



POLICY for The EARLY YEARS September 2015

DATE POLICY AGREED AT COMMITTEE LEVEL: September 2015

DATE POLICY RATIFIED BY FULL GOVERNING BODY: October 2015

REVIEW DATE: September 2018

SIGNED: CHAIR OF GOVERNORS

SIGNED: HEAD TEACHER

This policy should be read in conjunction with 'Development Matters in the Early Years Foundation Stage' and 'Statutory Framework for the Early Years Foundation Stage' (2012)

This policy sets out teaching objectives for Nursery and Reception children to enable their successful progress through the Foundation Stage.

Rationale - 'The Early Years Foundation Stage (EYFS) sets the standard that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school life' (EYFS 2012)

At Hazel Grove Primary School we support the 'EYFS Statutory Framework' and 'Development Matters' whereby every child, whatever their background or circumstances, have the support they need to:-

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

Principles for Early Years Education

These principles are drawn from and are evident in, good and effective practice in early years' settings.

- # Effective education requires both a relevant curriculum and practitioners who understand and are able to implement curriculum requirements.
- # Effective education requires practitioners who understand that children develop rapidly during the early years - physically, intellectually, emotionally and socially.
- # Early years' experience should be built on what children know and can do.
- # No child should be excluded or disadvantaged.
- # Parents and practitioners should work together.
- # To be effective, an early years' curriculum should be carefully structured.
- # There should be opportunities for children to engage in activities planned by adults and also those that they plan and initiate themselves.
- # Practitioners must be able to observe and respond appropriately to children.
- # Well-planned, purposeful activities and appropriate intervention by practitioners will engage children in the learning process.
- # For children to have rich and stimulating experiences, the learning environment should be well-planned and organised.

Above all effective learning and development for young children requires high quality care and education by practitioners.

Aims of Early Years Teaching at Hazel Grove Primary School

We aim to provide a range of activities to support 'Development Matters' document and provide opportunities for the children's emotional, social, physical, aesthetic and intellectual development.

To meet these needs we aim to:

- # Provide a safe and secure environment where the child can make an effective transition from home to school
- # Encourage self confidence and self esteem
- # Help the children to express their own feelings but at the same time be aware of the needs and feelings of others
- # Encourage talk and questioning
- # Encourage independence and a sense of responsibility
- # Present a well balanced curriculum which will develop the whole child and ensure that the learning is through real and direct experiences
- # Provide access to an outdoor area to provide opportunity to develop good motor Skills and creative imaginative play
- # Provide opportunities to illustrate diverse cultures, religion and race
- # Provide opportunities to stimulate the imagination through small world, drama, and role play

Our aims will be achieved by:

- # Providing a warm, friendly and stimulating environment where every child feels Secure and happy
- # The staff working together as a team to give equality of opportunity for all children to experience all areas of the curriculum providing a good foundation for future learning
- # working in partnership with parents, sharing information from home and nursery and encourage dialogue
- # Provide a caring role model where child and teacher value the 'worth' of each Other
- # Using conversation and carefully framed questions to develop children's knowledge
- # Helping children to develop an awareness of their school and community environment

Starting with the Child

Teaching and Learning

Teaching Methods

Teachers teach the children in a variety of ways:

- # groups
- # Learning Links
- # as individuals
- # as a class
- # direct teaching of skills and knowledge

Teaching has many aspects, including planning and creating a learning environment, organising time and material resources, interacting, questioning, responding to questions, working with and observing children, assessing and recording their progress and sharing knowledge gained with other practitioners and parents.

Effective teaching requires:

- # Working in partnership with parents, because they continue to have a prime teaching role with their children.
- # Promoting children's learning through planned experiences and activities that are challenging but achievable.
- # Practitioners who model a range of positive behaviour.
- # Using language that is rich and using correct grammar. Recognising that what is said and how they speak is the main way of teaching new vocabulary and helping children to develop linguistic structures for thinking.
- # Using conversation and carefully framed questions because this is crucial in developing children's knowledge.
- # Direct teaching of skills and knowledge.
- # Children teaching each other.
- # Interacting with and supporting children in a way that positively affects the attitudes to learning that children develop.
- # Skilful and well-planned observations of children.
- # Assessing children's development and progress to serve several purposes.
- # Identifying children who have special education needs and keeping records in line with LEA policy.

Learning

Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes.

During the foundation stage, many of these aspects of learning are brought together through playing and talking. Play forms an important means by which young children learn with enjoyment and challenge.

"Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.
(Statutory Framework for the Early Years Foundation Stage 2012)

Effective learning involves:

- # Children initiating activities that promotes learning from each other.
- # Children learning through movement and all their senses.
- # Children having time to explore ideas and interests in depth.
- # Children feeling secure, which helps them to become confident learners.
- # Children learning in different ways and at different rates.
- # Children making links in their learning.
- # Creative and imaginative play activities that promote the development and use of language

The Early Years Foundation Stage Curriculum is organised into seven areas of learning and development:

Children should mostly develop the 3 Prime areas first:

- Communication
- Physical development
- Personal, social and emotional

These prime areas are the most essential for a child's healthy development and future learning

As children grow, the prime areas will help them to develop skills in 4 specific areas.

These are:

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

These 7 areas are used to plan your child's learning and activities.

It is vital we recognise that none is isolated and all are interrelated. It is designed to be flexible so staff can follow the child's unique needs and interests.

The Early Years' Environment.

Children learn best in a stimulating but ordered environment where the opportunities for active learning are thoughtful and purposefully planned.

