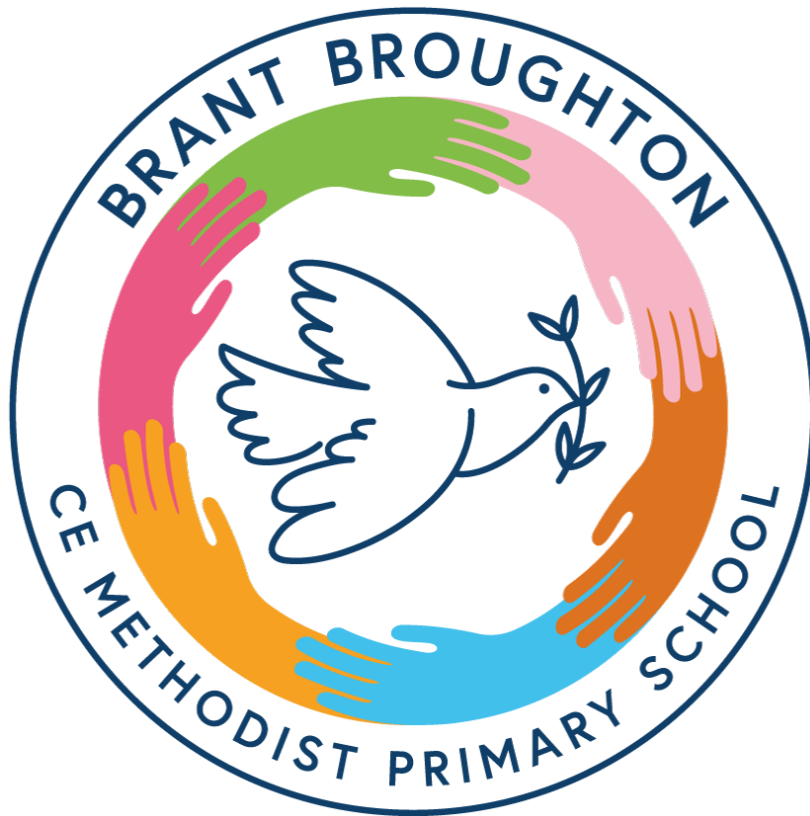


Brant Broughton Church of England Methodist Primary School



**Early Years Policy
September 2020**

Brant Broughton Church of England Methodist Primary School

Early Years Policy

Aims

At Brant Broughton we recognise that the reception year is an important and exciting time for all children and their families. It is our aim to provide a safe and nurturing environment that is inclusive to all children's needs and interests. We strive to make all children feel safe and secure within our environment so as to expand their experiences and learning. We encourage independence from the children's first day whilst instilling a 'can do' attitude that the children can apply to challenges later in their school and home life. As a Church of England and Methodist school we embrace a family environment in which we aim to reflect the '4 alls' of Methodism:

All achieve, All create, All believe, All a family

As well as in still deep Christian values in line with our termly Collective Worship themes:

Friendship, Thankfulness, Endurance, Respect, Responsibility and Honesty.

"Nurture a culture of high expectations that enable each self-motivated learner to reach their full potential."

- Quote taken from our School Prospectus

We strive to engage children in their learning through our creative and interesting environments which encourage the use of both indoor and outdoor space. We encourage a strong partnership between home and school.

Curriculum

At the heart of all our planning at Brant Broughton are the areas identified within the Early Years Foundation Stage Document (EYFS). This document splits learning into seven areas of development and learning, all of which are included in our adult inputs and the provision provided. These seven areas are then divided into two groups. The prime areas and the specific areas.

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 of the World** – People and Communities, The World and Technology

- **Expressive Arts and Design** – Exploring and Using Media and Materials and Being Imaginative

Characteristics of Effective Learning

The three characteristics of effective learning are also included within the EYFS. These areas are regularly assessed alongside the prime and specific areas, and it is the Characteristics of Effective Learning that will be reported on at the end of the academic year.

- Playing and Exploring – children investigate and experience things and events around them and ‘have a go’
- Active Learning – children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve
- Creating and Thinking Critically – children have and develop their own ideas, make links between different experiences and develop strategies for choosing their own ways to do things

Assessment and observation

Assessment and observation happens daily within reception to help us track, report and encourage development whilst including the children’s interests. All adults involved with the reception children take photographic and written observations of the children’s ‘play’. These observations enable practitioners to monitor and assess children’s progress as well as feed planning for next steps, ensuring the provision reflects individual needs and interests.

We use the online tool ‘Tapestry’ to record all findings and observations, which is also available to parents and further family to keep up to date with their children’s’ learning and to add their own observations. At the end of the reception year the children are assessed against the 17 Early Learning Goals (ELGs) and will be judged as ‘emerging’, ‘expected’ or ‘exceeding’. This information is then shared with Lincolnshire County Council to inform local and national data. School engages with annual moderation of their Early Years Assessments to ensure accuracy.

