

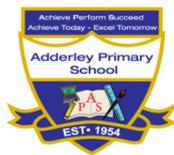
Adderley Primary School Early Years Policy

2019-2020

This policy should be read with the following policies;

- **Assessment and Monitoring Policy**
- **Literacy Policy**
- **Maths Policy**
- **English as an Additional Language Policy**
- **DSEN Policy**
- **Child Protection & Safeguarding Policy**

Agreed by:	Governing Body	
Review date:	September 2020	



Adderley Primary School Early Years Policy

Introduction

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy environment is important in its own right and it provides foundation for children to make the most of their abilities and talents as they grow up.”

“Early Years Foundation Stage Profile”

Department for Children, Schools and Families’ 2012

Principles

The EYFS is based upon four principles:

- **A unique child** - We recognise that every child is a competent learner who can be resilient, capable and self-assured. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.
- **Positive relationships** - We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- **Enabling environments** - We recognise that the environment plays a key role in supporting and extending the children’s development. Through observations we assess the children’s interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.
- **Learning and development** – The EYFS is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. Early Years is set up in learning areas where children are able to find and locate equipment and resources independently.

Early childhood is the foundation on which children build the rest of their lives. At Adderley Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself s part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

At Adderley, our practice reflects the guidance set out in the ‘Statutory Framework for the Early Years Foundation Stage’ setting the standards for learning, development and care for children from birth to five document (DFE 2014).

All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in Early Years to accept the task of building upon the children’s previous learning experiences. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the EYFS team work effectively together to support the learning and development of the children in their care.

Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. The overarching aim of the EYFS is to help young children achieve these five outcomes.

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 and enabling them to grow and learn in an environment without prejudice or inequality. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Adderley Primary School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- 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.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions ensuring that all children irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability have the opportunity to experience a challenging and enjoyable programme of learning and development.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.

Our aim is for children to have equal access to the Early Years National Curriculum 2014. It is important that the activities set for the children are differentiated according to age and ability. We go beyond the context of the requirements of the National Curriculum to provide extension material where appropriate. At Adderley Primary School, we believe that all children should learn, apply and refine the essential skills in a widening range of contexts. It is our aim for children to speak, read and write with confidence, fluency and understanding, enabling them to become independent, confident and creative learners. Through our enthusiastic teaching of literacy, we aim to foster in children a pleasure for books in their own right.

Learning and Development

Early Years learning and development requirements comprise:

- The seven areas of learning and development and the educational programmes;
- The early learning goals, which summarise the knowledge skills and understanding that all young children should have gained by the end of the Reception year; and
- The assessment requirements (when and how the practitioners must assess children's achievements and when and how they should discuss children's progress with parents and /or carers).

Learning and development is categorised into **three prime areas** of learning:

- **Communication and language** – children will be provided opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.
- **Physical development** – Children will be provided to be active and interactive; and to develop their co-ordination, control and movement. Children will also be helped to understand the importance of physical activity and to make healthy choices in relation to food.
- **Personal, social and emotional development** – Children will be encouraged to develop a sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Additionally there are **four specific areas** of learning:

- **Literacy** – Children will be taught to link letters and sounds and to begin to read and write. Children will be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.
- **Mathematics** – Children will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, space and measures.
- **Understanding the world** – Children will be guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** – Children will be enabled to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, dance, role-play and design and technology.

Planning

Good planning is the key to making children’s learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Early Years are committed to working together and are involved in this process.

The planning within the EYFS is based around the children’s interests. These plans are used by the EYFS team as a guide for weekly planning. However, we may alter these in response to the needs of the children.

Formative Assessment

We carry out a base line assessment on all children entering the EYFS in all seven areas of development. We make regular assessments of children’s learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and recorded observations, annotated examples of work,

photographs and this involves the teacher and other adults as appropriate. Each child has an individual 'Learning Journey' in which this evidence is recorded. Parents and/or carers are kept up-to-date with their child's progress and development through daily contact with staff and regular meetings. These observations are also used to inform the Strategic Leadership Team. The parents and guardians are given the opportunity to meet with the EYFS team each term, we provide mid-year report to parents and, at the end of the last term, we provide a written report in relation to the children's early learning goals to parents and guardians.

We also assess children through their pupil targets. Teachers assess children's progress ongoing by highlighting individual targets and monitoring assessment tracking points.

In the EYFS, we use the Developmental Matters in the early Years Foundation Stage Age related bands to make judgements about children's progress; on-going assessments feed into this. Progress is updated on an on-going basis and action plan meetings take place on a termly basis.

Summative Assessment

The EYFS Profile is used to summarise all of the assessment undertaken and to make statements about the child's achievements in the seven areas of learning at the end of EYFS. The profile provides parents/carers and staff with a summative assessment of a child's attainment against expected levels. Each child's level of development must be assessed against the 17 early learning goals. Staff must indicate whether children are meeting expected levels of development, if they are exceeding expected levels, or are not yet reaching expected levels (emerging). This information is submitted to the local authority.

