

Lytham Church of England Early Years Policy

Introduction

The over arching aim of the Early Years Policy at Lytham Church of England Primary School is to promote the outcomes of Every Child Matters (ECM) and the principles and commitments of the Early Years Foundation Stage.

Every Child Matters Outcomes

- Staying safe
- Being healthy
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well being

At Lytham Church of England Primary School we adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- **A unique child-** Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships-** Children learn to be strong and independent through positive relationships.
- **Enabling Environments-** 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.
- **Learning and development-** Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Principles into practice As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult.
- Have a key person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment indoors and outdoors.

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

When planning for children's learning we consider all seven areas of learning and development and realise each one is important and all areas are 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.

These three areas are the **prime** areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children are also supported through the four **Specific** areas, through which the three prime areas are strengthened and applied.

The **Specific** areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

As a team, we create long term and medium term plans using the EYFS based on a series of topics, each of which offers experiences in all seven areas of learning. These plans are reviewed by the Head teacher. Please see our plans for more details. These plans then inform our short-term weekly planning, alongside our observations. Planning remains flexible for unplanned circumstances, children's responses and individual interests.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using the 'Letters and Sounds' framework. Children are taught aspects of Mathematics and Literacy on a daily basis, including shared reading and writing.

Inclusion

We value all our children as individuals at Lytham Church of England Primary School irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Organisation and management of provision and the learning environment

The curriculum is delivered using a play-based approach as outlined by the EYFS. 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further. We use our observations of children's learning to inform future planning and plan for the next steps in children's learning. We create a stimulating environment to encourage children to take part in free-flow activities between indoor and outdoor provision.

The children have access to the outdoor area on a free flow basis. We ensure safety in numbers by operating a band system so we know how many children are outside at any given time.

Real life opportunities are not overlooked but taken advantage of. Children are given chances to make decisions and choices. They can work individually or in groups to explore the learning environment. The children have free access to continuous provision. Areas of provision are enhanced regularly in relation to children's interests and the topics we are learning about.

Reception children have access to collective worship with the rest of the school three mornings a week in the hall and one morning in the classroom. They are taught Religious Education a minimum of once a week.

Early years provision at Lytham Church of England Primary is organised into one Reception class and one Reception/ Year 1 class. Both classes share access to the outdoor play area. A wide range of indoor/outdoor equipment and resources are available to meet the individual needs of all the children in both classes and the children also have regular access to other equipment and facilities

throughout the school. These include the computer suite, hall, school library, the school field and the trim trail.

Indoor areas of provision within the classroom

Mark making

Reading

Maths

Construction

Small world

Water

Sand

Role-Play

Malleable

Fine Motor/ Finger gym

Outdoor provision for both the Reception and Year 1 classroom

Physical Play

Relaxing quiet area

Imaginative and creative play

Exploration using the senses

Engaging with nature

Role play and small world activities

The outdoor area is currently a priority for development. Not all the above areas are fully in place but will be by March 2017. (See separate action plan.)

Safety and Safeguarding

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, supplying one piece of fruit and a carton of milk daily and following set procedures when children become ill or have an accident.

As a school and in our Early years provision safeguarding is a priority. We look to ensure children feel safe and we aim to promote children's welfare and strive to safeguard children at all times. This includes:

- The extent to which children behave in ways that are safe for themselves and others.
- Children's understanding of dangers and how to stay safe.
- The extent to which children show that they feel safe and are confident to confide in adults at the school.
- The steps taken by the key people to safe guard and promote the welfare of children and how well adults teach children about keeping safe.
- The necessary steps taken to prevent the spread of infection, and appropriate action is taken when children are ill.
- The suitability and safety of indoor and outdoor spaces, furniture, equipment and toys.
- The maintenance of records and policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met.
- The suitability and qualifications of the adults looking after children in the Early years setting.
- The effectiveness of risk assessments and actions taken to manage or eliminate risks.

The Reception and Reception/ Year 1 classroom have their own risk assessment forms which are carried out daily. A daily sweep of the outside and inside is made and recorded. This is displayed in the classroom.

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways including taking photographs and making written notes. Everyone is encouraged to contribute and Key Stage One team meetings take place on a weekly basis.

Formative Assessment

Staff make observations of children's learning and complete the incidental observation forms to be displayed in their own personal 'Learning Journey' book. Photographs and samples of children's work are also collected as evidence.

Summative Assessment

Information collected from observations is used to measure children's progress against the age related expectations of the EYFS Framework and achievement of the Early Learning Goals. This is carried out on a termly basis and provides useful information for planning the next

steps in children's learning and when providing feedback on children's progress to parents, teachers and other agencies.

Parents as Partners and the Wider context

We strive to create and maintain a strong partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education in numerous ways including the use of learning journeys, home school diaries and events held throughout the school year. We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Induction Evening/ Parental Engagement and Involvement

We hold a pre- school evening for parents whose children will be starting in Reception in the following September. They receive a detailed pre-school booklet which contains all the information needed regarding their child starting school. Parents are encouraged to visit the classroom after the Introduction and teachers and teaching assistants are available to answer any questions raised by parents. The Children from Year 6 talk to the younger children about starting school. All children are assigned a buddy to support them into settling into school and details regarding the buddy system are sent home in the first week of school.

Communication with parents

Parents are made to feel extremely welcome. They can come into the classroom every morning before school to settle their child and speak to the class teacher if they need to. The class teacher is also available at home time to talk to parents.

The school uses various methods of communication to engage parents in their children's learning. These include:

- Weekly newsletters
- Parent workshops on reading and phonics
- Home- school diaries
- Learning Journey's
- Phone contact
- Dojo communication system
- Topic information
- Open Evenings
- School Website updates on learning

Reporting to parents

A home-school diary is sent home every Friday informing parents of what we have been learning in school that week. This includes a photo or a piece of work produced by their child.

Parents are invited to attend parents evening in the Autumn Term and the Spring Term. Children's learning journeys and the progress they have made are shared at these evenings.

Within the final term of Reception, we provide the parent's with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

Transitions

Transitions are carefully planned for and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend three introductory sessions to Reception class to develop familiarity with the setting and practitioners. Parents are invited to an annual Induction evening and encouraged to complete an 'All about me' booklet with their child.

In the final term in Reception the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Staff Development

All staff working in the Foundation Stage are familiar with the EYFS expectations and procedures for observation, assessment and record keeping. All staff will have a full understanding of their key person role. The identification of training needs for teaching and non teaching staff will take place through performance management.

Staff in the Foundation Stage

Miss Victoria Harter- Reception Class Teacher

Miss Chantelle Bradshaw- Reception class Teacher

Mrs Clare Allison- Reception/ Year One Class Teacher

Mrs Alison Wheeldon-Teaching Assistant in Reception Class

Miss Karleen Wilkinson- Teaching Assistant in Reception/ Year One class

Miss Victoria Harter, Mrs Alison Wheeldon and Miss Karleen Wilkinson are trained in Paediatric First Aid.

Reviewing the Early Years Policy

The Head teacher and Foundation Stage teacher will monitor the Early Years provision and policy annually as part of the whole school monitoring schedule.

There is a named Governor responsible for the EYFS. This Governor will discuss the EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require attention.

Review Date

Signature

Position

September 2019