



Early Years Policy

St Anne's Fulshaw CE Primary School
Early Years Policy

Principles

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At St Anne's Fulshaw, children join the Reception class in the September following their fourth birthday.

Early Years practice is shaped by four guiding principles:

- A unique child
- Positive relationships
- Enabling environments with teaching and support from adults
- Learning and development

This policy explains how our practice is underpinned by these four guiding principles.

A Unique Child

At St Anne's Fulshaw 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 and rewards, to encourage children to develop a positive attitude to learning.

We value the diversity of individuals within the school. All children at St Anne's Fulshaw are treated equally, whatever their race, gender, 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 for their learning.

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 boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through providing:

- quality and consistency so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learnt already
- partnership working between practitioners and with parents / carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

It is important to us that all children in the school are safe, emotionally and physically. 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 wellbeing of all children.

Positive Relationships

At St Anne's Fulshaw we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- talking to parents about their child before their child starts in our school either through a home visit, or through an informal meeting at school
- offering both parents and children the opportunity to spend time in the Early Years class before starting school.
- operating an open door policy for parents with any queries.
- sharing regularly the children's 'Learning Journey' profile and valuing the on-going contributions to these from parents.
- offering three parent/teacher consultation evenings per year.
- sending a report on their child's attainment and progress at the end of the school year.

The Early Years staff meet with pre-school providers when possible to discuss each individual child and their transition process into school.

Enabling Environments with Teaching and Support from Adults

At St Anne's Fulshaw we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

Planning within the Reception Class is based on the areas of learning from the Early Years Framework. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This will be indicated on weekly planning. This fostering of the children's interests develops a high level of motivation for the children's learning. We make ongoing assessments of children's learning and we use this information to ensure that future planning reflects identified needs. At the end of the Reception year in school, the child's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Reception class is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. The classroom has defined learning areas, where children are able to find and locate equipment and resources independently. The Reception class has enclosed outdoor areas, and children are able to free-flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

Learning and Development

We recognise that features of effective teaching and learning in the Early Years are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;

- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout the Reception class;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations;

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 on their own. They communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Children should be given an opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Learning and Development

At St Anne's Fulshaw we recognise that children learn and develop in different ways and have their own learning styles. There are seven areas of learning and development that must shape educational provision in Early Years settings. We value all areas of learning and development equally and understand that they are often inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

Assessment

From September 2021, all children will undertake the Reception Baseline Assessment within the first six weeks of starting school. Pupils may only be disapplied in the most exceptional circumstances and after the Headteacher has discussed whether modified materials may be appropriate in order to make the assessment accessible.

It is delivered in English and has two components. It will be delivered 1:1 by a practitioner who is known to the child. The assessment consists of practical tasks using physical resources and an online scoring system. The total number of marks available is 39. All pupils will be presented with tasks worth at least 22 points, however routing will be applied during the assessment which prevents pupils being presented with activities in which they are likely to be unsuccessful.

The two components are mathematics tasks and literacy, communication and language (LCL) tasks.

Mathematics tasks will cover:

- Early number
- Early calculation (addition and subtraction)
- Mathematical language
- Early understanding of pattern

LCL tasks will cover:

- Early vocabulary
- Phonological awareness
- Early comprehension

The proportion of marks assigned to both sections will be 45%-55%. The response formats will be:

- Oral response (30-40%)
- Pointing (25-35%)
- Ordering or moving objects (25-35%)

Schools will be provided with a series of narrative statements to describe how each pupil performed on the different content domains. The school will inform parents that they will be administering the RBA with all participating pupils. There is no requirement to share the RBA narrative statement with parents unless they request it.

At the end of the assessment, the reception baseline will record a single raw score out of 39 for each pupil. This score will not be made available to schools. Raw scores will be recorded in the national pupil database and used to create a cohort-level progress measure for schools at the end of Key Stage 2.

At the end of the year, children are assessed against the Early Learning Goals which are:

Communication and Language:

1. Listening, Attention and Understanding
2. Speaking

Personal, Social and Emotional Development

3. Self-Regulation

4. Managing Self
5. Building Relationships

Physical Development

6. Gross Motor Skills
7. Fine Motor Skills

Literacy

8. Comprehension
9. Word Reading
10. Writing

Mathematics

11. Number
12. Numerical Patterns

Understanding the World

13. Past and Present
14. People, Culture and Communities
15. The Natural World

Expressive Arts and Design

16. Creating with Materials
17. Being Imaginative and Expressive

The ELGs are not used as a curriculum or in any way to limit the wide variety of rich experiences crucial to a child's development. Teachers should make a holistic, best-fit judgement about a child's development and their readiness for Year 1

Requirements

At St Anne's Fulshaw we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage (current and updated September 2021). We understand that we are required to:

- safeguard all pupil and ensure all adults who look after the children or who have unsupervised access to them are suitable to do so
- promote the welfare of children
- promote good health, including oral 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 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, including those with SEND
- share the appropriate information with parents and carers

Monitoring

The Headteacher and senior staff carry out monitoring of the Early Years through observation and discussion as part of the whole school monitoring schedule.

This policy will be reviewed every three years or sooner if there are changes to the statutory framework.

Reviewed: 18.05.21