

Church House Oxford, Langford Locks, Kidlington, OX5 1GF

Early Years Policy

May 2017

Tackley Church of England Primary School



Mission Statement

Life is an adventure, embrace it

Life is a challenge, meet it

Life is an opportunity, capture it

In the context of Christian belief and practice, we aim to:

- Provide an inclusive, supportive and caring environment, shaped by Christian values in which children can learn and flourish.

1. Aim

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Tackley School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents

2. Introduction

The EYFS is based upon four principles:

- A Unique Child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and Developing – An acknowledgement that children learn in different ways and at different rates.

3. The Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates.

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
- 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

- using resources which reflect diversity and are free from discrimination and stereotyping
- planning challenging activities for all children and developing a lifelong love of learning through positive praise and encouragement.
- monitoring children's progress and using this information to take learning forward

4. Inclusion

We aim to ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability. We promote a setting where each child feels secure, included and valued and encourage self-confidence and a positive approach to learning in all children.

We aim to create an environment which reflects the community in which the children live as well as the wider world. The curriculum will include activities to encourage children to respect their own cultural background and beliefs and those of other people.

5. Welfare

Children learn best when they are happy, safe and feel secure. We aim to ensure that all children feel happy, safe and secure through the continuous development of positive relationships between children and staff as well as relationships with their peers

At Tackley Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Early Years Foundation Stage Guidance (2014)

6. Positive Relationships

At Tackley Primary School each adult within the setting aims to develop a positive relationship with each child in the class, as we believe that a happy, confident child is a child that is ready to learn.

We actively seek positive relationships with the parents and carers as well as the children.

7. Partnership with Parents

We believe that parents and carers are a child's first educator and so we aim to work very closely with parents. We provide parents with an opportunity to celebrate their child's learning and development by completing "wow" moments which inform planning and provision and are part of the children's "learning journey."

We arrange a variety of activities throughout the year that encourage collaboration between child, school and parents: assemblies, performances, church visits, inviting parents into the setting for creative sessions and are always looking for new ways to continue to develop this relationship.

We encourage informal discussions between parent and adults within the setting throughout the year as well as a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of each school year

8. An Enabling Environment

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in to provide a wide range of continuous provision following the children's interests and providing opportunity to take learning to the next level.

The setting ensures children can access their own resources and so extend and develop their own learning independently.

9. The Curriculum

Our Reception class follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document.

The EYFS framework includes seven areas of learning and development, all of which are important and included into the curriculum taught. There are three prime areas, which are seen to support the remaining specific areas of the curriculum.

The Prime areas are:

- Communication and Language – Listening and Attention, Understanding and Speaking
- Physical Development – Moving and Handling and Health and Self Care
- Personal, Social and Emotional Development – Making Relationships, Managing Feelings and Behaviour and Self-confidence and Self-awareness

The Specific areas are:

- Literacy – Reading and Writing
- Mathematics – Numbers and Shape, Space and Measure
- Understanding the World – People and Communities, The World and Technology
- Expressive Arts and Design – Exploring and Using Media and Materials and Being Imaginative

Characteristics of Effective Learning

The EYFS also includes the Characteristics of Effective Learning. These are regularly assessed through observations and planned for throughout the EYFS.

The three characteristics are:

- Playing and Exploring – children investigate and experience things and events around them and ‘have a go’
- Active Learning – children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve
- Creating and Thinking Critically – children have and develop their own ideas, make links between different and experiences and develop strategies for doing things

Teaching and Learning

Play – Learning through play is an important and integral part of the Early Years curriculum and classroom. We believe that children learn best from activities and experiences that interest and inspire them. We use prior assessment of the children’s skills and knowledge, as well as carefully planned termly topics as the starting points for these experiences. We carefully plan the environment and opportunities within this environment to reflect on what has interested the children, making sure that we provide opportunities to extend and practice the skills they are developing. We ensure that each of the different areas of learning are represented in the environment and provide different experiences and opportunities to learn. We believe it is important that the adults take an active role in child-initiated play through observing, modelling, facilitating and extending their play. We also believe it is important that through careful observation the adult knows when it is appropriate to intervene and when to let play develop without adult intervention.

