



Greenmount Primary School
Early Years Policy January 2018



Aims

At Greenmount Primary 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 KS1 and beyond.
- ❖ 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 strong partnerships 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.

Legislation

This policy is based on the requirements set out in the 2017 statutory framework for the Early Years Foundation Stage. This is available to download at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The Curriculum

Nursery and Reception follow the curriculum outlined in the Early Years Foundation Stage (EYFS) document.

The Early Years Foundation Stage (EYFS) sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind • A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported. (DfE 2017 1.2, 1.3)

This clearly defines what we teach. The following policy details the specifics to our setting.

The EYFS framework includes seven areas of learning and development. There are 3 prime areas and 4 specific areas.

Prime Areas

- ❖ Communication and Language. *Listening and Attention, Understanding, Speaking.*
- ❖ Physical Development. *Moving and Handling, Health and Self Care.*
- ❖ Personal, Social, and Emotional Development. *Making Relationships, Managing Feelings and Behaviour, Self –Confidence and Self-Awareness.*

Specific Areas

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

Characteristics of Effective Learning

The EYFS includes the characteristics of effective learning. Nursery and Reception staff observe the effective learning styles for all children and record on the electronic profile-Tapestry. The Characteristics of Effective Learning highlight the importance of the child's attitude to learning and their ability to play, explore and think critically about the world around them. The 3 characteristics are: **Playing and Exploring, Active Learning, Creating and Thinking Critically.**

Play

Learning through play is an important part of the Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them.

Teaching Strategies

We ensure a balance of adult led and child initiated activities across the day. The interaction between the adult and child is essential. The adult's response to children builds understanding and guides the learning. The adult's role is to model, demonstrate, and question the child. The adult will assess what they child has learnt and what the next steps are.

Planning

Staff plan activities and experiences for the children that enable the children to develop and learn effectively. Staff take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning, and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Teaching

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult- led and child – initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through positive interaction.

As children grow older, and their development allows, the balance gradually shifts to more adult led activities to help children prepare for more formal learning.

Assessment

At Greenmount, on going assessment is an integral part of the learning and developmental processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the 7 areas of learning contained in the curriculum guidance for the Foundation Stage. Teachers record each child's level of development against the 17 Early Learning Goals as EMERGING – not

yet reaching expected levels, EXPECTED – meeting expected levels of development or EXCEEDING- exceeding expected levels.

The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities.

Partnerships with Parents and Carers

We recognise that the children learn and develop well when there is a strong partnership between practitioners and parents and / or carers. Parents and / or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/ or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/ or carers in guiding their child's development at home.

All adults in the Foundation Stage actively seek to form positive relationships with the children in their care. All adults in Early Years are role-models for the children. They ensure they are safe and happy during their time in nursery. All staff work with the children and develop their play skills and understanding of the world around them.

We have many links with parents and carers.

- Home visits.
- Daily informal interactions through open door policy.
- Parents Day twice a year.
- Formal report in the summer term.
- Reading and Curriculum workshops.
- Stay and Play sessions.
- Workshops linked to the curriculum.
- Newsletters and texts about school life.
- Parents assemblies.
- Strong relationships.

Health and Safety and Safeguarding

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

‘ Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.’

(Statutory Framework for EYFS 2017)

At Greenmount we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for the Early Years Foundation 2017.

- ❖ To provide a setting that is welcoming and stimulating where children can grow in confidence.
- ❖ Promote good health.
- ❖ Manage behaviour effectively in a manner appropriately for the children’s stage of development and individual needs.
- ❖ To ensure that all adults who look after children, or who have unsupervised access to them, are suitable to do so.
- ❖ Ensure that the setting, furniture and equipment is safe and suitable for purpose it was intended for.
- ❖ Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of all the children.

This policy will be reviewed and approved by the EYFS leader every two years.

At every review, the policy will be shared with the governing body.