



# FAIRFIELD PRIMARY SCHOOL

## Early Years Policy

### Aims

#### Our Vision

Fairfield Primary is a school that is truly at the heart of its community. Our vision is to be the first choice school for parents within the area. We will create an inspiring environment using innovative education practices to develop all pupils to realise their full potential.

#### Our Mission

Our mission is to create happy, confident, life-long learners in a safe, rewarding and nurturing environment.

### The Four Principles of EYFS

These aims are shaped by the four principles of teaching within the Early Years at Fairfield Primary School.

**A unique child** - developing resilient, capable, confident and self-assured individuals. We use praise and celebration to develop a positive attitude to learning. Our approach is sensitive and adaptive to the needs of the individual child, including children with additional needs.

**Positive Relationships** - supporting the children in becoming strong and independent learners. We develop caring, respectful and professional relationships with the children to support their development.

**Enabling Environments** - where opportunities and experiences respond to the individual needs of the children, developing an inspiring environment through challenging and achievable activities. The outdoor area provides opportunities which reflect the full curriculum.

**Learning and developing** – The Early Years spaces are organised to allow children to explore and learn securely and safely. There are areas where the children can be active as well as be quiet and rest. The children experience group learning led by an adult as well as freedom to explore their own child-led learning where they are able to find and locate equipment and resources independently.

### Early Years Curriculum

The Early Years Foundation Stage framework includes seven areas of learning and development, all of which are seen as important and interconnected.

#### The prime areas are;

| Area                       | Sub-Area   | Typical Activities   |
|----------------------------|--|--|
| Communication and Language | Listening and Attention,<br>Understanding and Speaking | Listening walks<br>Rhymes & Stories.<br>Simon Says.<br>Circle time conversations & games.            |
| Physical Development       | Moving and Handling and Self<br>care                   | Climbing and balancing equipment.<br>Ball, target and hoop games.<br>Mud kitchen, sand & water play. |

|   |  |  |
|---|--|--|
|   |  | Funky Fingers and crafts (handling beads, pegs, buttons etc.)<br>Pencil control and forming letters.                               |
| <b>Personal, Social and Emotional Development</b> | Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness | Learning routines & making friends.<br>Puppet and small world role-play.<br>Turn taking games.<br>Group games (duck, duck, goose). |

### The specific areas are;

| Area                              | Sub-Area  | Typical Activities  |
|-----------------------------------|---|---|
| <b>Literacy</b>                   | Reading and Writing   | Retelling action rhymes & stories<br>Letter hunt.<br>Phonics games (I spy, bingo, )<br>Pencil control & pattern drawing.<br>Multi-sensory letter formation.<br>Book corners/ dens.                              |
| <b>Mathematics</b>                | Numbers and Space, Shape and Measures                             | Count & sequence games & songs.<br>Shape & number hunts.<br>Board games (Snakes & Ladders).<br>Addition & Subtraction games.<br>Drawing using 2D shape.<br>Building using 3D shape.<br>Measuring time, objects, |
| <b>Understanding the World</b>    | People and communities, Understanding of the world and Technology | Visits to local environments/ people.<br>Nature Walks.<br>Planting and growing.<br>Everyday science experiments.<br>Recording own videos.   |
| <b>Expressive Arts and Design</b> | Exploring and using media and materials and Being Imaginative     | Painting techniques & materials.<br>Cutting & sticking, modelling.<br>Songs, role-play and dance.<br>Performances to audiences.   |

### Characteristics of Effective Learning

| Area   | Sub-Area   | Typical Activities   |
|--|--|--|
| <b>Playing and exploring – engagement</b>          | Finding out and exploring<br>Playing with what they know<br>Being willing to 'have a go'         | <i>Provision is changed weekly to interest &amp; excite children.</i><br>Sensory play (sand, water, dough, paint, craft).<br>Large & small role-play (farms, houses, emergency vehicles).<br>Open ended play; boxes & materials<br>Physical play (gross & fine motor). |
| <b>Active learning – motivation</b>                | Being involved and concentrating<br>Keeping trying<br>Enjoying achieving what they set out to do | <i>Provision is set to challenge individual children at their level.</i><br>Show & tell (celebrating success).<br>Managing activities independently.   |
| <b>Creating and thinking critically – thinking</b> | Having their own ideas<br>Making links<br>Choosing ways to do things                             | <i>Provision is enhanced in response to child led ideas.</i><br>Sharing ideas & solving problems.<br>Making something faster, higher etc   |

The characteristics of effective learning underpin achievement of these prime and specific areas of learning. They describe factors which play a central role in a child's learning and in becoming an effective learner.

