





## **Early Years Policy**

- The Unique child (every child is a competent learner from birth, who can be resilient, capable, confident and self-assured);
- Positive Relationships (children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person);
- Enabling environments (the environment plays a key role in supporting and extending children's development and learning)
- Learning and Development (children learn and develop in different ways and at different rates and all areas of learning and development are equally important and inter-connected).

### **Aims**

We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Teaching and learning is based on the understanding that children have individual needs and interests and develop at different rates.

### **Objectives**

We aim to:

- provide a safe, challenging, stimulating, caring and sharing environment which will nurture the children;
- provide a broad, balanced, relevant and creative curriculum (planned around the needs and interests of individual children) that will set in place firm foundations for future learning and development in KS 1 and beyond;
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development, in both adult-directed and child-initiated activity;
- use and value what each child can do, assessing their individual needs and challenging each child to progress;
- enable choice and decision making, fostering independence, self-confidence and communication skills;
- provide quality and consistency so that every child makes good progress;
- work in partnership with parents/carers and other agencies and value their contributions;
- ensure equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

### **Staffing and Organisation**



## **Early Years Policy**

In Reception, we have a maximum of 15 children in a Reception/ class. There are two part-time teachers and a full time teaching assistant who work across the week.

Teachers liaise with the teaching assistant, involving them in planning, preparation and assessment.

We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority courses, in-service and local cluster group training. Practitioners also conduct and attend in-house training and disseminate new initiatives, ideas and teaching methods to colleagues. They also liaise with local pre-school settings. All staff will receive 'Professional Development'.

### **Learning and Development**

At Scotton Lingerfield School our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Years Foundation Stage Document (2017).

The current EYFS framework includes seven areas of learning and development, all of which are important and included in the delivered curriculum and provision. There are three prime areas, which are seen to underpin the fundamental skills children require. These prime areas also support the development of the specific areas of the curriculum.

The Prime areas are:

- Communication and Language – Listening and Attention, Understanding and Speaking
- Physical Development – Moving and Handling and Health and Self Care
- Personal, Social and Emotional Development – Making Relationships, Managing Feelings and Behaviour and Self-confidence and Self-awareness

The Specific areas are:

- Literacy – Reading and Writing
- Mathematics – Numbers and Shape, Space and Measure
- Understanding the World – People and Communities, The World and Technology
- Expressive Arts and Design – Exploring and Using Media and Materials and Being Imaginative



## **Early Years Policy**

### Characteristics of Effective Learning

The EYFS framework also includes the Characteristics of Effective Learning. When planning and supporting children, we think it is important to consider the different ways children learn and we reflect this in how we teach, organise our learning environment and support individual children and groups of children. Within the statutory framework for the Early Years Foundation Stage three “Characteristics of Effective Teaching and Learning” are identified:

- Playing and Exploring – children investigate and experience things and events around them, and ‘have a go’.
- Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and different experiences, and develop their own strategies for doing things.

These are regularly assessed through observations and are promoted through interactions with staff and the areas of provision.

Parents and carers are involved in their children’s learning and assessment and are encouraged to contribute to the learning journey on Tapestry. The class teacher communicates regularly with parents and carers and offers advice and support wherever needed.

## **The Learning Environment**

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and outside. The learning environment is divided into a variety of different areas: role-play, book corner, writing area, numeracy area, creative area, malleable, sand, water areas, small world/puzzle area, construction area.

These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

### **Resources**



## **Early Years Policy**

Resources are continually reviewed and updated. They are organised to support learning through topics and/or areas of learning and are readily accessible.

Role play areas are changed each half-term to complement the topic.

### **Displays**

Staff develop the learning environment to reflect and enhance the current learning and teaching (in line with policy). Some displays may be interactive in order to invite the children to continue their learning.

'Key person areas' include relevant teaching and learning props eg number lines, alphabets, phonics, high frequency words, calendar and weather boards, visual timetables, self-registration etc.

Target boards are visible and are referred to frequently. The children are involved in the movement of their names / photographs.

The 'Growth Mindset' reward system is also referred to regularly.

### **Learning through play**

We do not make a distinction between work and play. We support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play by getting involved in the play themselves. Children are made aware that we value their play.

## **Inclusion**

Children with special educational needs are given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able and those with specific learning difficulties and disabilities.

Support plans identify targets in specific areas of learning for those children who require additional support, in line with the school's SEN policy. Staff discuss these targets with parents/carers and progress is monitored and reviewed each half-term.

The schools SEN co-ordinator is responsible for providing additional information and advice to practitioners and parents and for arranging external intervention and support where necessary.



## **Early Years Policy**

### **Safeguarding**

We follow whole school procedures for reporting accidents and follow the whole school procedures for child protection (see separate policy). Debbie Calvert is the Designated safeguarding lead and all concerns are reported to her via CPOMS.