



**BROADWAY  
FIRST SCHOOL**  
Inspire • Challenge • Achieve

## Early Years Policy

	Date	Signed
Staff agreement:	April 2019	
Governor agreement:	4 April 2019	P Wakelin
To be reviewed:	April 2023	

## **Early Years Policy**

### **1. Definition**

Early Years refers to the period in a child's life from birth to the end of Reception. In our school, early years refers to the time that a child spends in the Early Years class following the foundation stage framework. Our Early Years class has children from the age of three.

### **Aims**

- To understand every child as an individual
- To help children to develop their sense of identity as individuals but also as part of a group
- To help children to develop a balance of self-esteem and a sense of being valued
- To develop an awareness of the needs of others
- To develop the ability of children to take responsibility for their actions and so increase independence
- To develop skills and positive attitudes towards thinking, learning, self-motivation and questioning
- To provide a happy, safe and caring environment which enables children to learn how to work, play and co-operate with others
- To offer a broad and balanced curriculum which covers all seven areas of learning, including the use of the outdoors that enables each child to reach their full potential whilst fostering a great enjoyment in learning
- To help children develop a knowledge and understanding of their environment by providing opportunities to investigate, explore and question
- To enable children to communicate effectively through talking, listening, reading and writing
- To have an effective partnership with all those who are involved in the development of the child
- To ensure continuity for every child from pre-school to key stage 1
- To continue our own professional learning and so further enhance the experience for our early year's children

### **2. Induction**

#### **For Reception Children:**

##### **Summer term before entry**

- For Reception children, where possible, the teacher will visit them in their existing setting. Teachers will discuss and observe children with their current providers and begin the process of getting to know each child to ensure consistency in the nursery/playgroup transfer record.
- Two inductions morning planned for the children out of a possible three induction mornings. The first two involve all or half of the new reception group working with their parents in the classroom, depending on numbers. There is also an opportunity for pre-school children and their parents to attend at least one of these sessions so that parents and children can meet.
- The parents are invited to an induction evening. Here they will be given information about the whole school, including a guided tour of the building. They will also be given all the induction information and a chance to discuss and ask any questions.

##### **Autumn Term of entry**

- From the first day, children will attend school full time. However, parents can request that their child attends mornings only if this is in the best interests of the child.

- For the first week, parents accompany the child into the Early Years classroom and support them with the range of activities available in the room. Parents will leave at 8.50am. From the second week, parents take the children to the playground where they line up at 8.50am with their class. Parents are welcome to stay until the bell goes. From week three, there will be opportunities for parents to stay and engage in activities available with their child.
- From week one, all Reception class children will be teamed up with a buddy from Class 4 to help them around the school and with routines during playtime.
- Compulsory school age begins in the term after a child's fifth birthday.

#### **For Preschool Children:**

- Where the child is joining in the autumn term, and parents have applied and been granted a place prior to this date, children and parents will be invited to at least one play and stay session alongside the new Reception children.
- Additional play and stay sessions will be held each term, for potential new parents and children as well as those joining the following term.

### **3. The Curriculum**

- The Early Years Foundation Stage is the first part of the curriculum focusing on children from birth to the end of Reception Year. The philosophy underpinning the Early Years Foundation Stage curriculum is that learning is planned and structured with an emphasis on play-based activities. It is a distinctive phase of education that has a specialised and developmentally appropriate approach, both in planning and in delivering the curriculum.
- Children will complete the Early Years Foundation Stage Curriculum by the end of their Reception Year. However, the school has a number of ways in which the learning journey is continued from Reception into Year 1 and the beginning of the National Curriculum.
- National Guidance (September 2012) sets out seven areas of learning which form the basis of the foundation stage curriculum.

These areas are:

Personal, Social and Emotional Development (PSED)

Communication and Language (CL)

Physical development (PD)

Mathematics (M)

Literacy (L)

Understanding of the World (UW)

Expressive Arts and Design (EAAD)

Each area of learning has a set of related Early Learning Goals for the children to work towards by the end of their Reception year.

### **4. The Learning Environment**

The Learning Environment will:-

- be safe, secure, welcoming and stimulating
- promote a positive self-image
- foster independent learning and play

- encourage the children to challenge themselves
- maximise learning opportunities

Adults will:-

- have a shared purpose, expectations and good communication as a team
- ensure that all children make progress in all areas of the curriculum
- take a lead from the children's interests
- encourage children to enquire
- intervene sensitively and purposefully in children's learning to develop the children's ideas
- work in partnership with parents and carers

## **5. Planning**

- Our planning is based on half termly topics.
- Although planning is prepared in advance, delivery is responsive to the developing needs of the children in the Early Years class. The children's own ideas are also included in the planning stage.
- The class teacher and teaching assistant meet regularly to review and evaluate, plan, prepare and adjust work together.

## **6. Specific Practice**

Whilst the EYFS curriculum states that learning is fluid and that the age bands should not be seen as a sequence of steps, in many cases they are. Schools are judged by the progress the children make through these steps. For example, if a child entering pre-school at 3 years old is beginning the 30-50 months statements then they will be expected to be further along by the end of the academic year. With regard to Reception children, the national expectation is that they have at least achieved the Early Learning Goals which are listed as the final outcome for the foundation stage.