The Learning environment and learning through play

We see the classroom and outside area as the third teacher. We keep all areas open and accessible to the children to promote their learning through play, encourage independence and self-motivated challenge. The children receive adult input at the beginning of each lesson and are then encouraged to initiate their own activities. Throughout the areas challenges will be set out according to feedback from previously taken observations, next steps and current interests, feeding the circle of planning and assessment.

Planning

The Foundation Stage pupils are in a mixed age class with the youngest Year 1 pupils due to the size of our school. The planning within the Foundation Stage follows an extended project for each of the three terms which runs alongside the two year rolling programme adopted by the rest of the school for those Year 1 pupils in the class. For all pupils, the themes are also supported by the child’s interests; this helps to keep the children engaged and allows them to take ownership of their learning. Activities and role play opportunities inside and outdoors provide a means through which children can independently practise, apply and develop the skills and ideas with the support of the adults in the setting.

Discrete phonics sessions are taught following the Phonics Bug scheme progression. The children apply their phonics skills each day, in and around the environment. Children take books home to practise their phonic skills in line with their progression through the screen. They can also access games, books and activities in line with the scheme at home. We practise speaking and listening throughout the day.

Maths learning follows the Power Maths progression with discrete sessions taught using Mastery techniques and carefully planned activities.

Home partnership

We are an inclusive setting that promotes a 'family' atmosphere. This includes children's parents or carers and wider family. We encourage a positive working relationship with an open door policy, making ourselves available before the whistle blows in the morning and after all children have been safely reunited with their families. Should these times be inconvenient we always make ourselves available during the day, either on the phone or in person.

We also encourage all parents and carers to add to tapestry with news from home; gatherings, events or visits. Anything they deem interesting enough to share. We also use these as an opportunity for children to share their news with the class, enabling confidence with public speaking and encouraging communication and language.

Teachers aim to visit all children in their preschool or home setting before starting school. They have the opportunity to come into school to spend time in the environment to get to know the staff. All parents are invited to a transition meeting before their children start school. Parents have regular opportunities to discuss their child's progress at termly parents' evenings.

As part of their transition to school, parents are asked to read and sign the separate Toileting and Self Care Policy.

Safeguarding

Safeguarding information received regarding incoming children is stored centrally with other pupils in school and shared with appropriate staff including the Designated Safeguarding Lead. The School Safeguarding Policy is followed in Early Years and outlines how concerns are responded to and the record keeping and information sharing protocols that are adhered to by all staff. Safeguarding concerns are taken seriously to protect and ensure the welfare of all pupils in the setting. Staff and governors are committed to safeguarding all pupils and contribute to multi-agency working to keep pupils safe. All adults working in our school maintain an attitude of "it could happen here". We recognise that staff, because of their contact with and knowledge of children in their care, are well placed to identify abuse, neglect or offer support to children in need. All staff receive annual training and know the procedures for reporting concerns. Early Years staff follow the main Safeguarding and Child Protection policy adopted by school.

Health and Safety

All reasonable measures are taken to ensure the safety of children and staff in the Foundation Stage. Children are taught the safe and appropriate use of equipment and materials and to be mindful when moving around school. Our health and safety policy is available on our school website. All medicines are kept in a locked cupboard at the school office or in a safe place where this is more appropriate for ease of access. No hazardous substances are used or stored in the setting. There is

always more than one an adult on site who is qualified in Paediatric first aid. Two members of the Early Years Teaching Team hold this qualification.

Inclusion

We value the diversity of individuals within school and tolerate a no discrimination philosophy. All children are treated fairly regardless of race, religion or ability. All children and families are valued within our school. We recognise that all pupils bring different experiences, interests and strengths which influence the way they learn and we encourage all children to do their best. We aim to give each child the opportunity to experience success in their learning and ensure equal opportunities will be extended to all pupils. We encourage children to make their own choices and in giving reasons for decisions and actions. 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, therefore we praise and encourage as well as celebrate achievements that are made in school and at home.

Special Needs

Those children who are recognised as having Special Educational Needs or a Disability (SEND) will follow a similar programme to their peers. However, where necessary adaptations and differentiation will be used to meet individual children's needs. Where we have concerns that a child may have additional undiagnosed needs, we will work with our SENDCo (Mrs Simeoli) and external support services to deliver a suitably adapted curriculum and/or additional support. Every effort is made to ensure pupils are able to access opportunities available to all pupils.

This policy will be reviewed every three years or earlier if significant changes to the Early Years Curriculum or expectations are received earlier.

Signed: (headteacher)

Signed: (chair of governors)

Date: