



NETHERAVON ALL SAINTS C of E PRIMARY SCHOOL

High Street
Netheravon
Salisbury
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SP4 9PJ

Early Years Policy

Date Approved:	22 September 2016
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Signed:	File copy signed
Position:	Chair of Governors

1. Early Years and the School's Aims for Play

1.1 Statement of Aims and Objectives

It is our intention to:

- Create a happy, rich, stimulating and thought provoking environment.
- Respect the right of the child to receive high quality care and education.
- Continue to maintain good, clear channels of communication between Netheravon All Saints C of E Primary School and local pre-schools, playgroups and nurseries.
- Work together with parents in an atmosphere of mutual respect within which children can have security and confidence.
- Ensure that everything we do takes account of what is in the best interests of the child.
- Provide an education which is tailored to each child's individual needs and which is broad, balanced and appropriate, as detailed in the Early Years Foundation Stage (EYFS) document.

2. Philosophy

We believe that:

- 2.1 Early childhood is the foundation on which children build the rest of their lives and not simply a preparation for the next stage in their education.
- 2.2 Children develop rapidly during the early years and at different rates.
- 2.3 All aspects of emotional, intellectual, creative, moral, physical, spiritual and social development are of equal importance.
- 2.4 Young children learn from every experience they have and do not separate learning into subjects.
- 2.5 Young children learn most effectively by doing rather than by being told. They deserve the time necessary to become engaged in self-chosen tasks in the environment of their choosing, be that indoors or outside.
- 2.6 Playing and talking are the main ways in which young children learn about themselves and the world around them.
- 2.7 Early Years' experience should build on what children already know and can do.
- 2.8 Children's abilities should be identified, valued and promoted.
- 2.9 Children will achieve more if they feel confident in themselves and their own ability.
- 2.10 Independence is more likely to be achieved if children are encouraged to think for themselves.
- 2.11 Interaction and discussion with adults improves the learning experiences for children. These relationships are important to a child's development.

- 2.12 The child's family is of central importance to the child. Young children are shaped and influenced by experience and relationships within their family. We seek and value the opinions, observations and knowledge parents have of their children.

3. **Aims for Learning**

We aim:

- 3.1 For young children to feel included, secure and valued.
- 3.2 For young children to develop appropriate skills, knowledge and understanding in all areas – emotionally, morally, spiritually, socially, physically, creatively and intellectually.
- 3.3 To provide a well-structured, well-organised environment, both within the classroom and in the outdoor learning environment, and a variety of activities with clear purpose and aims.
- 3.4 To actively encourage independence and the characteristics of effective learning.
- 3.5 To actively value children's ideas and suggestions.
- 3.6 To continually monitor and assess each child's learning and development in order to provide continuous challenge and mastery of new learning.

4. **Aims for Provision**

We aim:

- 4.1 To use play, exploration and discussion as important and major elements in children's learning.
- 4.2 To provide appropriate and timely scaffolding in all adult interaction.
- 4.3 To provide equipment that is appropriate to the situation and the needs of the children.
- 4.4 To give children time and space to develop their learning.
- 4.5 To provide opportunities which encourage the development of the characteristics of effective learning.

5. **Content and Organisation**

- 5.1 The Early Years' curriculum will be carefully structured and children will be taught in line with the Early Years Foundation Stage (EYFS) document.
- 5.2 A variety of teaching and learning strategies will be used, e.g. whole class, small group and individual work, child initiated and adult led, depending on the planned aims and outcomes for each activity and on the development of the child.

6. **Equality of Opportunity**

- 6.1 All children have the right to equal opportunities in their early education irrespective of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.

7. **Induction**

- 7.1 The Early Years Manager will visit each child in their pre-school, nursery or playgroup in the term before they start school. This will enable the teacher to observe the child in a familiar setting and discuss the child's development with their Key Worker. Where it is impractical for a visit to be made, contact with the setting will be made by phone.
- 7.2 In the term before starting school, each family is invited to attend a 1:1 meeting with the Early Years Manager. This is intended to afford the opportunity to discuss the child's development, any concerns parents may have and to begin to build a relationship between the school and family.
- 7.3 Each child will be invited to attend two induction sessions in the term before they start school. The first visit is for the child and their parents, while the second is only for the child. The aim of these visits is to help the families become familiar with the setting, the school staff and peers.
- 7.4 In Term One, a presentation is given to parents regarding what to expect from the reception year, the EYFS curriculum and expectations of behaviour, learning and parental support.

8. **Planning**

- 8.1 Once the children are in school, planning will be undertaken to provide structured learning opportunities which take into account each individual child's developmental need. Planning will be undertaken jointly by both EYFS teachers and will include objectives for each area of learning and enhanced permanent provision.
- 8.2 Well-planned, purposeful activity, plan-do-review, and appropriate intervention by Early Years staff will engage children in the learning process and encourage children to develop the characteristics of effective learning.
- 8.3 Child initiated learning across the curriculum will be encouraged by the provision of an innovative, creative and vibrant learning environment, both indoor and outside, and taking into account the children's interests and fascinations.
- 8.4 Planning will take into account each child's development stage and will be informed by observations made during child initiated learning, feedback from parents and group teaching.

9. **Resources**

- 9.1 Most resources are kept in the classroom in labelled areas. In order to encourage independence and facilitate child initiated learning, most resources will be openly accessible to the children; the teacher will restrict others as appropriate.
- 9.2 The Early Years' classes have their own playground for morning, afternoon and lunchtime breaks as well as outdoor learning. Various resources are available to promote all areas of learning and the characteristics of effective learning. When the whole class are ready, the children will play in the main playground with Key Stage One children for some playtimes.

10. **Assessment, Record-keeping and Evaluation**

- 10.1 A baseline assessment of each child's development will be carried out within the first six weeks of starting school. This will take into account initial observations of the child during child initiated activities, reports from Pre-schools and discussions with parents. The Leuven Scales of wellbeing are used to ensure a child is working at their optimum level before judgements are made.
- 10.2 Records will be kept of individual children's 'Characteristics of Effective Learning' as well as their progress against the aspects defined within Development Matters and the Early Learning Goals (ELG). At the end of each term children's progress will be evaluated using the Development Matters/ELG assessment sheets, a level of "best fit" using months and emerging, developing or secure will be decided upon. Following this, each child's progress will be tracked on a termly basis. For those working at a level below age expectations, parents will be informed along with examples of how best to support their child both at home and at school.
- 10.3 Tapestry, an online learning journey provided by the Early Years Forum, will be used as a tool for parental engagement and to provide indicators of progress for the whole class, groups and individuals. Parents are required to provide the email address of whomever they wish to access their child's account, they will in-turn be issued with a password. Each child's Tapestry account is confidential and backed up on a termly basis.
- 10.4 Regular observations will be made to enable staff to plan the next steps in a child's development and learning. Evidence of children's achievements will be uploaded onto Tapestry and made available for parents to view and comment on. Observations may take the form of a written comment, photograph, picture, parental anecdote or other piece of work.
- 10.5 In the final term of the academic year judgement will be made as to whether a child is working at the emerging, expected or exceeding levels for each area of learning. This, and a summary of a child's characteristics of effective learning, will be reported to parents and shared with the Year One teacher.