



Early Years Policy

Principles for Early Years education

The education of Reception aged children should:

- Secure a broad and balanced curriculum that fosters the intellectual, emotional, physical, spiritual, moral, social and cultural development of children.
- Ensure that all children have access to the curriculum and make progress commensurate with their developing abilities, irrespective of their gender, ethnic, social or religious background or special educational needs.
- Enable children to learn and develop skills, attitudes and understanding that prepare them for continuing education.
- Enable children to make an effective transition from nursery/home to school.

Quality of learning

Effective learning takes place where pupils:

- Feel secure, valued and confident.
- Are interested in what they are doing and are making appropriate progress.
- Are given first hand experiences within which they can explore and experiment.
- Enjoy their learning, which is rewarding and satisfying.
- Can learn from each other and through spontaneous interaction with peers and adults.
- Can practice, consolidate and extend previous learning and experiences.
- Are involved in practical activity, enquiry and purposeful play.
- Are using the outside environment.

Quality of teaching

Effective teaching takes place where:

- Staff have a clear understanding of how children learn.
- Staff plan, co-operate and work as a team
- Activities are purposeful and clearly planned.
- There is a balance of self-chosen, adult initiated and directed activities.
- Staff work directly with the children.
- Children's play is supported and extended sensitively.
- There is good use of the available space, materials and equipment.
- Staff are flexible and explore opportunities that occur spontaneously.
- Staff have high expectations based on each child's ability.
- Children have access to and use of the inside and outside environment.

Planning

- To provide a broad and balanced curriculum following the Statutory Framework for the Early Years Foundation Stage (DFE, 2012).
- To plan appropriately focusing on the three Prime Areas of Learning and Development considered to be fundamental throughout the EYFS and four Specific Areas, which include essential skills and knowledge and provide important contexts for learning.

The Prime Areas of Learning and Development

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

The Specific Areas of Learning and Development

- Literacy
 - Mathematics
 - Understanding the world
 - Expressive Arts and Design
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- To have thorough planning as a guide while also being mindful to make the most of opportunities for learning as they arise.
 - To have sound learning objectives within each Area of Learning using the Early Learning Goals which most children will be expected to reach by the end of their Reception year.

Observation

- Observation involves watching children closely and then noting down what is seen and heard in order to:
 - Gain a detailed understanding of the child
 - Plan for children's needs and interests, including specialist advice and support when required
 - Plan for progression and differentiation
 - Share the child's development with parents/carers
 - Provide information on transfer to the next stage in education
 - Give practitioners a greater insight into how children learn

Observations are made by adults who are involved with the child; including practitioners, parents, students as well as the children themselves.

Assessment

Assessment is the process of reflection, analysing and making an informed judgement on a child's learning.

- On-Entry Baseline is used for the assessment of early reading, early mathematics, phonological awareness and short term memory in Reception. A further assessment is completed at the end of the Reception year.
- Ongoing observations and assessments throughout the Reception year.
- The EYFS profile. This describes the child's level of attainment at the end of the EYFS and identifies their learning needs for the next stage of school, helping year 1 teachers plan an effective and appropriate curriculum for the child.

Parental Involvement

We hold a New Parents induction afternoon towards the end of the summer term before a child starts school in September and opportunities are given to the children to spend time with their teacher before starting school.

- Parents are always welcome to discuss their child's progress or concerns at any convenient time and specific Parental Consultations take place twice a year
- We report to parents on a regular basis via the contact book and class Dojo

We also hold a New Parents evening in the Autumn Term and an Open Evening at the end of the Summer Term and a further meeting, when all profile assessments can be fully discussed. The needs and characteristics of the children are discussed in recognition of the fact that parents have the greatest knowledge of their child.

Last review: August 2017 ; Next review: August 2018 or as required by a change in regulation

Conduct

Children are encouraged to consider and respect others at all times. Children are asked to walk in school and good manners and respect for property and equipment are expected at all times.

Dress

All pupils are expected to wear the correct school uniform and to appear neatly dressed while travelling to and from school. They are encouraged to take care of their personal belongings and to respect those of others. They are encouraged to dress and undress themselves as appropriate.

Parents are requested to purchase sensible black shoes for school, preferably no laces. Black plimsolls and predominantly white trainers are preferred for PE and games activities. Wellington boots and a warm winter coat are a necessity.

No jewellery to be worn, for safety reasons, with the exception of stud earrings. Parents are requested to sign a consent form. Pupils are encouraged to have tidy hair at all times. Girls are asked to tie back long hair.

At the head teacher's discretion, children may be allowed to dispense with blazers in hot weather. School sunhats in house colours are available from Graduates Schoolwear for use in the summer term during recreation, and on the playing field.

School reading folders are available from Graduates Schoolwear and art and cookery aprons are compulsory. ***All items of uniform/clothing/shoes must be clearly named.***

Health and Safety

Children must be collected by a parent/carer at the school door, or by an adult previously notified to the class teacher or the school secretary. Children will not be allowed to go into the car park with a junior sibling.

If a pupil is absent from school, a parent or guardian must telephone the school office by 9.00am and a letter of explanation is required on the day they return.

Initially illnesses and accidents are dealt with by the class teacher or adult on duty. All head injuries are reported direct to parents and recorded. If further attention is required a child is seen by a registered First Aider. A form explaining any accidents/illnesses are filled in by the attending adult and a copy is sent home.

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If medicines/inhalers are sent into school they must be clearly labelled and a consent letter (available on the school website) must be signed by a parent/carer. All medicines must be given to the School Office where they are kept in a fridge.

Parents/carers are asked to sign a consent form allowing their child to participate in cookery activities at school.

General

For the first few days of the Reception Year children may bring in one small toy to help them settle in but no responsibility can be accepted.

School uniform must be worn on school outings, unless otherwise stated, in which all children are encouraged to participate.

Children are not permitted glass bottles or fizzy drinks in school or on outings. A morning snack is provided by school. Children are allowed to bring in a named bottle of water to drink freely throughout the day.

School Day

The school day runs from 8.50am to 3.30pm. (doors open at 8.35am)

Morning break is from 10.45am to 11.15am.

Lunch is from 12.00 to 12.30pm

Afternoon break is from 1.00pm to 1.45pm

We also run an Early Morning Club from 7.45am and an After School Club until 6.00pm.