The Environment.

We aim to make the Early Years' Environment a place, which is:

- # Attractive and welcoming to children and parents.

- # Where children feel secure and confident.
- # Stimulating and exciting.
- # Where all children's work is valued and displayed attractively.
- # Where children can play individually or in small groups in quiet, noisy and messy but structured learning activities.
- # Providing access to an outdoor area to provide opportunities to develop gross motor skills.
- # Where talk and questioning are encouraged.

The room should be bright, attractive, aesthetically pleasing, well organised into working areas, where children have easy access to a full range of materials.

Areas should include:

- | | |
|--------------------|------------------------------|
| # Imaginative play | # Literacy |
| # Maths | # ICT (Throughout all areas) |
| # Art and Design | # Physical play |
| # Sand and Water | # Construction. |

Assessment and Recording

Assessment opportunities may be identified in planning or arise spontaneously and include:

- # Working with parents, who are vital partners in the assessment and planning process.
- # Identifying the next step in children's learning to plan how to help children make progress.
- # Using assessment to evaluate the quality of provision and practitioners' training needs.

The attainment, achievements and progress of young children should be assessed and recorded in order to:

- # Acknowledge and value previous experience and learning.
- # Recognise the child's present stage of development.
- # Identify specific learning needs.
- # Inform future planning/learning.
- # Involve and inform parents/carers.
- # Provide a subsequent indication of progress made.
- # Identify as early as possible any special needs a child may have and keep a record on the early years 'worry list'. Liaising with SENCO.

How we assess

- # Assessment (Nursery) - Baseline profile and 'My Learning Journey' document.
- # Baseline assessment (Reception) - start, middle (Feb) and end of year linking to the Early Years Foundation Stage Profile.

On going assessment - based on:

- # Observations and photographs
- # Working wall
- # Evidence from independent activities
- # Dialogue with children/parent/carer.
- # Clear criteria relating to objectives outline in Early Learning Goals for each area of learning.
- # Individual Profile books

Recording

- # Should be manageable and useful - based on what the child understands, knows and can do.
- # Inform the next stage of learning.
- # Provide information for transition to National Curriculum.

Roles and Responsibilities

Effective teamwork is essential in providing an appropriate curriculum and environment for young children. Within our Early Years' Team are:-
Teachers, classroom assistants, Learning support assistants, students and parent helpers.

Role of the Early Years' Co-ordinator

- # Managing the implementation of the Early Years' Foundation Stage Curriculum including the interface between the EYFS and National Curriculum.
- # Overseeing the drawing up and implementation of an Early Years' Foundation Stage Policy.
- # Ensuring that all policies and schemes of work address the needs of the youngest children.
- # Reporting regularly to the headteacher about the achievements and planned developments for the EYFS.
- # Being an advocate of the highest possible quality provision and practice for young children.
- # Training and reporting.
- # Supporting staff in a pastoral capacity.
- # Liaise with relevant Playgroup leaders, Nursery teacher and Reception teachers to oversee the development of the Early Years' Partnership.
- # Monitor the planning and implementation of the early years' curriculum.
- # Liaise with the Nursery Teachers through planned regular meetings.

Parents as partners

Improvements in cognitive and social development - early years education

Parental involvement with children from an early age has been found to equate with better outcomes (particularly in terms of cognitive development). What parents do is more important than who they are for children's early development - i.e. home learning

activities undertaken by parents is more important for children's intellectual and social development than parental occupation, education or income.

(The Impact of Parental Involvement on Children's Education - 2008)

We actively encourage parents/carers to:

- # Enter into a partnership with school in the understanding that the education of their child is shared by home and school.
- # Opportunities for daily interaction between teacher and parent.
- # Share their expertise to enhance the learning opportunities provided within school.
- # Have access to information concerning the school curriculum.
- # Share and celebrate their child's progress and achievement.

Special Education Needs

We believe that all children are entitled to a learning environment in which they are encouraged to reach their potential in a supportive atmosphere which fosters a growth towards independent learning appropriate to their age and stage of development.

Children with Special Needs in the Early Years will be given support, as appropriate, within the classroom by:

- # the class teacher
- # Classroom assistant
- # 1:1 Support
- # LSA/support worker

Additional help or advice will be sought where necessary from outside agencies and the Inclusion team.

Children with English as an additional language may be given additional support and practitioners should value this linguistic diversity.

Equal Opportunities

All children should have access to a broad and balanced curriculum commensurate with their developing abilities regardless of their gender, ethnic or social background or their creed or disability.

Induction

A child's first experience of school has a lasting effect upon him/her and so we aim to make the transition from, home to school as 'painless' and enjoyable as possible.

Parents/carers are invited to a pre-nursery and/or pre-school visit where they are given a 'flavour' of the experiences that will be on offer to their child. They have the opportunity to get to know the Early Years' Team and learn about the routines and expected behaviour of their child.

At the beginning of the term in which they start nursery, children and parents are invited for an induction visit where they meet staff and are given access to play activities. They begin nursery on a staggered basis in order to settle children.

The reception children have part time schooling for the first 2 weeks of the term. This will be a morning or afternoon session followed by a morning session and lunch. This ensures the children are given time and space to settle in to new routines. Initial Baseline assessments will take place within these 2 weeks.

Throughout the whole process of induction and beyond we aim to make nursery and Reception a stimulating place where the children thrive as active learners.

Preparation for Key Stage One

Towards the end of the Reception year, the teaching day becomes more structured, to include daily whole class Literacy and Numeracy sessions based on the Primary National Strategy