



Old Leake Primary and Nursery School

Early Years Policy

January 2017

Our Early year's policy describes the framework upon which the beliefs and practice of this school are based; this policy should be used in conjunction with:

Teaching and Learning policy
Assessment policy
S.E.N policy.
Nursery Admission policy

Our philosophy

In the Foundation Stage children learn best through play based activities and first hand experience. Every child deserves the best possible start in life, in Foundation stage we aim to give this by looking at what the children can do and supporting them to fulfill their potential. Children become independent learners through the provision of a balance of child initiated and adult led experiences.

At this school we aim to provide a broad and balanced curriculum which will enable each child to develop emotionally, socially, physically, creatively, and intellectually to their full potential and at their own pace. Each child is unique and is valued as an individual.

Objectives

- To provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children.
- To develop warm and secure relationships between children and adults.
- To provide a high quality curriculum in line with the Early Years Foundation Stage document, and Every Child Matters.
- For the children to become aware of moral and social values, including British Values.
- To encourage active learning through first hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication.
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- To value the cultural diversity within our school, community and the wider world.
- To foster positive home school links and share a common sense of purpose with parents. The key person is fundamentally the class teacher with a team of practitioners contributing towards the care and learning for the children and their parents.

The Early Years Foundation Stage

The content of the curriculum within the Foundation Stage – Nursery and Reception’s classes, is set out within the EYFS document. Guidance is given on effective learning and teaching through the seven areas.

Prime Areas

1. Personal, Social and Emotional Development
2. Communication Language
3. Physical Development

Specific Areas

4. Literacy
5. Maths
6. Understanding of the World
7. Expressive Arts and Design

Within each of these areas there are ages and stages which show the knowledge, skills, understanding and attitudes that children need to learn during the Foundation stage in order to achieve the Early Learning Goals by the end of their Reception Year.

Activities and learning opportunities are practical and hands on, providing first hand experiences where possible. The focus of the activities takes into account the children’s needs and interests, allowing them to be part of their learning and assessment, to become independent learners.

Organisation

Within the Foundation Stage there are two phases: Nursery (F1) and Reception (F2). The Nursery classroom is purpose built with a kitchen area and separate toilets. Both classrooms provide a welcoming and positive learning environment, having access to a well-equipped outside classroom.

Two Early Year’s teachers and two classroom assistants’ staff the Foundation Stage area. There is the capacity for up to 26 Nursery and 30 Reception children. Nursery has three intakes every academic year (September, January, April), with children starting in the term after their third birthday, providing there is space. If not they will start Nursery in the following September. Reception has one intake every academic year, with children starting the September after their fourth birthday. The style of teaching and organisation of the curriculum changes gradually over the year as the children develop in order to aid transition. The Foundation Stage team meets weekly to plan activities based on the children’s needs and interests, working towards the Development Matters and Early Learning Goals.

Transition into full time education – Reception Class

Our aim is to establish a smooth and successful transition to school. This is facilitated by:

- Reception teacher working with the Nursery Class, during the Summer Term.

- Transition mornings – every Friday during the Summer Term, enabling children to become familiar with the Reception classroom and staff.
- Visits to pre-school establishments.
- Mini playsessions targeted at children identified as having a need for extra support.
- Moving on morning in the Summer Term for all children prior to starting Nursery or Reception class.
- Liaise with outside agencies.
- Transition meeting for parents in the Summer Term.

Half days – First two weeks of the Autumn term

All Reception children start school on a part time basis, 8.50am – 1pm for the first two weeks of term. Half days enable the children to have a gradual transition into full time education.

Home visits are carried out for those children who didn't receive one when attending our nursery class. These will be carried out by the class teacher and teaching assistant during the first two weeks of the Autumn Term.

Role of the Early Years Foundation Stage Co-ordinator

It is the role of the Early Years Co-ordinator, under the guidance of the Head Teacher: -

- To organise the delivery of Early Years Curriculum and to ensure progression and development.
- To monitor planning and quality of delivery within the curriculum.
- To monitor assessment and ensure teacher assessment is accurate and efficient.
- To keep abreast of developments within early Years and carry out INSET when required.
- To monitor and update resources.
- To liaise with and support Pre-school establishments within the Partnership link.

Equal Opportunities

All children have an equal entitlement to a good Early Years Curriculum regardless of gender, race, culture, Religion, disability and special or medical needs. Also see the Equal Opportunities Policy.

Toileting Needs

The school has an inclusive protocol for working with children who have 'toileting needs'. Children will be encouraged to develop an awareness and self-control with regards to toileting. We aim to work closely with parents/ carers to meet the needs of children and achieve continence. Parents / carers are asked to provide nappies, wipes and spare clothes for their child. Children are to be changed by a member of staff who is employed by the school. Changing will take place in the toilets and we aim to maintain the child's dignity. When a child who has toileting needs enters the school a 'Positive Action Plan' will be drawn up with both staff and parents, in order to meet the child's needs.

Assessment

Within the Foundation Stage assessment is carried out by teacher assessment in the form of:

- Spontaneous observations
- Focused observations
- Photographs
- Videos
- Examples of children's work
- Information from parents and carers

Assessment is carried out on a daily basis by both the class teacher and the teaching assistant. It is used to inform planning and identify the children's next steps, which enables us to deliver a curriculum that is specific to the children's needs. Evidence is collated daily and recorded on 'Tapestry'. Each child has their own online learning journey which can be accessed by parents externally using their personal login. Parents are encouraged to add 'wow moments' from home which can be shared in class and contribute to their child's assessment.

It is statutory to complete the Foundation Profile for each pupil at the end of the Reception year and report the results to parents. The profile comprises of 17 Early Learning Goals, which are divided between the 7 areas of learning. There are three levels of attainment, Emerging, Expected and Exceeding. It is anticipated that children should reach 'Expected' in all of the Early Learning Goals.

In the Nursery year 'Ages and Stages' are completed termly for each child and passed onto the Reception teacher to inform them for the following year. Assessments are completed in partnership with parents and progress is discussed at parents' evenings and open mornings / afternoons which are held at regular intervals throughout the year.