



PAULL PRIMARY SCHOOL

EARLY YEARS AND FOUNDATION STAGE POLICY 2018

At Paull Primary School we aim to provide a safe, secure and stimulating environment within which all children feel cared for, supported and happy.

We aim to prepare children for adult life through developing an enthusiasm for learning and a willingness to persevere in the face of challenge.

Introduction

The Early Years are a critical stage of development for every child. During this time children develop rapidly physically, socially, intellectually and emotionally. The Early Years Foundation Stage is about building on what children already know and learning key skills. We will build on the prime areas which are fundamental; they work together and move through to support development in other areas. The prime areas of learning are: Personal, Social and Emotional development (PSED), Communication and Language (C&L) and Physical development (PD). There are 4 specific areas which include essential skills and knowledge for children to participate successfully in society, these are: Literacy, Mathematics, Understanding the World (UTW) and Expressive Arts and Design (EA&D).

At Paull Primary School our Early Years Foundation Stage setting is in the same room as Key Stage 1 and consists of a Nursery, Reception and year 1. The class is led by a teacher and a nursery nurse.

Admission

Admission takes place from 3 years and we accept children in the Nursery for up to 30 hours. All children are able to access 15 hours free of charge this can be topped up to 30 hours. The additional 15 hours are then charged at an hourly rate unless you are eligible for 30 hours free childcare. The school welcomes children in to Reception from other settings at any stage during the Early Years Foundation Stage. Children are invited to come for a short visit before joining.

Aims for the Early Years Foundation Stage

The most important element of any school is the people, whether they are pupils, staff, parents or visitors. A welcoming atmosphere is offered to all, in the firm belief that happiness, satisfaction and contentment in any environment leads to improved performance. Importance of the role played by parents as educators of their children is recognised. Every endeavour is being made to work closely with parents informing and involving in every aspect of the child's education both academically and socially.

At Paull Primary School we believe that childhood is a time of play, and through play we discover the excitement of learning, the rewards of achievement, and acquire our life skills. The early years setting is bright, colourful and well-planned. This encourages the children to develop skills, attitudes and understanding that will help them to become confident, useful, active members of a diverse constantly-changing society.

It is through this process that children will work towards and achieve the Early Learning Goals. Children will be guided to become independent and resilient learners, think wisely and be confident while developing their own particular talents. To achieve this we will provide a stable, secure and safe environment but at the same time one which is exciting, stimulating and fun.

Play in the Early Years Foundation Stage.

We acknowledge and firmly believe that play is the most important part in the network of learning and this should be cross curricular.

Opportunities within our setting are many:-

- Well-equipped classrooms, with on-going provision based on the children's interests.
- Indoor and outdoor play areas including hall, play area and all areas of the playground.
- We have extensive, safe outdoor areas, including grass and a small amount of woodland, giving children plenty of opportunities to explore and investigate in the environment.
- Opportunities for a balance of child initiated and teacher led activities.

Teaching and Learning in the Early Years Foundation Stage

We have a team of qualified, dedicated, professional and caring Early Years staff who plan and work together to provide a high quality curriculum.

Parents have the opportunity to talk to staff at any time outside the regular early morning drop off and pick up, and at parents evenings. Specific one to one parent's evenings are held each term. Alongside these, the parents are invited to stay and play sessions where they are able to observe for themselves their children in the classroom environment. The parents are invited to look through their child's work books at any time and are also able to join 'Tapestry' our online learning journey tool access their child's observations.

We have small numbers of EYFS children which ensures that the needs of each child are met both academically and emotionally, helping to develop each child's confidence and independence.

We encourage the children to respect and be aware of the cultures of the world and provide opportunities for children to experience these cultures.

Small numbers of children enable the teacher to provide an individual education planned around the needs, interests and experiences of each child, so that true potential can be nurtured and realised.

We provide a variety of academic, social, artistic, musical and sporting experiences.

Whatever the objective, teachers aim to make each session a rewarding and inspiring experience for the children through play, discussion and practical activities.

Behaviour Management

Positive behaviour management ensures good discipline through the school.

Praise, clear feedback, rewards and rules rather than punishment help to create a positive environment where children are encouraged to become increasingly responsible for their own conduct. Like in the rest of the school the children are awarded Dojo's for a variety of positive behaviours and photos and messages can be sent home to their parents. For outstanding examples of learning children are awarded 5 star awards as well as writer of the month and maths champ of the month.