Monitoring of Learning and Teaching

Monitoring of learning and teaching is carried out in accordance with school policy. This includes observations of quality of teaching, pupil conferencing, learning walks, book scrutiny, action plan meetings and moderation meetings. Monitoring is carried out by the SLT and the Curriculum Leaders.

Learning Through Play

At Adderley Primary school, we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. Children are given the opportunity to explore and discover within a safe, secure and supportive environment.

The children are involved with both group and individual play, some initiated by themselves and some by the adults. **Through play, children will develop intellectually, creatively, socially, emotionally and physically. Learning through play gives children the opportunity to take risks, make mistakes and learn from their mistakes.**

The learning Environment

At Adderley, we aim to create an attractive, creative, stimulating and enriched learning environment which will encourage children to explore, investigate and also will enable them

to become independent learners. We also aim to make the environment a safe and secure place where children are confident and are challenged to develop independence.

The Induction Process

During the Summer Term prior to starting the following September, the following visits are conducted to ensure that the children experience a smooth and positive transition as they move from pre-school/home setting/Nursery to Reception:

- EYFS staff will visit Nurseries from which September's intake will be taken.
- Each child and their parents and carers will be invited to attend induction workshops in order to familiarise themselves with both the staff and the EYFS environment.
- Undertake home visits to observe each child in their home environment.

When children join the school in September, the following procedures will apply in order that they can gradually adjust to their new surroundings:

- During the first week, children will attend for the morning session only.
- During the second week, children will attend for the morning session and lunch only.
- During the third week, children will attend for the full school day unless EYFS staff and parents or guardians agree that it is not in the best interest of an individual child.
- Where necessary adjustments need to be made to the induction process the school will make appropriate provision (including part time provision) to suit the needs of individual children.
- Where necessary parents and carers may be asked to stay in school with their child until their child has settled.

Working in Partnership with Parents and /or Carers

We recognise that parents and carers are a child's first and most enduring educators and we aim for the schools and parents and carers to work closely in the Early Years. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We will develop this working relationship between the school and parents and carers by:

- Holding induction workshops for new children before they start school
- Undertaking home visits for all children
- Encouraging parents to stay and support their child for the first 30minutes of every day during their settling in period.
- Publishing a 'Welcome Pack' and a half termly curriculum overview detailing the areas of learning and the overarching theme of the half-term.
- Holding a parents' afternoon in the first half term to establish how a child is settling into the school environment.
- Publishing half termly Adderley Voice.
- Organising 'Family Fun Learning' mornings every week.
- Organising parent workshops to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- Keeping an up to date parent notice board with relevant information.
- Inviting parents to take part in open mornings/afternoons to assist children in their

learning.

- Holding three parents' afternoon, discussing progress, celebrating success and sharing individual targets.
- Providing an annual written report to parents to celebrate their child's successes.
- Inviting parents to attend special performances/ assemblies.
- Inviting parents to attend EYFS Graduation ceremony to celebrate their achievements.

Equal Opportunities

At Adderley Primary School, we aim to provide all pupils, regard less of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. We support the belief that everyone is unique in their own right and act upon it. Staff, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are most able, and those with specific learning difficulties and disabilities. Individual Learning Plans identify targets in specific areas of learning for those children who require additional support, in line with the school's Inclusion policy.

The school's Inclusion Leader is responsible for providing additional information and advice to key workers and parents/carers, and for arranging external intervention and support where necessary.

Safeguarding and Welfare requirements

At Adderley Primary School, we take the necessary steps to safeguard and promote the welfare of children. We follow the EYFS Statutory Framework and legal requirements. We also follow the Child Protection/ Safeguarding Policy of the school.

The DSLs are displayed around school and staff are fully trained and aware of procedures in this area.

Risk assessments for the indoor and outdoor areas and particular activities are carried out on a regular basis. All staff are involved in this process. Additional risk assessments are carried out by the Site manager.

It is our school policy to have all personal mobile phones turned off while teaching.

Cameras and Ipads are used to record progress and to enable the engagement of parents in their child's learning, parents give permission for this to take place. Learning Journeys are developed over the year and information is shared with parents.

Mobile phones are never used to take photographs of children, staff have school equipment and this is used to take photos. Once the photos are uploaded, they are removed from the camera. Consent for photographs is obtained from parents/carers and are stored appropriately.

At Adderley Primary school, we comply with the Data Protection Act 1998 and the Freedom of Information Act 2000 and GDOR Regulations 2018 We use photographs taken with permission on:

- The school web site
- The school plasma screens
- School displays
- Learning Journeys
- Adderley Voice

Missing Children

In the unlikely event of a child going missing, school policy will be followed.

We will:

- Immediately search the school premises, both indoors and outdoors
- Contact the parent/carer
- Inform the police if necessary
- Review school security systems
- Make any necessary changes to ensure the safety of children

Complaints Procedure

If a parent has a concern or complaint, school policy will be followed. Any complaints are treated seriously and are investigated.

The effectiveness of this policy will be monitored and evaluated by the SLT. This policy will be reviewed on an annual basis.