

Pudsey Bolton Royd Primary School Early Years Policy

Introduction

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.' Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

Our philosophy

The Early Years Foundation Stage applies to children from birth to the end of the reception year. Early childhood is the foundation on which children build the rest of their lives. At Pudsey Bolton Royd Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. At this school we aim to provide a broad and balanced curriculum which will enable each child to develop emotionally, socially, physically, creatively and intellectually to their full potential and at their own pace. Each child is unique and is valued as an individual.

Our Aims

- To provide a happy, caring, safe and inclusive environment for learning, which meets the individual needs and interests of the children.
- To develop warm and secure relationships between children and adults.
- To provide a high quality broad, balanced and relevant curriculum in line with the Early Years Foundation Stage Framework.
- For the children to become aware of moral and social values.
- To encourage active learning through first hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication.
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- To develop excellent relationships with parents and carers to build a strong partnership in supporting their children.

- To value the cultural diversity within our school and community.

The Foundation stage curriculum

The Early Years Foundation Stage is based on four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development.

At Pudsey Bolton Royd Primary we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

The content of the curriculum within the early year's unit is set out within the Learning and Development Requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) document. Children are supported in three prime areas and four specific areas of learning:

The prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

'Prime areas are fundamental, work together, and move through to support development in all other areas' (Development Matters 2012).

The specific areas are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

'Specific areas include essential skills and knowledge for children to participate successfully in society' (Development Matters 2012).

Children are also supported in developing the Characteristics of Effective Learning, as outlined in the EYFS framework. The characteristics are:

- Playing and exploring - engagement
- Active learning - motivation
- Creating and thinking critically - thinking

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child initiated activities. We recognise that the environment plays a key role in supporting and extending the children's development and is a place where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly. As well as having daily access to our areas of learning, Reception pupils also participate in a daily Read, Write, Inc phonics session, and a daily maths input and activity session.

Assessment

During the first term in Reception, the teachers make a baseline assessment of each child. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

It is statutory to complete the Foundation Profile for each pupil. The children are assessed against the 17 early learning goals. Practitioners must indicate whether children are meeting *expected* levels of development, or if they are *exceeding* expected levels, or not yet reaching expected levels (*emerging*). EYFS profile scores are reported to the authority at the end of the Reception year and are used at transition point to inform year 1 teachers.

The teachers knowledge, assessment and observations of the children throughout the year inform planning and enable us to complete the

profiles and plan next steps to deliver a curriculum that is specific to the children's needs. We complete the Foundation Stage Profile in partnership with parents. Profiles are shared with parents during parent/teacher consultations and parents are encouraged to contribute to the profiles by completing 'Learning at Home' sheets or by sharing children's work or experiences that will help to support assessments.

Organisation

Within the Early Years Unit there are two main areas - Nursery(FS1) and Reception - (FS2),

A team of experienced teachers, NNEB trained staff, Bilingual staff and classroom assistants work within the foundation stage. Children are placed into pastoral groups from nursery onwards. Pupils with specific EAL needs are supported by bilingual staff.

There is an intake of 60 children into Reception, organised into 2 main teaching classes. There is flexibility within classes and groupings to meet the needs of the children.

The style of teaching and organisation of the curriculum changes gradually over the year as the children develop. Nursery and Reception teams meet weekly to plan in the long, medium and short term.

Transition from Nursery to full time Education

Our aim is to establish a smooth and successful transition to school for all children whether they have attended Pudsey Bolton Royd Nursery or are from another pre school setting. This is facilitated by:

- Transition meetings within school between staff
- Children have opportunity to make a visit/visits to the Reception classroom
- Liaison with outside agencies
- Support from our school SENCO
- Support from our learning mentor
- Parents and carers contributing through 'Learning in the Summer Holidays' and 'All About Me and my Family' sheets
- A staggered intake into Reception

- Parent information meetings
- Children's learning profiles passed on to Reception

Role of the Co-ordinator

It is the role of the Early Years Co-ordinator, under the guidance of the Head Teacher: -

- To organize the delivery of Early Years Curriculum and to ensure progression and development.
- To monitor the quality of the curriculum in the EYFS.
- To analyse data and use this in target setting and planning. To feed this into pupil progress meetings.
- To keep abreast of developments within Early Years by attending LA courses and to carry out INSET when required.
- To monitor and update resources and advise the Head teacher of the resource need for inclusion in the school budget
- To liaise with and support Pre-school establishments within the Partnership link.

Equal Opportunities

We value the diversity of individuals within the school and believe that every child matters. All children at Pudsey Bolton Royd Primary are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school. We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

Safeguarding and Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

Good Health

All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times.

Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the permission of the parent or guardian of that child and parents and guardians will be asked to provide that permission if required.

For further information please see Appendix 2 - the revised Statutory Framework for Early Years Foundation Stage, 2012 (appendix 2) and the PBRPS Safeguarding and intimate care policies.

Monitoring and Review

It is the responsibility of those working in Nursery and Reception to follow the principles stated in this policy. The Headteacher and EYFS co-ordinator will carry out monitoring on EYFS as part of the whole school monitoring schedule.

Written by - Gill Marsh February 2016

Agreed with governors -

Review date -