



Mobberley C of E Primary School Early Years Policy

## “Open Hearts, Open Minds, Open Doors”

“Ask and it will be given to you; seek and you will find; knock and the door will be opened to you.” –

## Matthew 7:7

**We aim for all our pupils to achieve their full potential and to thrive in the modern world, being confident and independent global citizens, with a life-long love of learning, based on the foundation of the core Christian values of respect, perseverance, compassion, friendship, courage and honesty.**

Within this document, the term Early Years is used to describe children within the Reception Class.

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”*

## Statutory Framework for the Early Years Foundation Stage, Department for Education, March 2021

The Reception year must provide every child with a feeling of security, being valued and the confidence to explore new learning. The Reception year is unique in that it can set the tone for later school life.

## The EYFS is based on four overarching principles:

* Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
* Children learn to be strong and independent through positive relationships.
* Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
* Children develop and learn in different ways and at different rates.

# Aims and Principles

* Reception practitioners should ensure that all children feel included, secure and valued.
* To keep all our children safe- all practitioners in the Foundation Stage make sure their approach is child centred. This means that we consider, at all times, what is in the best interestsof the child.
* To provide a relevant curriculum with tasks that make sense to the children and are both practical and purposeful.
* To provide opportunities for children to engage in activities planned by adults and those that children plan or initiate themselves. Practitioners must consider the individual needs and interests of each child, and use this information to plan a challenging and enjoyable experience in all areas of learning and development.
* Practitioners acknowledge the holistic nature of young children’s learning and natural links will be made between different areas of the curriculum, with the emphasis on learning through play and the importance of developing speaking and listening skills.
* Practitioners must create a learning environment that develops children’s imagination and encourages children to explore and express their ideas and feelings.
* Practitioners must respond to each child’s emerging needs and interests, guiding development through positive interaction.
* Involve parents and carers.

# Planning and organising the curriculum

The curriculum for the Early Years covers children in the Reception Class.

There are seven areas of learning and development that must provide a framework for planning, teaching and assessing in early years’ settings. All areas of learning and development are inter- connected. The three prime areas are:

* **Communication and Language** – children will be given many opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.
* **Physical Development** – children will be provided with opportunities to be active and interactive; to develop their co-ordination, control and movement. Children will be taught the importance of physical activity and to make healthy choices in relation to food.
* **Personal, Social and Emotional Development** – help children develop a positive sense of themselves and others; forming positive relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and have confidence in their own abilities.

There are also four specific areas, through which the three prime areas are strengthened and applied:

* **Literacy** – children will be taught to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials to ignite their interest.
* **Mathematics** – children will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
* **Understanding the World** – Children will make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
* **Expressive Arts and Design** – Children will explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology
* The curriculum is planned through a series of themes that reflect and respond to the children’s interests, offering experiences in all areas of the curriculum and which carry equal importance to provide a broad and balanced curriculum with opportunities for play and child- initiated activities.
* The long term plan is the Foundation Stage curriculum. This is an overarching framework that informs all other stages of planning. It shows the range of experiences and learning opportunities that are available while children are in the early years.
* Medium term planning takes the form of a theme based upon the children’s interests. It is evaluated weekly to respond to other emerging interests that the children may have.
* Short term plans select activities and learning objectives from medium term theme plan as deemed appropriate to meet the needs and interests of the children. Plans are extended and differentiated accordingly. Short term weekly plans also have scope for ‘spontaneous planning’, based on learning needs and interests as they occur through the week.
* Planning should provide a clear balance between challenging the ablest children in some cases to exceed Early Learning Goals whilst recognising that an attempt to implement the more formal work before a child is ready could damage a child’s disposition to learn.
* By the end of the Reception year, Maths and Literacy lessons will be in place in preparation for children entering Year 1.

# Classroom Organisation and Resources.

The organisation of the classroom reflects the importance that is placed on children learning through play and first-hand experience, developing independence and having opportunities to initiate their own activities.

## The Reception class provides the following areas:

* Small world area for retelling stories and small world play/exploration
* Role play area
* Large and small construction
* Book corner with a range of fiction and non-fiction books
* Writing table with a range of writing resources
* Making area with access to a choice of natural and man-made resources
* Finger Gym area to support the children’s fine motor skills.
* Phonics activity table
* Two classroom computers
* Malleable materials
* Musical instruments
* Painting and creative equipment
* Maths games and equipment

Outside classroom – a safe, fenced area including a sand pit, water tray, large construction area, mud kitchen, bike area, two climbing areas, investigation area, reading area, writing table and math’s resources.

All children have access to both inside and outside area across the day; this has a positive effect on the children’s development. Reception Class has its own outdoor classroom area as well a playground shared with Year 1 and Year 2. The Learning Environment -The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc.

# The Characteristics of Effective Learning

The following characteristics of learning underpin teaching and learning in the EYFS and form part of the skills and attributes that children need to acquire by the end of their learning journey in the Foundation Stage.

* Playing and exploring - Finding out and exploring; Playing with what they know; Being willing to ‘have a go’
* Active learning - Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do
* Creating and thinking critically - Having their own ideas; Making links; Choosing ways to do things

# Inclusion

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both able children and those with Special Educational Needs and/or Disabilities are considered, and the curriculum adapted to suit all levels of ability. Care is taken to assess the needs of each child. Should a child have any additional need the parent will be informed at an early stage. Group and individual help is provided within the school where possible through targeted interventions. We also seek help and support from outside agencies to bring in the expertise we need for guidance and support to help the children and parents within our setting.

