is planned for both indoors and outdoors to encourage a positive attitude to learning. The children make their own selection of the activities on offer as this encourages independent learning.

Letters are sent home each term to outline the learning opportunities that will be offered in the Early Years. This also includes tips on how best to support the children at home with Maths and English.

Assessment

- Monitoring of each child will take place through regular observations, discussion, photographs, record keeping and planned assessments.
- In nursery informal assessments to gauge individual children's abilities will take place at the start of the year, which will establish a baseline.
- The Reception children complete a series of assessments to establish their baseline.
- EY profile is completed, for the Reception children, by the end of June and the LA are given a summary of each child's achievement profile. This information is also used to report on the progress in each of the seven areas of learning to parents.
- The end of year report states whether children have reached a 'Good Level of Development (GLD)', which means they have achieved the ELGs for the Prime areas, Mathematical Development and Literacy
- An end of year report summarising the achievements from the EY profile is presented to parents. Parents are invited to three parents' evenings over the year.
- The profile data is discussed with Year 1 teachers so that they can continue to help the children to achieve the Early Learning Goals if they have not done so before they can access the KS1 curriculum.

Equal Opportunities

Children will be encouraged to develop a positive attitude towards people of the same and different ethnic groups, cultures, beliefs, gender and ability.

Policy Review

September 2020