Parental Involvement and Community Links

We provide a happy and supportive environment, forging strong partnerships between home and school.

- Parents/carers are involved on a daily basis.
- Each year begins with a parent meeting for each year group to inform parents of what goes on throughout the year.
- Parent's evenings are held each term.

- Parents are invited to join Tapestry and Class Dojo.
- Information boards are used to keep parents up to date.
- Expertise of parents is used to enhance curriculum work when applicable.
- Daily reading records are used to communicate with teachers.
- Paull Primary School uses its website with a blog alongside Facebook and Twitter accounts to keep parents up to date.
- Friends of Paull consists of a parent body who work together to enhance the life of the school.

Personal, Social and Emotional Education and Dispositions for Learning

Each child has the opportunity to visit the school prior to starting. The class teachers visit all children of a new intake in their home to develop relationships at the earliest opportunity.

The children are encouraged to explore and experience a wide range of resources and facilities, enabling them to enjoy varied, stimulating and absorbing activities. Playing and sharing with others and so encouraging good relationships.

Children experience regular routines with breaks and lunches and quickly learn designated areas in their classroom.

Equal Opportunities, Inclusion and Special Needs

The Early Years Foundation Stage is taught in accordance with the present policy for Equal Opportunities. Children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability.

Contexts for Learning

Planning a curriculum should be a starting point which supports children's learning but also allows them the freedom to experiment, investigate and pursue personal interests. It should:-

- Be appropriate to children's stages of development.
- Cover all aspects of the seven areas of learning
- Consider the ways in which the child engages with other people and their environment- playing and exploring, active learning, and creating and thinking critically- underpin learning and development across all areas and support the child to remain an effective and motivated learner.
- Help all children progress towards the early learning goals by the end of the Foundation Stage and beyond.
- Carry out termly assessments using the individual assessment tracker.
- Build on what children are interested in and want to practise, explore and find out more about.
- Support children with SEN.
- Promote children's safety and well being.
- Let other people, e.g. parents, visitors etc., know about and contribute to the work of the setting.

Teaching and Learning Styles

Children are individuals and we plan to build on the children's prior experiences and their skills and knowledge.

We recognize that children have different learning styles:-

- Teachers need to observe and recognize that these opportunities must be created to match children's preferred styles of learning.
- Diverse methods of teaching are therefore needed.
- Activities may need to be adapted to extend/suit individual children.

- We regularly observe and assess each child to ensure all children are making developments throughout the curriculum.
- Some children will need skills/ information presented in several ways before they are secure.
- We aim for teaching which engages and involves children.

Independence

We give a high priority to fostering a sense of self worth, well-being, confidence and positive learning dispositions in all children.

We encourage self esteem, making success possible by:-

- Child friendly indoor and outdoor areas.
- Manageable doors, taps etc.
- Labelled pegs to find shoes, coats, etc.
- Clearly labelled classroom.
- Routines are established so that children begin to anticipate and take the next step, feeling secure that they will be right.
- Encourage good table manners and eating habits.
- We value independence.
- We encourage parents to help children achieve independence at home with dressing etc.

Continuity and Progression

Through team discussion and planning we continually monitor continuity and progression. To achieve this we use an online application called Tapestry, parents are also invited to participate with this observation process. We also use an individual assessment tracker to monitor every aspect of each child's development.

Our Early Years Foundation Stage setting has been designed to give the children an environment which is secure, happy and stimulating. The classroom is set out based on the child's interests ensuring children are developing through play. Children are taught through topics which incorporate their interests.

The curriculum is delivered through a combination of child/teacher led activities.

Progress throughout the Early Years Foundation Stage will be monitored through teacher observation and assessment. This enables teachers to plan effectively.

Assessment, Recording and Reporting

The role of observation is effective to learning. At Paull Primary School in the Early Years we assess and record and report in the following ways:-

- Communication between staff and parents.
- Termly parent evenings.
- Observe and record through Tapestry for parents to access at their convenience.
- Early Years Foundation Stage profiles in Reception.
- Individual children's assessment tracker to be updated termly.

Approved by Governing Body

**S. Dale
Chair of Governors**

Date

**P. Rowe
Headteacher**

Date