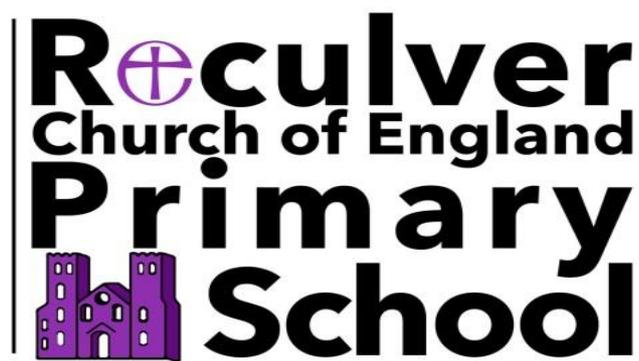


*'...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow weary,
they will walk and not be faint.'* Isaiah 40:31

connect | nurture | aspire | learn | excel | hope



Reculver Church of England Primary School



Early Years Policy

Date adopted by Local Governing Body: September 2016

Date of next Review: September 2020



At Reculver CE Primary School we believe that early childhood is the foundation on which children build the rest of their lives. Our practitioners will provide opportunities that build upon children's experiences and interests to enable all children to reach their potential in every aspect of their development.

Aims

- To provide a structured, secure, caring and well-resourced learning environment; both inside and out which meets all the individual developmental needs of 'young learners'. To enable them to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.
- To develop resilience, independence and individuality, whilst fostering respect and tolerance for others irrespective of ability, race, gender or background.

The EYFS

The Early Years Foundation Stage is based upon four themes:

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

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Reculver CE Primary School we ensure that every child is a competent, happy learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, 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.

Inclusion

We are a fully inclusive school and we value the diversity of individuals within the school. All children at Reculver CE Primary School are treated fairly whatever their needs, abilities, race, gender or religion. All children and their families are valued within our school. In our school we believe that all our children matter and we give them children every opportunity to achieve their best. We do this by involving children in the planning of their learning, encouraging them to make their own choices and taking into account our children's range of life experiences.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate, inspire and support children and to help them to learn effectively.
- Providing a safe, supportive and stimulating learning environment in which the contribution of all children is valued.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide additional support where necessary to close the gap.

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. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

At Reculver CE Primary School we understand that we are legally required to comply with The Welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of our EYFS classrooms and environment to meet the needs of the children.
- Provide staff with continual CPD.

We endeavour to meet all these requirements.

Positive Relationships

At Reculver CE Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We model and foster respect, empathy and caring relationships linked with our school Christian and British values. We encourage understanding of self and a responsibility to others. Foundation Stage practitioners will compose class rules with children. For example; so that we can be happy and learn safely at Reculver CE Primary School we will:

- Be kind to each other
- Listen to one another
- Look after our classroom

We recognise the huge contribution parents make to their child's learning and we work hard to develop and sustain links with parents. We actively encourage families to be fully involved in the life of the school by:

- Offering regular opportunities to visit their child's class and support the learning taking place.
- Providing parent learning/information sessions to share information about the way we teach reading, writing and maths so that parents can feel confident supporting their children at home.
- Encouraging parents to speak to their child's teacher, to share any celebrations, concerns or worries.
- Talking to parents about their child before their child starts in our school either through a home visit, or through an informal meeting at school

- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school in the transition play sessions.
- Sharing regularly the children's 'My Learning Journey' books and valuing the on-going contributions to these from parents.
- Offering two parent/teacher consultation evenings per year.
- Sending 'My Unique Story' reports home in terms 1 to 4 sharing progress and next steps and a final report home showing their child's attainment during the school year.

Enabling Environments

At Reculver CE Primary School we recognise that the environment plays a key role in supporting and extending the children's development. We will use information from parents and pre-school settings to inform our knowledge and understanding of every child. Through observation we assess the children's interests, stages of development and learning needs.

We will analyse and review what we see or know about each child's development and learning, and then we will make informed decisions about the child's progress. This enables us to plan appropriate next steps which are challenging, achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The planning within the EYFS is based on the Development Matters statements from the Early Years Foundation Stage curriculum. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This means that although a structured plan is in place, this may vary throughout the day. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

We maintain files which document the child's learning journey. These include observations, photos/video recordings and examples of their work. We encourage parents to make contributions to the file alongside their child's contribution. We share the individual files with parents during parent consultations. We use our knowledge of the children, and evidence collected in the children's file, to inform our judgements and to support completion of the EYFS assessments. At the end of the reception year in school, the child's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals. Parents are welcome to keep the evidence of their child's 'My Learning Journey' file.

The Learning Environment

We aim to provide a rich and varied learning environment as we know this will evoke the children's curiosity and increase their motivation to investigate, explore and to become involved; extending their ideas and experiences. The learning environment will comprise of the inside and outside areas. Both, which are of equal importance, will be available to the children and resources will be reviewed regularly in order to make the best provision for the children's learning and development. The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. Each classroom has defined learning areas, where children are able to find and locate equipment and resources independently. The Foundation Stage has enclosed outdoor areas, and children are able to free-flow between the indoor and outdoor spaces during child initiated times. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills, explore mathematical ideas, solve problems,

write for specific purposes and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

Learning and Development

At Reculver CE Primary School we believe children learn best through real experiences and active learning. We provide a daily routine for the children, which provides for teacher directed, teacher initiated and child initiated learning opportunities. We support children's learning throughout the child initiated and planned play activities and in doing so we ensure children have opportunities to engage and thrive in all aspects and areas of learning.

There are seven areas of learning and development that must shape educational provision in Early Years settings. We value all areas of learning and development equally and understand that they are often inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

We believe that it is vitally important for adults to support children's learning through play. Learning should be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Children will be intrinsically motivated to be lifelong learners. At appropriate opportunities the adults will:

- Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Extend vocabulary, knowledge and skills
- Encourage independence
- Add resources that stimulate, motivate and engage the learner
- Demonstrate / model and work alongside
- Help children to see links in their learning
- Support and encourage
- Encourage children to be problem solvers, problem setters and investigators
- Re-direct the play if necessary
- Help children to learn how to negotiate and resolve conflict
- Promote children's well-being
- Observe and assess learning
- Record judgments and plan for next steps in learning
- Provide feedback to child/other adult/parents
- Ensure the environment is safe and secure and that the Welfare Requirements are in place

The Way that Children Learn

We recognise that the Characteristics of Effective Learning also play a key role in children's individual learning and outcomes in the following ways:

Playing and Exploring

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creativity and Critical Thinking

Children should be given an opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the EYFS Unit to extend their learning.

Monitoring and review

SLT and subject leaders carry out monitoring of the EYFS through lesson observations, learning walks, book sharing, data analysis and discussion of individual children's learning journey's as part of the whole school monitoring schedule.

Signed..... Date.....
(Chair of Governors)

Signed..... Date:.....
(Head Teacher)