

Roseberry Primary School

R P S



Policy for Early Years

Approved by the Governing Body:	October 2014
Interim Review:	September 2016
Review Date:	January 2020
Head teacher:	Maggie Fearnley

Roseberry Primary Early Years policy

In accordance with Article 13 (Children have the right to find out things and share what they think with others unless it harms or offends other), Article 28 (Children have the right to a good quality education and achieve the highest level they can) and Article 29 (Children's education should help them to use and develop their talents and abilities) the aim of this policy is to ensure that all children should achieve the highest standards possible and benefit from a broad, rich and personalised curriculum.

Aims

We aim to offer an Early Years that: -

- Promotes the value of learning through play and exploration, extending and enhancing the natural curiosity of the child
- Provides a firm foundation for life long learning.
- Promotes independence
- Provides structured activities for those children who are ready for them
- Provides opportunities to learn through first-hand experiences
- Provides opportunities for children to build on what they already know
- Develops confidence and self-esteem, enabling each child to develop as an individual
- Promotes learning as an exciting and enjoyable experience
- Provides a smooth transfer between Nursery and Reception and Year One.

Objectives

To achieve our aims we will: -

- Provide a stimulating, interesting environment which encourages learning through play and exploration, using all the senses
- Provide high quality teaching and facilitate high quality learning through exciting, first hand experiences
- Value and build on previous experiences
- Allow time for children to produce work of depth and quality
- Acknowledge that how children learn is as important as the content taught
- Provide a foundation for positive attitudes ('I Can')
- Celebrate achievements
- Deliver the curriculum using a variety of teaching strategies, including skills curriculum; and cater for a variety of learning styles

A Unique Child

At Roseberry Primary School 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. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as

celebration/ sharing assemblies, rewards, display tables and show and tell, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Roseberry Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning.

In the Early Years we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all groups.

We meet the needs of all our children through:

- individual 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 children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary

Keeping safe

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding Policy)

Health & Welfare

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

At Roseberry Primary School we;

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Therefore we;

- carry out risk assessment regularly within the EY learning environments, both inside and outside and systems are in place for reporting maintenance requirements.
- follow health and safety guidelines and ensure risk assessments are carried out for all activities. Risk assessments are displayed and/or written on planning formats.
- Roseberry Primary School has the 'Healthy School Award' therefore we offer a wide choice of fruit, vegetable snacks, milk or water throughout the day. On entry to the school parents are involved in informing about allergies or special dietary requirements, copies are forwarded and recorded to the appropriate school staff. A whole school approach is taken towards safeguarding a child from any specific allergy he/she may be at risk from i.e. wasp sting.
- are aware of qualified first aid trained staff.
- follow all school policies and procedures for medicines in school (see safeguarding file)

Positive Relationships

At Roseberry Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners and Supporting Learning

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- offering a home visit for parents and children to meet the Nursery teacher and the PSA. This visit is held with parents on a 1:1 basis to discuss the needs and interests of the child.
- offering parents and children 'Stay and Play' sessions prior to the child starting Nursery.
- meeting with Nursery parents when initial baselines have been completed to discuss areas of strength and areas for development.
- giving children the opportunity to spend time with their teacher before starting school during transition times.
- inviting all parents to an induction meeting during the term before their child starts school.
- offering parents regular opportunities to talk about their child's progress in our Nursery and Reception classes and allowing free access to their children's work or records. Parents/carers can add comments ensuring their involvement towards their child's individual curriculum through home/school books.
- having an open door policy encouraging parents to talk to the child's teacher if there are any concerns.
- holding a formal meeting for parents in the Autumn and Spring term of the child's Reception year at which the teacher and the parent discuss the child's progress.
- sending home a report on their child's attainment and progress and at the end of the school year.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: family activities, Class assemblies, Sports Day etc.
- providing parents with a termly Early Years Newsletter, giving details of what their child is learning and how they can help.
- sharing observational assessments with parents via the 2Buildaprofile Parent Share APP.

Supporting Learning and Key Person

All staff involved with the Early Years aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. In our school every child is designated a 'key person', providing each child the reassurance to feel safe and cared for whilst building a relationship with their parents.

Enabling Environments

At Roseberry Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The planning within the Early Years uses objectives from the Development Matters document. Weekly planning is carried out which reflects the children's needs and interests.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years is carried out through planned and incidental observation of the children during child initiated and adult led activities. This involves all of the Early Years staff as appropriate. These observations are recorded in children's individual observation files. These may also contain information provided by parents and other settings.

Samples of children's work are kept in individual children's learning journals that help to track the progress that each child is making during the Early Years. On completion of the Early Years an EYFS profile will be completed for each child including a short commentary on each child's skills and abilities in relation to the three characteristics of effective learning.

All assessments are shared during the transition process with the Year One teachers.

The Learning Environment

The Early Years classroom 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. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The Early Years have their own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

Wider Contexts

At Roseberry Primary School, we endeavour to forge and build relationships with other settings, organisations and services. We believe that through sharing expertise, listening and involving the children, we can achieve positive contributions both to our school and the wider community.

Transition – Nursery through to Reception through to Key Stage 1

At Roseberry Primary School, the Early Years has close links with the rest of the school. In order to ease these transitions we do the following:

- Reception and Nursery classes share the Early Years enclosed outdoor learning area.
- The outdoor area is staffed by teachers and teaching assistants from both Reception and Nursery and children are encouraged to use the whole area.
- Reception join the whole school on Friday assembly when appropriate.
- Provide parental guides and workshops in the progress of Reading and Mathematics skills.
- Ensure that Year 1 teachers have a range of opportunities to visit the children within the Early Years setting and the children regularly visit the Year One classrooms at the end of the summer term.
- The Year One and Reception teacher have transition meetings to discuss children's progress towards the early learning goals and to set their next steps for the beginning of Year 1.
- The Reception and Nursery teachers and support staff regularly complete shared observations of the Nursery children.
- Having transfer sessions into the next class.
- Continue the EYFS profile for assessment of children who are not yet ready to access the national curriculum in Year One.
- Assessments are shared during the transition process with the Year One teachers.
- The commentary on each child's characteristics of learning supports future curriculum planning and provides Year One teachers with important information about each child's approach to learning.
(See also Early Years Transition Policy)

Learning and Development

At Roseberry Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning

See whole school teaching and learning policy.

Purposeful Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development. (See also Early Years Play Policy)

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control

themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Characteristics of effective learning

At Roseberry we are committed to ensuring that children become effective learners, the characteristics of effective learning play a central role in this. The three characteristics of effective learning are:

- Playing and exploring
- Active learning
- Creating and thinking critically.

We ensure that children are given continual opportunities to develop the characteristic of effective learning and that they underpin all the areas of learning.

Equal Opportunities

All children are given equal access to all areas of the curriculum, regardless of race, gender, religion and home language.

Special Educational Needs

See SEN policy.

Behaviour

The Early Years follow the whole school behaviour system of sanctions and rewards. (See whole school behaviour policy).