



Everyone

Smiles

Here.

Esh Church of England Primary School.

Policy

for

Early Years

September 2021



These Guidelines are adopted subject to the over-riding requirements of relevant legislation, of the school Trust Deed and to the legal responsibilities and powers of the Governing Body as employer, admissions authority and owner of the school.

Esh C.E. (Aided) Primary School is a vibrant, stimulating and caring educational community which exists to celebrate the uniqueness of every person, made as they are in the image and likeness of God. The Early Years Foundation Stage Curriculum is promoted through the Christian Values. We plan stimulating activities to promote awe and wonder and to promote the Spiritual, Moral, Social and Cultural Development of the children in school and in society.

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Esh C.E. (Aided) Primary School children are admitted to reception in the September following their fourth birthday. We have an Early Years Curriculum which is provided in Reception alongside a KS1 Curriculum as part of a mixed age Reception and Y1 class.

Early childhood is the foundation on which children build the rest of their lives. At Esh C.E. (Aided) Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

We also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. We aim to provide a caring, disciplined and supportive environment for each pupil and prepare each pupil for life beyond the school.

Aims of the EYFS

We believe The Early Years Foundation Stage is a unique phase in a child's life and is crucial to successful future learning. Through this policy we aim to ensure a consistent approach where parents, carers, teachers and practitioners work together to give children the best possible start. The Early Years Foundation Stage (EYFS) is the statutory framework which sets standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes and stimulates the broad range of knowledge and skills that provide the foundation for good future progress through school and life. All Reception children within Esh C.E. (Aided) Primary School work within this framework. It details four key principles which shape our practice:-

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We understand that children develop in individual ways, at varying rates and join us on their own learning path. All children are included and valued equally.

All children and their families are valued at Esh C.E. (Aided) Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their full potential and planning is in response to the observed needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage. In the Early Years Foundation Stage we set realistic and challenging expectations that meet the needs of our children so that they make good progress from their starting points. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities and children from all social and cultural backgrounds. We meet the needs of all our children through:-

- Planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence, both in the indoor and outdoor environments.
- Using a wide range of teaching strategies based on children's learning needs.
- 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.

Through early assessment when the children enter their Reception year, we ascertain in which areas children are attaining and how we can further support through resources, expertise or intervention. Progress is rigorously monitored and tracked. At Esh C.E. (Aided) Primary School all children have the right to feel and be safe. The safety of our children is paramount. We encourage the children to take risks in a safe learning environment by helping them to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children within the Early Years. We ensure that our current practice and provision complies with the welfare requirements as stated in the Ofsted Statutory Framework for Early Years Foundation Stage. Our team works collaboratively to:-

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- 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.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose. We complete annual and daily risk assessments.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

Positive Relationships

At Esh C.E. (Aided) Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful and professional relationships with the children and their families. Families are given clear guidance on the staff they will meet and their role in the setting. We recognise that parents and carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We encourage parents/carers through:-

- Inviting all parents/carers to an induction meeting during the term before their child starts school.
- A school brochure specifically for the Early Years.
- Building relationships with parents/carers on a morning through meeting and greeting when the child enters school.
- Two formal meetings at which the Class Teacher can discuss the child's progress.
- Two written reports regarding the child's progress.
- Access to Learning Journeys at all times. Observations from our online Learning Journey Tapestry are available for parents to view.
- Arranging meetings for parents/carers to learn about the way we teach phonics, reading, spelling and maths in school.
- Arranging a range of activities such as Stay and Play.
- By providing time in a quiet and confidential area where parents/carers are able to discuss any concerns between children, the school and parents/carers.
- Sharing learning, events and newsletters on our website.
- Updates through Twitter.

Enabling Environments

We aim to create an attractive and stimulating learning environment at Esh C.E. (Aided) Primary School where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up to provide development within all area. Within a mixed aged EYFS and KS1 class we aim to provide children with a balance between structured adult-led Phonics and Maths sessions and access to a range of self-directed challenges. Learning spaces are defined and resources are accessible so that children can develop as independent learners. Extra resources are added throughout the year to enhance learning and enable the children to follow their own schemas and fascinations. We recognise the importance of open ended experiences to promote purposeful and challenging play. Practitioners observe and extend this play as appropriate. They further use these observations to enhance provision and extend individual learning. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider

world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

Learning and Development

We recognise that children develop and learn in different ways and at different rates. At Esh C.E. (Aided) Primary School we understand that young children achieve well when learning is engaging and well matched to their interests and previous learning. Learning is often play based with increasing challenge and expectations as a child develops.

There are seven areas of learning and development of which three are "prime areas," and four "specific areas." At Esh C.E. (Aided) Primary School we follow Development Matters (2021) though we also reference child development through Birth to 5 Matters (2021) and What to Expect When (2015)

The prime areas are:-

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

The specific areas are:-

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

The Prime Areas are essential for fostering early learning skills and are promoted heavily through our planning and provision. Successful mastery of these skills supports children to achieve well in Specific Areas of Learning. Our planning identifies intended learning, with outcomes, for children working towards the Early Learning Goals, and also for those working towards National Curriculum levels. Across all of these we promote Characteristics of Effective Learning where children develop their abilities to play and explore, take an active role in their learning and think creatively. We observe and monitor progress with these skills and report these to parents.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:-

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.' Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions. Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions.

Children can access resources and move around the classroom freely and purposefully to extend their learning.

Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities and support. The Early Years Foundation Stage Statutory Framework 2021, Development Matters 2021 provide the basis for assessment throughout Reception. Children are quickly assessed at their entry point to the Foundation Stage to establish a baseline. Progress is monitored and tracked consistently through shared Learning Journeys and Insight, an electronic tracking system. Many Learning Journey observations are completed on Tapestry an online Learning Journey Toolkit, though a whole range of evidence is also added including children's artwork and writing. These observations are also shared with parents. Teachers and Teaching Assistants make regular assessments of children's learning which are key to the assessment and planning cycle. A Good Level of Development measure is made at the end of the Reception Year.

At Esh C.E. (Aided) Primary School we understand the impact of high quality liaison between home and school and strive to ensure that our pupils are keen to learn at every opportunity. For this reason, we believe that the extension of learning out of the classroom, including the provision of home learning, is a vital addition to a child's learning. The children learn sounds and have reading books from the Floppy's Phonics Scheme.

We believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential.

Date of Policy.....

Signed..... Head Teacher

Signed..... Governor in charge of Religious Education

Signed..... EYFS Leader