



*Safe, happy &
successful together.*

Early Years Policy

Reviewed By	Dominic English & Margaret Tait
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Approved by Governors	08/05/19
To be Reviewed	May 2020



Pinner Park Primary School is a 4-form entry primary school with an attached 52-place part time Nursery. Children are admitted into the Nursery in the September before they turn 4 years of age. The Nursery runs two 3-hour sessions, one in the morning and one in the afternoon, each with 26 places.

Children start Reception in the September of the academic year in which they will become 5 years old. Admissions for Reception are dealt with centrally by the Local Authority.

We consider the Early Years Foundation Stage at Pinner Park Primary School to be the Nursery and Reception classes.

AIMS

We aim to settle children into school life with a positive attitude towards themselves, school, learning and others by providing a stimulating, attractive environment, where children feel safe, comfortable and happy allowing them to enjoy learning and realise that learning is useful, purposeful and fun!

CURRICULUM

Early years staff plan learning opportunities based upon the Government's 'Statutory Framework for the Early Years Foundation Stage' and the non-statutory guidance materials in 'Development Matters in the Early Years Foundation Stage'. The Curriculum will support children in making progress towards the Early Learning Goals, which most children will achieve prior to starting the National Curriculum in Year 1.

Development Matters identifies seven areas of learning which are covered in a variety of ways within school. Within class a range of interesting equipment, resources and challenging activities are provided which children can choose for themselves and develop according to their own interests and learning styles. There will also be a range of more structured, planned activities which children may be specifically directed to or where they may work individually, in pairs or in a group with an adult. The children will also work as a whole class to develop in some of the learning areas.

Our learning policy is based on the knowledge that young children learn through practical activities - children learn by experiencing things for themselves, experimenting, exploring, talking, feeling, touching, hearing, imagining and so developing and extending their ideas and theories.

The children are taught skills to enable them to live and learn alongside others and are encouraged to behave with respect and consideration for each other and for the world about them.

Prime areas to ignite curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop

their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Specific areas to strengthen and apply the prime areas:

- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

When planning, guiding and observing children's activities, adults consider and assess three 'Characteristics of Effective Learning':

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

CLASS STAFF

The Nursery has three members of staff - a class teacher and two teaching assistants.

Each Reception class has two members of staff – a class teacher and a teaching assistant / Nursery Nurse. There is also an SMSA (School Meals Support Assistant) allocated to each class to support over lunch time.

Some classes may have an additional staff member to support a child who has been allocated hours within their Education Health and Care Plan (EHCP).

There is also an additional, teaching assistant (speech and language support ELKLAN trained) working across Reception to support children with additional identified needs in a variety of learning areas.

ROLE OF TEACHER/ADULTS (referred to as teachers)

It is recognised that young children learn best through playing, talking and being active.

Teachers plan activities carefully to provide learning opportunities across the Curriculum. The teachers work alongside the children to extend their thinking and play by: enriching vocabulary; listening to their thinking; giving ideas; asking appropriate questions; making appropriate responses. In this way each child's learning is taken forward from their own starting point.

ORGANISATION

Children carry out their learning both indoors and outdoors. Nursery and Reception each have their own outdoor learning area which is set up to reflect and extend the indoor learning with larger, more physical opportunities for the children. When possible, the classes work an open door practice where children are able to move freely between the learning areas. Children use the outside area in all weathers and parents are informed that they need to provide appropriate clothing.

The learning environments are organised to promote effective learning in all areas of the curriculum. A wide range of areas are set up around the classroom, with a wide selection of resources readily available, where children can initiate their own learning, thus encouraging independence. Children are also directed to structured, carefully planned activities that are challenging and enjoyable, and are designed to provide for children's individual needs to ensure progress is made. During the day children will work both with adults and independently on a range of activities, and will also have whole class sessions either on the carpet or around school, for example in the hall, the playground or the studio.

DAILY PHONICS / DAILY MATHS

Teachers introduce dedicated phonics sessions where the school's agreed programme is followed – developed from 'Jolly Phonics' and the Governments 'Letters and Sounds'.