Direct teaching –Children in our Reception class participate in a daily phonics session, following the Read, Write, Inc phonics programme. Other class teaching activities occur on a daily basis including maths, literacy, circle times and daily story sessions. Alongside this children participate in a range of

small group adult led activities to provide a balance between following the child's lead and more direct teaching.

Assessment

Children are continuously assessed by the adults within the setting, both during child led and adult led learning. This includes long observations, photographs and smaller observations on post it notes or sticky labels. This assessment is used to create each child's individual learning journey and also provides the basis for planning for each individual child's learning and development.

Summative assessments are put onto Target Tracker on entry, at the end of term two, four and six.

10. Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society. As in all parts of the school we ensure appropriate time and resources are accessed for the most vulnerable and disadvantaged pupils by using the pupil premium fund to close the gaps identified in their learning and development.

11. Health and Safety

At Tackley Primary School, there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, a daily assessment is made of the outdoor area.

In line with the Statutory Framework for the EYFS 2012, at Tackley we undertake:

- A whole school Administering Medicine Policy, which ensures systems are in place to administer medicine and that information about a child's needs for medication are kept up to date. Medicines will not be administered unless prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Prescribed medicines are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." A written record is kept each time medicine is administered and the child's parents and/or carers are informed on the same day. (Statutory Framework for the EYFS 2012) See Administering Medicine Policy for full details.
- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- The classroom has a snack and sink area that can provide healthy snacks and drinks.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). The Class 1 teaching assistant has a paediatric first aid qualification
- A fire and emergency evacuation procedure and policy
- The school provides staff with cameras to record children's achievements. Staff are not permitted to take photographs or videos with personal mobile phones or

cameras. School cameras must not be used for the personal use.

- Staff are expected to wear appropriate clothing that supports them playing and engaging with children at floor level.

12. Transition

From Pre-school /Feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Parents are invited to a meeting to ensure they know about school procedures
- During the summer term parents are encouraged to complete an "All about me" booklet. It is used during the Autumn term to support transition and to inform planning
- The children are invited to three separate visits to their Reception class
- Members of staff make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support transition. Wherever possible key people will meet children in their current settings.

From Reception to Year 1

We work to ensure an effective transition from Reception to Year One. This includes the Year One teacher observing the children in the Reception classroom in the summer term and the current Reception class visiting the Year one class for regular story times.

There will be meetings between the Reception and Year one teachers to ensure the Year one teacher has a picture of the development and learning of each individual child alongside a handover of each child's learning profile and records from Target Tracker.

Once the Reception children begin Year One in September there will be a gradual introduction to more formal learning, ensuring each child is supported at their level of ability.

13. Role of the Governing Body

As part of their overall responsibilities, the Governing Body will ensure that the school complies with its duty to teach the Early Years Foundation Stage Framework, The National Curriculum and the Agreed Syllabus for Religious Education.

It is the responsibility of the Governing Body to monitor the effectiveness of this policy. The Governing Body does this by:

- Monitoring information and data about the Foundation Stage
- Monitoring the effectiveness of Foundation Stage teaching

14. Monitoring and Review

This policy is a working document. Therefore, it is open to change and restructure as and when appropriate.

This policy will be reviewed bi-annually by the Senior Management Team in School.

The Foundation Stage children will be encouraged to engage in decision making and consultation about issues which affect the quality of their learning by termly completion of 'Children's contribution to learning' documents.

15. Relevant Policies and Documentation

This policy should be read in conjunction with these documents:

- Statutory Framework for the EYFS, 2012
- Special Education Needs and Disabilities Policy
- Safeguarding Policy
- Forest School Policy
- Personal and Intimate Care Policy
- Risk Assessment Policy
- Administering Medicine Policy