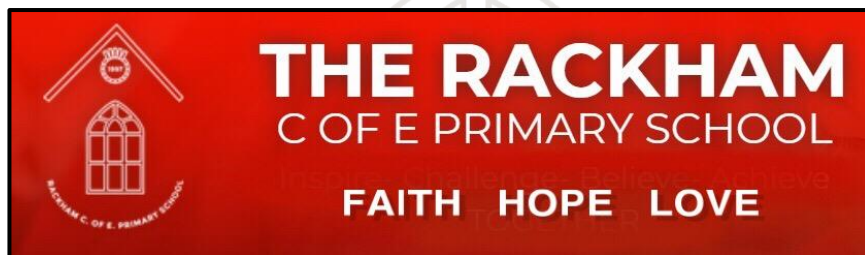


# Rackham (CE) Primary School



## Early Years Policy

**Policy Number:** SCH 013

**Date:** September 2020

***“Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child initiated activity. Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others.”***

***(Statutory Framework for the Early Years Foundation Stage)***

## **Aims**

1. To provide high quality early education through play which will make a positive contribution to children’s early development and learning.
2. To provide a curriculum which embraces the *Early Learning Goals* as specified in the areas of learning in the *Statutory Framework for the Early Years Foundation Stage*.
3. To provide each child with a positive learning environment and an education that lays down a happy, safe and secure foundation for future learning.
4. To provide opportunities which build on the children’s previous learning and includes good quality first-hand experience.
5. To value and respect children in order to develop their self-esteem and a positive attitude to future relationships and learning.
6. To provide opportunities for children to make choices and take risks in order to promote independent learning.
7. To enable children to develop personal and social skills.
8. To develop an effective partnership with parents to create an atmosphere of mutual trust and respect.



**We will facilitate these aims by:**

A thoughtful transition to school:

- Preparing parents and children well with planned visits, information to parents through the school prospectus, meetings and an induction pack.
- Providing opportunities for parents and children to have pre-school visits.
- The Reception teacher visiting local feeder pre-schools and nurseries in order to build strong links between settings.
- Building positive relationships with families.

Providing a well-planned and well organised learning environment which provides rich and stimulating experiences:

- Planning should include provision for a learning environment both indoors and outdoors.
- Encourage children to make choices and develop independence by having equipment and materials readily available and well organised.
- Provide resources that inspire children and encourage them to initiate their own learning.
- Allowing children the space to explore and develop their own interests.
- Celebrate children's home achievements through 'WOW!' moments on Tapestry.
- Giving children experiences beyond the classroom which include visits from our Community Police, Ambulance service, Fire service etc.

Providing experiences that build on what the children already know:

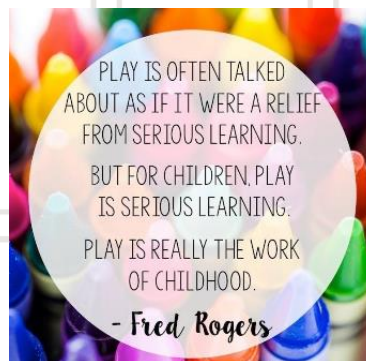
- Plan experiences, mostly based on real life situations, that are the natural next steps in their learning.
- Allow time for sustained concentration.
- Understand that every aspect of learning for young children is connected in some way.
- In partnership with parents through school links; where parents can record significant achievements at home which are celebrated at school and used to inform next step planning.

Providing an effective, carefully structured early years curriculum:

- Plan experiences that are relevant, imaginative, motivating, enjoyable and challenging.
- Make effective use of unexpected and unforeseen opportunities for children's learning that arise from everyday events and routines.
- Make effective use of outdoor space that children are enabled to learn by working on a larger, more active scale than is possible indoors.

