



Beamont Primary School

Early Years Policy

2021 - 2022

Policy Responsibilities and Review

Policy type:	School
Guidance:	This policy complies with Warrington local authority guidance
Related policies:	This policy should be read in conjunction with DfE Statutory Guidance for Executive Principal, Staff and Local Governing Committees
Review frequency:	Annually
Committee responsible:	Local Governing Committee
Chair signature:	Jane Whalen
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Aims

This document is a statement of the aims, principles and strategies that guide teaching and learning in the Early Years Foundation Stage at Beamont Primary School. Our practice reflects the requirements of the Statutory Framework for the Early Years Foundation Stage Profile.

Organisation

We offer places for up to 26 children within our spacious indoors and outdoors provision within our EYFS unit. We are flexible in our approach and can offer a range of sessions to support full time or part time places. Our nursery children are taught by a team of qualified teachers and teaching assistants both working full time.

The nursery children attend a variety of sessions; places take the form of:

15 Hours Free (3-year-olds) am/pm sessions 8.30-11.30/ 12.00-3.00

30 Hours Free (working parents) Monday-Friday 8.30-2.30

The reception class children attend full time and start reception in the September following their 4th birthday. Our reception class offers places for up to 60 children and are taught by two full time teachers and two full time teaching assistants. The reception provision is split over two rooms where children have their direct teaching time in dedicated classrooms and then a large indoors and outdoors shared provision. Our reception children attended school at the following times 8.30-3.00 Monday-Friday.

Introduction

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. High quality early learning helps to provide children with the foundation they need to make the most of their abilities and talents as they grow up. The EYFS promotes teaching and learning that ensures 'school readiness' and gives the children the broad range of knowledge and skills required for good future progress through school and life.

The EYFS seeks to provide:

Quality and consistency so that every child makes good progress and no child gets left behind. A secure foundation where learning is planned around the needs and interests of the child and progress is assessed and reviewed regularly. Partnership working with parents/carers and other practitioners. Equality and opportunity ensuring that every child is included and supported

We believe that:

Every child is unique and we must plan to meet the individual needs of all of our children. We must build positive relationships. We must provide an Enabling Environment –in and out of doors. These beliefs guide our practice which aims for our children to be secure, happy, confident, motivated and successful learners not just in the foundation stage but throughout life.

Learning and Development

There are seven areas of learning and development all important and all inter-connected. These consist of three Prime areas – **Communication and Language**

Physical Development

Personal, Social and Emotional Developments

and four specific areas through which the prime areas are strengthened and applied

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

The **Early Learning Goals** summarise the knowledge skills and understanding that the children should have gained in these areas by the end of the reception year. The progress of nursery children is tracked using Development Matters age bands.

Teaching and Learning

In the Foundation Stage, a great emphasis is placed on child-initiated learning through play and activity. Play is central to learning in early education and allows children to investigate, explore and make sense of their world, to be creative and to interact with one another. Through their play the children can extend their skills of communication and develop early reading, writing and mathematical skills. We aim to observe, join in with and follow up the children's play experiences and through sensitive adult interactions with the child provide opportunities for sustained shared thinking between adult and child to develop their thinking skills, broaden their ideas and move their learning forward. Through active learning we aim to develop deep understanding of basic concepts. We endeavor to provide enjoyable challenge and to promote resilience in our children.

Assessment/Recording/Reporting

The children entering nursery are observed during their first week/s engaging in a variety of activities and from this and talk with parents/carers their achievement on entry is recorded by teaching staff referencing Development Matters/Early Outcomes.

Reception children by and large have preschool records that enable their achievement on entry to be recorded on their Early Learning profile. Following this, the children's attainment in the seven areas of learning is

continually assessed by means of mini observations, formal and informal observations, annotated pieces of work and teacher/teacher discussion or parental comment. Much evidence for attainment is gathered during the children's independent work. The progress of every child is tracked half termly. Observations are recorded on an electronic tracking tool 'Tapestry'. We also complete a government baseline assessment which tracks if the children have met age related expectations or not in the skills of communication and language and mathematical thinking.

Parents /carers are informed of their child's progress each term by means of a parent or carer/teacher meeting and in the summer term a written report. Parents /carers and teaching staff are able discuss their children's progress informally on a more regular basis via telephone appointment. The children take home stickers for good work, any matters of concern or need for additional help is discussed when the need arises. Observations completed daily by the class teachers are also sent straight home to parents via their personal portal and give the option for parent's to offer their comments and feedback.

Planning

The interests and abilities and attainment of our children are used to inform our planning.

Our Long Term planning centers on the provision that is continuously available for our children –for example -role play areas, outdoor equipment, painting, play dough, small world and construction equipment, mathematical apparatus and so on. These ensure that learning opportunities are available at all times to support children's development within 7 areas of learning.

Our Medium Term planning focuses on the skills we next wish our children to acquire. These we hope to meet/teach through the current interests of the children.

Our short term planning is weekly. It is more detailed and plans for the specific objectives /next steps to be met by individuals or groups of children

Differentiation - Activities/work is differentiated according to the needs, interests and abilities of individual or groups of children. We aim to provide varied learning opportunities that cater for the differing learning styles of our children -visual, kinesthetic, and auditory. For those children with **additional needs** we make individual learning plans with advice from our SENCO and involving parents/carers.

Equal Opportunities

The well-being and progress of every child in our Foundation Stage class matters to us and as such all are treated fairly and with respect, as are their families. We are inclusive. We celebrate diversity and all the learning opportunities it brings.

Home School Partnership

We value our strong relationships with parents/carers and families of our pupils. All are welcome to come and talk to us and we make every effort to reach out to all. We make it known that communication is key, and for those who don't come to the school door we encourage them to telephone. We also send home home/school reading record books which parents/carers/teachers can also use as a means of communication. When necessary, more communication can be planned. We carry out 1-1 calls with all parents before their child starts the school setting and visit any prior nursery settings to gain as much knowledge of the children to aid their settling in. The EYFS lead will deliver regular parental workshops to support parents/carers in the delivery of early reading, writing and maths by modelling the strategies used within school.

Transition

At the end of the Foundation Stage our children move to Year One. We want the move to year one to be as seamless and as stress free as possible for our children and parents. Visits to Year One are planned for the children and all documentation/knowledge of where each child is at is passed on to the next teacher. The reception and Year 1 teacher's follow a programme of transition that allows a follow through and time to plan together and discuss the needs of the children who have moved into Year 1. Parents are welcome to come and talk to staff about any concerns they or their child might have regarding Transition to Year 1.