Early Years staff are also mindful of the **Leuven Scale of Well-being and Involvement**, especially when making observations and judgements on a child's progress

Further detail on the planning and delivery can be found in the Fairfield Early Years Curriculum Booklet.

### Teaching Strategies

The Early Years classrooms consist of one Nursery room, two parallel Reception rooms and outdoor classrooms. Learning outside the classroom is valued highly and introduced in Fairfield Early Years. It is about raising achievement and allowing the most fulsome personal development possible for all the pupils.

The outdoor areas are where many children choose to learn outside for some of the day and so the layout as well as the range of activities outside reflect all the seven different curriculum areas. The outdoors supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of wellbeing. It gives them contact with the natural world and offers the experiences that are unique to outdoors, such as direct contact with the weather and the seasons. Outdoor play also supports children's problemsolving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness.

Throughout Early Years direct, carefully planned, adult led experiences in the form of structured adult led teaching sessions. These are gradually built up in Nursery which helps to introduce and develop vital habits of learning: learning as a group, listening to the teacher and peers and taking turns to answer. Once in Reception, there are daily timetabled slots for focus on Literacy, Phonics, and Maths, as well as Forest School experiences, Understanding of the World, Physical Education and Creative activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's subsequent play that assessment can be undertaken to see how much of this learning children have understood and taken on.

There is a balance of adult led and child initiated activities across the day. By the Summer term in Reception the children will experience many more adult directed tasks as they prepare for their transition to year 1. The Reception teachers work closely with the Year 1 teachers to ensure a smooth transition for the children, as well as a closely linked approach to teaching and assessing children's progress. This includes a visit for both parents and children together to Year 1 classrooms, supported by both Early Years and Year 1 teachers.

Reading and story play an important part of learning. Throughout their time in EYFS the children are exposed to a bank of stories which they know well. The Talk for Writing approach is used to lead learning in Literacy. Every child is also given a book/s to take home weekly and have time to have one-to-one time sharing books with an adult in school and also when in Reception, have the addition of group reading sessions. Children also bring home phonics and maths activities to share with an adult.

Learning through play is an important part of the Early Years learning. Stimulating, active play activities and experiences are planned to interest and inspire the children, by using children's interests as a starting point. These provide children opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child initiated play, which is controlled, and adult led activities is very important.

Throughout the duration of Early Years learning, visitors play an important role. Parents, families and community groups support our learning by sharing their knowledge and skills with the children. Parents, families and older pupils are encouraged to come and share a story as a “Mystery Reader”. Visits are undertaken to/from services including, vets, fire station, mountain rescue, police, doctor as well as from those working in a diverse range of work settings..

### **Observations, Assessment and Profiles**

Staff ensure that all children are encouraged to experience all areas of activity during the week. Staff will observe and assess the children as they play to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations for the children both as groups and as individuals. Parents are able to see the class experiences shared on Class Dojo and the individual child’s “Dojo profile” is recorded including notes and photographs, reports and ideas for further learning. These observations will form part of professional conversations where termly “Next Steps” will be set. These next steps are shared with parents and also feed into planning for the next half term.

Families are encouraged to add their own photos and observations too so a picture of the whole child is built by school and family in partnership. This allows recognition and celebration of successes outside school, as well as identifying where children are making links between their school and home experiences.

Throughout the Early Years, assessment tracking data is kept showing each child’s development across the seven areas of learning and reviewed regularly by the Early Years Lead Teacher. This allows staff to respond quickly to children’s developing needs and identify where further intervention may be important to sustain a good level of development.

Where any assessment gives cause for concern, staff discuss this with the child’s parents/ carers and agree how to support the child. Staff may take advice from the school SENCO and consider where a child may have a special educational need or disability which requires specialist support. Early Help or assessment is accessed where agreed necessary to link with, and help families to access, relevant services from other agencies as appropriate.

At the end of Reception, the class teachers assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either “on track” or “not on track”. This information is called the Foundation Stage Profile and is communicated to parents and carers in each child’s end of year report, reported nationally and also to the local Authority by request.