Meeting the diverse needs of the children to develop their self-esteem and confidence in their ability to learn:

- Help children to see the purpose of activities and what they need to do in order to succeed.
- Accommodate the different ways children learn by planning the same objective in a range of different ways.
- Help consolidate their learning by revisiting the same learning objective many times.
- Establish an ethos in which individual achievements are valued.
- Plan a mixture of adult guided and child initiated learning with uninterrupted time for children to work in depth.



## Learning and Teaching

Various strategies are employed in learning and teaching that can be adapted to suit the needs of the children. Young children's learning is developed by offering experiences which they can consolidate their knowledge, skills, understanding and attitudes. Teaching should enable children to make connections in their learning and be actively led forward as well as helped to reflect on what they have already learnt.

Well-planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. The indoor and outdoor environment should provide a positive context for children's learning.

Guidance is given on effective learning and teaching in the *Statutory Framework for the Early Years Foundation Stage* and this will be used for planning an appropriate curriculum.

## Early Years Foundation Stage

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) 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.

There are four overarching principles that shape the EYFS.

These are:

- ✓ Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- ✓ Children learn to be strong and independent through **positive relationships**;
- ✓ Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- ✓ Children **develop and learn** in different ways and at different rates. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.



<p>Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.</p> <p><b>Practitioners</b></p> <ul style="list-style-type: none"> <li>• understand and observe each child's development and learning, assess progress, plan for next steps</li> <li>• support babies and children to develop a positive sense of their own identity and culture</li> <li>• identify any need for additional support</li> <li>• keep children safe</li> <li>• value and respect all children and families equally</li> </ul>	<p>Children learn to be strong and independent through positive relationships.</p> <p><b>Positive relationships are</b></p> <ul style="list-style-type: none"> <li>• warm and loving, and foster a sense of belonging</li> <li>• sensitive and responsive to the child's needs, feelings and interests</li> <li>• supportive of the child's own efforts and independence</li> <li>• consistent in setting clear boundaries</li> <li>• stimulating</li> <li>• built on key person relationships in early years settings</li> </ul>	<p>Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.</p> <p><b>Enabling Environments</b></p> <ul style="list-style-type: none"> <li>• value all people</li> <li>• value learning</li> </ul> <p><b>They offer</b></p> <ul style="list-style-type: none"> <li>• stimulating resources, relevant to all the children's cultures and communities</li> <li>• rich learning opportunities through play and playful teaching</li> <li>• support for children to take risks and explore</li> </ul>	<p>Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.</p> <p>Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.</p> <p><b>They foster the characteristics of effective early learning</b></p> <ul style="list-style-type: none"> <li>• Playing and exploring</li> <li>• Active learning</li> <li>• Creating and thinking critically</li> </ul>
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## The areas of learning and development

Within these overarching principles of the EYFS, there are seven areas of learning and development which shape the educational programmes at Rackham. Three of these areas are particularly crucial for igniting children's curiosity and enthusiasm for learning; and for building their capacity to learn, form relationships and thrive.

These three prime areas are:

- **Communication and Language;**
- **Physical development;**
- **Personal, Social and Emotional development.**

You can find magic  
wherever you look. Sit  
back and relax, all you  
need is a book.

- Dr. Seuss

Alongside these prime areas, we also support children in four specific areas, through which the three prime areas are strengthened and applied.

These specific areas are:

- ✓ **Literacy**
- ✓ **Mathematics**
- ✓ **Understanding the World**
- ✓ **Expressive Arts and Design**

The Early Learning Goals (ELG's) for the Literacy and Mathematics areas are in line with the objectives of the government's Primary Framework for Literacy and Mathematics and the phonics programme 'Letters and Sounds'.

The children are also observed and assessed on the characteristics of effective learning which means EYFS practitioners concentrate closely on not only *what* the children are learning but also *how*.