# Transition into Reception

In June, a welcome meeting is held by the Headteacher and Reception Class staff to introduce parents/carers to the school, reception procedures and curriculum. Parents/carers are given a school prospectus which outlines the curriculum and school routines, along with a document pack to be completed and returned to school.

The Early Years Lead visits all nursery/ pre-school settings to find out about the child’s interests, style of learning, behaviour and any other important information.

Towards the end of the summer term all of the children are invited to visit the Reception class for two sessions to join in with play and share stories and songs sessions.

In September children start school in smaller groups of 15 children and do half days for a week. Each week the Reception teacher will consult with parents about how their child is settling into school to ensure that children are not becoming over tired with the days that they are doing in school through the first term.

Reception children are introduced to the life of the wider school gently as they are ready. When appropriate, playtimes are separate in the first few weeks allowing the children to settle with their

classmates in a quiet atmosphere, building to full participation in school playtimes. The process is the same for assemblies, building up to full participation by the end of the first term. They participate in school assemblies as fully as possible and every attempt is made to ensure the children know what to expect.

On starting school, each child will have a Year 6 buddy who will take special care of them during buddy time, assemblies and trips to church.

# Transition into Year One

The Year 1 teacher teaches PSHE every Thursday afternoon to Reception Class. The Year 1 teacher therefore gets to know the children throughout the year before they start in Year 1. In the final term in Reception, the Year 1 teacher will meet with the Early Years staff for a handover meeting to discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. These discussions help teachers to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

# Involving Parents

Parents/carers are the child’s first and most enduring educators. When Parents/carers and

practitioners work together in early years’ settings, the results have a positive impact on the child’s development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

* Outlining how the EYFS is being delivered to Parents/carers during the new parents meeting in June, to enable them to understand the value of supporting their child’s learning at home and how they can access more information.
* Curriculum overviews are put on the website termly to keep parents informed of their child’s current curriculum and learning needs including an outline of activities.
* Operating an “open door” policy, whereby parents/carers can come and discuss concerns and developments in an informal manner, and also to view children’s work.
* Sharing observations and progress at school via ‘Evidence Me’ app where parents can immediately view observations and assessments. They can also put their own observations on the ‘Evidence Me’ app for staff to view.
* Inviting parents/carers to help in the reception class or other classes in the school and to accompany children on school visits.
* In the Autumn term, there will be a ‘Greet the Teacher’ meeting for parents to further explain the curriculum, with a particular focus on phonics and reading, and to share ideas on how parents can be involved.
* Discussing individual next steps and progress with parents/carers at parents’ evening in Autumn and Spring terms.
* In the Autumn term there will be a Reading/ Writing workshop explaining to parents how we teach children to read and write and how they can help their child at home.
* Providing an annual written report to parents/carers in July summarising the child’s progress against the Early Learning Goals.
* Parents are invited to three ‘Stay and Play’ sessions throughout the year. Each session has a particular focus and this is dependent on the classes needs. Examples are Phonics, Mathematics or Language and Vocabulary or Physical Development.
* Library Friday is the first Friday of every month where parents are invited to come into school with their child and share a book with them.
* Any concerns over special needs will be discussed with parents and the Special Needs Co-ordinator (SENCO) for the school.

# Language and Literacy Supporting the Reception Child

* At Mobberley we teach phonics and reading using ‘Little Wandle Letters and Sounds’ each week children have home learning which has weekly new sounds and words. From week four children will bring home a wordless book which they have read three times in school. Once a child can blend they will have a decodable book. This is all explained to parents during a reading workshop in September.
* Children also bring home a library book for parents to share and read with their child.

# Assessment and Recording

Observations and activities are also used effectively in class to assess each child’s understanding of an identified area of learning. As part of our daily practice, we observe and assess children’s development and learning to inform our plans. We record our observations using the online learning journey ‘Evidence Me’ and these could be photographs of the children’s work or activity, videos or direct speech. Everyone is encouraged to contribute, and discussions take place.

During the first few weeks in Reception, the teacher assesses the ability of each child using the NFER baseline test and our own games and interactions. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils’ progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We record each child’s level of development against the 17 early Learning goals as Emerging or Expected.

We make regular assessments of children’s learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities.

Assessment is completed regularly and involves all staff. We record our observations using the online learning journey ‘Evidence Me’ and these could be photographs of the children’s work or activity, videos or direct speech. These learning journeys alongside our adult directed books contain a wide range of evidence that we share with parents at each parental consultation meeting. Tracking grids are updated at the end of each term. This provides a summary sheet for each child. We record each child’s level of development to be beginning, developing or secure within the Development Matters age-bands.

At the end of the final term in Reception, we send a summary of these assessments to the LA for analysis. The child’s next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report. Parents receive an annual written report that highlights the child’s strengths and development needs, and gives

details of the child’s general progress. We complete these in June, and send them to parents in early July each year.

# Health and safety

**Risk assessments**

Risk assessments are undertaken daily for all key areas and before we embark on any school outings

**First Aid**

There is always a member of staff in Reception who have had paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. They are taught to be mindful when moving around the school and are aware of safety issues.

**Medical Needs**

We keep records of any medical needs, allergies, children who need inhalers, Piriton and epi-pens so everyone is aware of individual needs. Parents/carers also complete a care plan. Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat.

Date: 17th October 2023

To be Reviewed: July 2024