### **Induction Arrangements**

Early Years places are allocated according to Fairfield primary School’s Admissions Policy. All children are able to begin school on the first day of term, staying for their full or half day. The first weeks are a period of transition for the children and this period is an important time during which children have an opportunity to get to know his or her teachers, fellow pupils and new routines and expectations. A sensitive response is taken to the social and emotional needs of children at this time of change. Parents/carers are able to choose part time induction which suits their needs. Individual arrangements are also discussed with parents for children starting at other times of the year when the majority of children are well-settled. All children and parents are invited to Stay and play sessions in groups in the Early Years Unit. Staff in Reception request to visit other settings such as private nurseries and playgroups to aid this transition.

### **Partnership with parents and carers**

We believe that parents and carers are a child’s first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We involve you as much as possible in the plans for your child’s entry into Fairfield School, even before the term your child starts in Early Years. We meet with parents and share

information through calls and email as part of each child's induction. Once your child has registered in school we will link families to school through Dojo.

### **Behaviour**

Within Early Years we recognise that behaviour in our youngest children is developmental and when issuing sanctions and consequences in line with our school policy, we consider the individuality of all our children and that some aggressive behaviours are normal in young children e.g. biting. Children are given time away from the situation to calm down and reflect before talking things through and work we will together with parents/carers and families to share strategies and ensure we are giving a consistent message. Adults help the child to think of solutions to put things right and provide strategies to support such as using a sand-timer for turn-taking.

### **Role of Staff and Key Worker**

Each class teacher or full time HLTA is the named key worker for each child in Early Years and are supported by observations made by Teaching Assistants. There is also a second Key Worker for Wraparound hours, which can include hours claimed under 30 hours childcare. Their role is;

- To help ensure that every child's care is tailored to meet their individual needs
- To help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents
- To collect all relevant information about key children's specific needs from the parent/carers. Management should be informed of any issues/requirements related to the child.
- To continually assess key children and relate the assessment to EYFS planning
- To plan and provide a range of stimulating and age appropriate activities for key children to assist with their learning and progression
- To value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning

There are occasions when significant adults cannot be in the class and consistency is provided in who covers these times.

### **Suitable People and Staff Qualifications, Training, Support and Skill**

Employment of suitable people is ensured through the school procedures, including of students. During application of new staff, the school adheres to ensuring the person holds appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. In line with the school's procedures, Induction training is provided to help them understand their roles and responsibilities. Ratios of suitably trained staff are adhered to at all times.

### **Health & Safety,**

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. We teach children to develop an understanding of risk and to manage physical risks, in their play and in their daily lives.

Staff encourage all children to start school without nappies, but will support any children struggling with this. Acknowledgement is made that young children often have 'accidents' and have stocks of spare clothes and change children according to our nappy changing policy. Where children continue to need changed regularly a health care plan is put in place in partnership with the parent/ carer.

We work with external agencies to ensure that all children are supported in making progress, including in terms of their health as well as their development and learning. This includes linking with the Health Service checks (auditory).

weight & height, eyesight) Early Helps, Speech & Language Support and other specialist services as and when required.

### **Healthy Child**

Fairfield Primary School is a healthy school and our children receive free fruit and milk from a Government scheme. Additional healthy snacks are regularly provided. A healthy lunch is provided using the school lunch service (at cost to the parent/carer if the child is not school age) or a healthy packed lunch may be brought to school. Children's dietary needs are recorded and acted upon when required. Staff are all trained in basic food hygiene.

All accidents are taken seriously, treated by staff who are all trained in Paediatric First Aid and then details are always logged and parents informed of incidents.

### **Safeguarding**

The safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014) are followed carefully. Safeguarding is of the highest priority and the Early Years team follow Fairfield Primary School policies and guidance in relation to safeguarding issues, including regular re-training and practice review. All staff, including student on extended placements complete regular safeguarding training in school. The Early Years Lead teacher is a Deputy Safeguarding Lead team member within Fairfield Primary School and reports to Mr J Gale, Designated Safeguarding Lead.

Staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. However, staff so use school equipment to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's profiles, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used in this way through the paperwork in their initial starter packs.

Early Years staff adhere to all Fairfield Primary School policies including specifically whole school policies and procedures and policies for Admissions and Induction, Behaviour, Administration of Medicines, Health and Safety legislation (including fire safety and hygiene requirements) Risk Assessments (including outings) and Complaints.

Date by which the procedure was last reviewed: July 2022

Anticipated review date: July 2024