Characteristics of Effective Learning
<b>Playing and exploring – engagement</b> Finding out and exploring Playing with what they know Being willing to 'have a go'
<b>Active learning – motivation</b> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
<b>Creating and thinking critically – thinking</b> Having their own ideas Making links Choosing ways to do things

## Assessment (The Early Years Foundation Stage Profile)

In the Early Years Foundation Stage assessments are ongoing. At Rackham all EYFS practitioners observe the children and record their progress in order to plan and prepare new learning experiences which will enable them to develop well. The non-statutory Early Years Outcomes document enables practitioners to make best-fit judgements about the children in order to share the summary of their development at the end of their reception year. Throughout the year this is carried out using Tapestry, an online system which can be regularly accessed by families too.

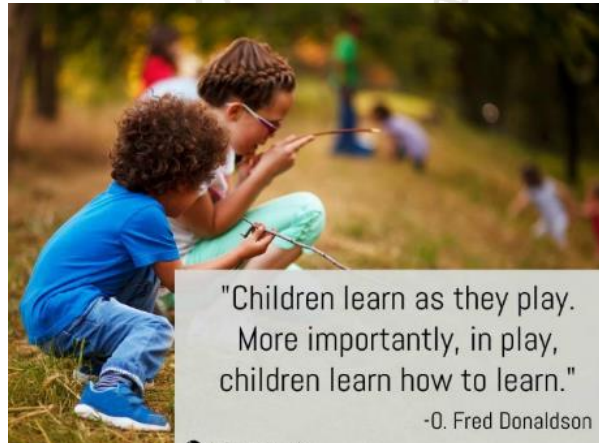


These observations form an integral part of the children's development and throughout the year and will form the basis of the 'EYFS Profile', the teachers will meet with parents regularly to discuss children's progress and set their new targets.

Formal individual parents meeting will be arranged in the Autumn term and again in the Spring term. At the end of the year (June) the teachers will complete the EYFS Profile which will provide a well-rounded picture of each child's knowledge; understanding and abilities; their progress against expected levels; and their readiness for Year One.

The EYFS Profile consists of the attainment of each child assessed in relation to the ELG descriptors alongside a short narrative describing the three characteristics of learning: **Playing and Exploring**, **Active Learning** and **Creating and Thinking Critically**. This will reflect the ongoing observations, any relevant records held by us, discussions with parents and carers, and any other professional who has relevant information.

Teachers will indicate whether a child is meeting the **expected** levels of development, or if they are **exceeding** expected levels, or not yet reaching expected levels - **emerging**.



### **Moderation**

Moderation occurs regularly throughout the year with both in school and within the cluster schools. Each year schools are chosen by the LA either to be moderated individually or to attend a moderation workshop and discuss accuracy of judgements with other schools. We collect data from assessments on entry as a baseline and on exit from the Reception year to measure progress. The parents receive a written report and a CD of their child's learning journey that has been recorded on Tapestry.

### **Organisation**

There is one Reception class and we have two teachers who work within the class. In the morning we work within classes on phonics, mathematics, writing and reading as well as speaking and listening through PSHE and topic work. Throughout the day the children are able to access the classroom freely and follow their own interests (child initiated play) whilst also using the amazing spaces around the school.

### **Equal opportunities**

All children are valued for themselves and taught as individuals, regardless of race, gender, ability or disability. Planning an environment free from stereotypical images, finding out about children's faith and cultural heritage and home experiences, using materials, equipment and displays that reflect the community the children come from will give all children access to equal learning opportunities.

### **Health and Safety**

Staff will model and teach safe practice and provide a safe and supportive learning environment both indoors and outdoors allowing children increasing responsibility under supervision, for carrying out practices they have been taught. Access to an orderly, well labelled storage system of resources will provide opportunities for safe, self-initiated activities and begin to allow children to take responsibility for their own environment, and care and safe use of materials and equipment.

**Monitor and Review**

Governors will work alongside the Early Years Lead to ensure the policy is being followed to successfully deliver the planned outcomes.

This policy will be reviewed and agreed in line with Government guidelines by the Governing Body.

**Approved and signed by:**

**Headteacher**

**Signed:**

**Date:**

**Chair of Governing body**

**Signed:**

**Date:**



RACKHAM C. OF E. PRIMARY SCHOOL