



Early Years Policy

School Name: Haydon Wick Primary School

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Aims (our intent)

It is our intent to provide every child who enters our Early Years Foundation Stage (EYFS) with the opportunities to grow physically, verbally, cognitively, and emotionally. Each child will develop a life-long love and desire for learning. At Haydon Wick Primary School, our aim is to provide stimulating and high-quality learning environments. This is our third teacher; it invites, supports, and seeks to enhance every child's curiosity and imagination, encouraging children to grow in confidence and to take risks. They will begin to develop empathy for their peers. They will feel safe and confident to become independent learners. Children will have endless opportunities to discover and explore their curious minds.

We strive to work collaboratively with parents and carers, encouraging enthusiastic learners who are motivated and reflective. Enabling them to thrive and reach their potential. Every child has access to a broad, balanced and rich curriculum that reflects our community and our school values, which prepares them for now and for the future in terms of opportunities and experiences. Through an appropriate balance of whole class, small group and independent play activities that will be planned and reflective of their needs. Through a language rich environment, children are supported and given opportunities to become skilful communicators who connect with others through language and play. So that all children achieve at least the expected standard at the end of EYFS, and a 'Good Level of Development'

Play and Active Learning

At Haydon Wick we believe play to be the means through which young children learn. It is through play that children have the opportunity to explore, develop and act out experiences, helping them make sense of the world around them. Play helps children build up ideas and learn how to develop self-regulation and understand the need for children to investigate and solve problems through collaborative and individual play. Children can work at their highest cognitive level in self-chosen play.

We provide children with a safe and secure environment. We aim to develop good relationships with all children interacting positively with them and taking time to listen. We also model behaviours and support children in forming positive relationships and friendships with one another. It is the role of all adults within the environment to engage in high quality interactions with all children and scaffold children's learning to make progress.

At Haydon Wick we recognise and value the fundamental role that the learning environment plays in supporting and extending the children's development. The reception classrooms' indoor and outdoor areas are well organised to allow children to explore and learn securely and safely. There are areas where the children can be active and quiet.

Play opportunities are available in our Early Years environments where the three prime areas and four specific areas of learning are offered with equal importance. Due to the range of adult led activities and child initiated time we provide, we give plenty of time for play opportunities to arise. High quality, 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 satisfaction as they take ownership of their learning. Young children can engage in a wide range of activities that develop their metacognition and self-regulation.

“Play is the highest form of research”

Albert Einstein

Planning

The planning within the Foundation Stage allows the children to explore the school’s key themes from our curriculum overview. The weekly plans take on these themes and are also supported by the observations carried out of the children during their child-initiated learning from the previous week. This enables children’s interests, achievements, and next steps to be addressed. Our curriculum coverage is based upon the Educational Programmes, outlined in the reformed Early Years Foundation Stage framework.

We teach carefully planned themes throughout the year to ensure every child is given a variety of different stimuli. The themes are also supported by the children’s interests, which helps to keep the children engaged and allows them to take ownership of their learning. We offer the children a broad and balanced curriculum which is supported by using the ‘Development Matters’ and statutory framework. This enables our Foundation Stage teachers to incorporate the seven areas of learning and development into a stimulating, creative, cross curricular approach, ensuring breadth.

Skills progression and knowledge of child development informs planning. Staff have a strong knowledge of individual children’s starting points and have a clear understanding of how to ensure children reach their potential by the end of EYFS.

Assessment and Observation

When children begin in reception the class teachers discuss the ‘Moving on Transition document’ with the children’s key worker in their current setting. Along with this information and discussion from their preschool setting, to gather information that goes towards their Baseline assessment (on entry) into Reception.

From September 2021 all children in reception will undertake the RBA baseline assessment from the DfE. In addition to the RBA baseline, practitioners within reception will carry out baseline assessments to create a secure judgement of all children’s starting points.

Each child’s level of development is recorded against the seven areas of learning and development using a ‘best fit model’. These lead onto the child acquiring the early learning goal in each area at the end of the Reception Year.

Throughout the year the EYFS teachers and teaching assistants carry out observations of the children and record their observations and photographs into each child’s Learning Journey. This along with other pieces of work and creations, the children have produced, contributing to a collection of the child’s achievements. Parents have access to their child’s learning journey over eight times a year and are encouraged to add comments about their child’s learning throughout the year.

Although adult led activities can offer insight into children’s attainment by making sure the child has the opportunity to demonstrate their knowledge, it is mostly evidence through observing children through their child-initiated activities that we use to make final judgements for the EYFS profile.

The ongoing assessments of the children are collected and recorded into the children’s Learning Journeys. Assessments are collated through high quality interactions and observations that our practitioners have with the children. These assessments are then used to create a judgement of ‘on

track' or 'not on track' for the end of year expectations. These judgements are recorded onto our tracking system on Pupil Asset three times a year. For those children judged as not being on track to meet the end of year expectations, next steps will be planned for based on their gaps in learning. In the final term we write a report to parents. Along with a personal comment, this will state their progress against the Early Learning Goals and the child's Characteristics of Teaching and Learning.

At Haydon Wick we carry out in-house moderation of our observations and our processes. As well as internal moderation across the WHF and schools within the local area.

Working in partnership with Parents and Carers

We recognise that parents and carers are children's first and enduring educators and we value the contribution they make. We appreciate the role that parents have played and their future role in educating the children.

We do this through:

- Talking to parents about their child before they start school.
- The teachers visit all children in their home setting prior to starting school in reception.
- The children have the opportunity to come into school to spend time in the environment and to get to know their teacher. They are invited to a transition morning for a stay and play session in June / July before starting school.
- We invite all parents to an induction meeting during the term before they start school.
- Offering parents regular opportunities to discuss their child's progress in the class before and after school sessions or any concerns either the teacher or parent may have.
- We invite all parents to a variety of 'workshops' and stay and play sessions each term, including early reading sessions and early mathematics.

Self – Evaluation (our impact)

The impact of our curriculum will be measured by how effectively it helps our pupils develop into well rounded individuals. Our children will embody our values and carry with them the knowledge, skills and attitudes which will help them to develop into lifelong learners. We endeavour for our pupils to be Year 1 ready and have our schools values embedded by the time they leave reception, preparing them for their future. We aim to exceed the National and Local Authority data for children achieving Good Level of Development. Almost all our children make more than expected progress from their starting points. We are supported by the White Horse Federation Early Years Advisor, who is an EYFS SLE, LA moderator and contributed to the last exemplifications of the EYFS profile. This means judgements are secure and consistent with government guidelines.