



Greenmount Primary School  
Early Years Policy January 2021



Aims

At Greenmount Primary School, we aim to:

- ❖ Create a stimulating, engaging setting which encourages children's confidence, independence and curiosity.
- ❖ Provide a nurturing, caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.
- ❖ Teach a 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, assess their individual needs and help each child to progress.
- ❖ Form friendly and respectful partnerships with parents to enable us build on children's strengths and interests and to support children's 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) Framework (2017)**.

The Early Years Foundation Stage Framework 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)

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 Framework also includes ‘Characteristics of Effective Learning’. The characteristics of effective learning describe factors that play a central role in a child’s learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of effective learning run through and underpin all 7 areas of learning and development. They represent processes rather than outcomes.

The 3 characteristics are: **Playing and Exploring, Active Learning, Creating and Thinking Critically.**

### Teaching Strategies

The Prime and Specific areas of learning are taught through a balance of adult-led and child-led activities throughout the school day. Adult-led activities are planned for and differentiated to meet the varying needs of the class. Child-led activities are embarked upon through their free play. The adult’s role in these moments is to observe a child’s play,

engage at the most appropriate time and then lead the child's learning further. Adults are there to respond in the moment to a child's interests and enquiry, and to identify what their next steps are.

As children grow older and move from Nursery to Reception, the balance gradually shifts to more adult led activities to help children prepare for more formal learning.

Children within our Early Years setting learn both indoors and outdoors and have access to continuous outdoor provision. Our outdoors provision enables children to develop gross motor skills such as co-ordination and balance, curiosity for the natural world and allows them to mark-make, build and explore on a larger scale.

### 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 and liaise with relevant services from other agencies, where appropriate.

### Assessment

At Greenmount, ongoing assessment is an integral part of the learning and developmental processes. Staff observe pupils to identify their level of achievement, interests and learning styles, and are then used to shape future planning. Observations are recorded using the online system 'Tapestry'. All parents/carers are able to access Tapestry to follow their child's progress and may also use it to contribute to their child's learning journal.

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 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.

We have many links with parents and carers.

- Home visits
- Parent Consultations 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
- School website and Twitter

#### Health and Safety and Safeguarding

Our safeguarding and welfare procedures are outlined in our safeguarding policy. There are indoor and outdoor risk assessments in place as well as daily checklists.

'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.

Policy written by	Angela Lee (Early Years Lead)
Ratified by Governors	January 2021
Signed: Chair of Governors	
Signed: Headteacher	
Review Date	January 2023