### **Mathematics**

- In the autumn term, children will focus on developing vocabulary and their understanding of numbers and begin to read and write them.
- In the spring term, children will begin to use addition and subtraction in number in practical/real life situations.
- By the end of the summer term, children will understand a wider range of mathematical terms and symbols and be expected to be able to write some of these as number sentences.

### **Literacy**

- Phonics is taught through the use of Letters and Sounds.
- Throughout the autumn term, the children are taught the 42 sounds using the Letters and Sounds scheme. They are introduced to a new sound every day and blending skills are begun as soon as the children have learnt their first group of sounds.
- In the spring term, the sounds are reinforced and the children begin to learn letter formation and write their own name. Children who are struggling to retain their sounds will work in a smaller focus group with the teacher or teaching assistant.

- Handwriting is taught separately, beginning with handwriting skills that develop towards fluent, joined handwriting over time. This includes developing fine and gross motor skills; these are physical movements to develop muscle and fine motor control.
- After parents attend an introduction to reading session, they are given a pack which includes a reading book. Books are changed when they have been read at home. The school's reading scheme starts with picture books, then books developing phonetic skills. By the end of Reception/early Year 1, the children should be on the school's accelerated reading scheme allowing them to choose books freely from the appropriate level.

## **7. Outside Learning**

We have fantastic access to an outdoor environment and are therefore able to offer a free flow way of working during the day. Free flow activities outside as well as planned activities are there to raise their awareness and natural curiosity about the world around them.

In doing so we aim to:-

- promote a developing interest in the immediate environment of the school site
- encourage use of a different range of resources
- provide opportunities to extend the cross curricular work from the indoors
- stimulate further their curiosity about living things
- provide interesting and exciting direct experiences

At Broadway First School, Early Years children have their own dedicated area for outdoor learning. In addition to our playground, we have a large open field, a wooded area used for Forest School, an outdoor classroom, pond and an eco-area. The staff use these areas to offer stimulating learning experiences outside the traditional classroom setting.

- Outings - Educational visits within the local community and further afield are also planned to support children's learning within the Early Years. There is a range of whole school and class trips which will be detailed on newsletters.
- Forest school sessions are arranged for at least one block per year with a specialist Forest School leader. An interest in the environment is fostered and self-confidence is built. Skills and attitudes learnt in these sessions are encouraged in everyday life.

## **Staffing**

The Early Years staff work together as a team to plan and deliver activities to maximise the use of resources available, to enable the children to realise their full potential. The role of the adult changes according to the activity.

A teaching assistant, qualified to level 3 or above, is employed specifically for the pre-school children. However, the class teacher and the teaching assistant work together to support all children in the Early Years class.

Parents are also a fundamental part of the children's learning experience. Partnership between home and school is actively fostered through 'Play and Stay' sessions, Inspire workshops, parents' contributions to learning journals and regular communication as appropriate, for example the home-school book. Parents are also given access to their child's Tapestry account so that they may see how their child is progressing.

## **8. Assessment and Recording**

- Children's progress is recorded using the 17 Early Learning Goals covering the seven areas of learning. A tracker system is used which makes the data accessible to all staff in school including senior leaders and, subject and assessment co-ordinators.
- Assessment is made regularly by all adults through frequent daily observations of the planned and self-initiated activities. These are kept in 'My Little Learner Books' and reviewed regularly in order to plan according to the needs of the children at the time.
- During the first half term, children's baseline assessments will have been completed. This, together with the existing data provided by their previous setting, enables staff to have a clear understanding of children's unique skills and plan for their development.
- The profile is continuously updated and monitored by senior leaders and subject co-ordinators at least half termly. The analysis of the data allows the class teacher to identify strengths and weaknesses so that planning can respond to these needs.
- Analysis of the data gathered provides evidence for progress made across the Reception year. It is important because it is the benchmark against which future value-added progress is measured.

## **9. Reporting**

- A nursery/pre-school transfer record is completed by each child's early years setting and received by school. This record forms part of the information which allows the class teacher to form a picture of each child before they begin.
- The class teacher has more informal contact with parents than other teachers and much of the picture of how children are doing is communicated in this way.
- A home-school book exists for every child. This is a two-way communication tool between school and home.
- Parents have two opportunities to meet formally with the class teacher, one in each of the autumn and spring terms. Towards the end of the school year, parents will receive a report from the class teacher summarising the progress of your child throughout the year. Parents may then book an additional meeting to see their child's class teacher.

## **10. Transition to Year 1**

- Time is spent with the teacher in Class 1 to help the children feel secure about the transition.
- Time is allocated for the Reception and Year 1 teacher to observe together and discuss the profiles and think about continuity in the first few weeks in September.
- During the first half term in Year 1, there is a gradual transfer to the National Curriculum. Children begin to experience more focussed work alongside child initiated activities as appropriate.