There is also a daily maths session to introduce and embed early number and shape, space and measure concepts and skills.

ASSESSMENT/ RECORD KEEPING

Staff constantly observe and assess children to enable them to make decisions about their next steps in learning. Information from a range of sources (staff, the After School Club for children who attend regularly and parents/carers) is used to build up a picture of each child and to support decisions on future planning. This information is collected and collated to form the child's 'Learning Journey' which is then shared as appropriate.

On entry to both Nursery and Reception a 'baseline assessment' is carried out. This involves carrying out some specific activities, making observations of the child in a range of situations, a questionnaire and follow up discussion with parents/carers and discussions with the child. Any information from a child's previous setting is also used when making the assessment. The baseline establishes the child's progress to date and their future learning needs.

Children are assessed in each area of learning using the Development Matters materials to gauge whether they are learning at an age appropriate level – they are given an age band score as soon after entry as realistically possible (October/November), in February and in June (for Nursery children) to assess their level of development.

Early Years Foundation Stage Profile: This is a Government requirement for the end of a child's Reception year (June). Each child's level of development is assessed against the 17 Early Learning Goals, indicating whether they are meeting expected levels, are exceeding expected levels or have not yet reached expected levels. A short commentary is also written on the child's skills and abilities in relation to the three characteristics of effective learning.

The Profile provides parents/carers and Year 1 teachers with a well-rounded picture of the child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

'Learning Journals' are made for each child to reflect their time in the Early Years. This incorporates samples of work, photographs, observations, parental comments and other relevant information about the child's learning and development.

LINKS WITH HOME

The school aim is that they work closely with families to develop supportive relationships enabling children to settle quickly and get the best from school life. Parents are welcome to come into school for a variety of purposes.

Home visits occur before entry to Nursery to share information about the school and children, and to help them to feel safe and secure when starting Nursery by being familiar with staff.

Both formal and informal discussions are held regularly with parents to share information about children's progress and development, and to offer advice on supporting next steps. This may be done by catching parents in the morning or the evening for a quick chat, by arranging a proper meeting or by phoning the parent. Parents are also encouraged (through leaflets, notes, newsletters and during meetings) to approach their child's class teacher, or other members of the team, whenever they have a concern of any kind, have information to share or just want to talk. This does need to be before or after school rather than at 8.50 or 3.20.

Parents' Meetings are held termly. The first meeting in both Nursery and Reception is used to outline the learning experiences provided for the children

and discuss how the children have settled, from both home and school point of view.

Parents and children are encouraged to contribute to and share the child's Learning Journals.

Parents are invited to a variety of meetings throughout the year to inform them about learning and progress in Early Years.

INCLUSION and EQUAL OPPORTUNITIES

Through creative, flexible planning, differentiation of tasks, specifically targeted provision and thoughtful classroom organisation, all pupils, irrespective of social background, culture, race, gender, differences in ability and disability participate fully in the EYFS curriculum. Where specific identified needs are recognised and it is deemed needed or appropriate, extra support will be sought from out of class or out of school agencies eg SALT, Occupational Therapy. Specialist equipment is provided as required and reasonable adjustments within the learning environment are put in place as needed to ensure that the learning and curriculum are as accessible as possible.

Relevant and appropriately challenging activities enable all children to actively participate in class and make progress. We ensure that the needs of all children are met through class teaching and the provision of focussed group work as required.

HEALTH AND SAFETY

In line with the Health and Safety Policy, risk assessments for daily, continuous provision are carried out and assessed regularly. This has been given to all staff working in the EYFS, and should be available in each class. Where a one off activities is planned, a specific risk assessment will be carried out and shared with all staff.

In line with Government regulations, there are members of the Foundation Stage Team who are Paediatric First Aid trained.

Related Policies

- *Government Documents*
- *EYFS Framework*
- *Child Protection*
- *EYFS Risk Assessments*
- *Behaviour*

Signed:

Date:

Chair of Governors