



**WYE FOREST FEDERATION  
ST.BRIAVELS AND REDBROOK  
PRIMARY SCHOOLS**

**EARLY YEARS POLICY**

Approved Full Governing Body:

Review period: Every 1 year

Signed \_\_\_\_\_ (Executive Headteacher)

Signed \_\_\_\_\_ (Chair of Governors WFF)

Date of Review: \_ March 2019 \_\_\_\_\_

Date of Review: \_\_\_\_\_

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## **Introduction**

This policy was updated by Nadia Arnold.

## **The Nature of the Early Years Education**

In this policy document the Early Years refers to children under the age of five and to others in the reception year.

At St. Briavels and Redbrook School we value the individual child. We acknowledge the value of his/her pre school experiences and build upon them by providing a broad and balanced curriculum in order to promote the child development matters statements (2012 EYFS). We aim to maintain a secure, purposeful, happy and stimulating environment within the classroom.

## **Entitlement**

The development of the whole child is crucial and provision in the Early Years can underpin future attitudes to learning. With this in mind, the Early Years team believe that:

- The child is at the centre of decisions about the curriculum.
- The curriculum reflects the way that young children learn, through purposeful and well planned play and first hand experiences.
- We take account of children's previous learning in other Foundation

Stage settings and ensure the next steps in achieving his or her potential are appropriate.

- The curriculum is planned to ensure coverage, continuity and progression in the development of the characteristics of learning within the prime and specific areas of learning and development.
- The environment, both indoors and outdoors, is well planned and well resourced to promote independence.

- Children's learning will not be compartmentalized into subjects, but will enable them to make links throughout all areas of learning. This links to our whole school creative curriculum and specifically 'In The Moment Planning'
- Practitioners will be working in partnership with parents/carers throughout the year through 'Focus Children' meetings, formal parent/teacher meetings and regular parent pop in sessions.

### **Planning**

Planning is responsive to the immediate interests of the children, built on ongoing observations, considering a relevant and inspiring curriculum for all children. An 'In the moment' planning approach is adopted to ensure that children are not 'taught' through structure at tables but that teaching is a natural process taken to the child at their current place of play with the teacher seen as a play partner. As the children become more independent and able to concentrate for longer periods of time children will be encouraged to take part in adult led activities.

### **Staffing, equipment and resources**

The Foundation Stage Co-ordinator ensures that appropriate resources are provided that inspire children and support the curriculum. These resources are monitored and updated weekly and 'In the Moment' as the children need them.

The reception class usually has a teaching assistant in order to ensure the highest quality provision for children in the Foundation Stage. Each reception child has a key worker, in our case, this is always the class teacher with the support of the Teaching Assistant.

### **Involving Parents**

Parents play a vital role in their child's development and are vital to their child's education, with this in mind, all parents are invited to:

- A 'new' parents evening prior to the children starting school.

- A chance to regularly attend 'parent pop in' mornings
- A workshop to inform and work with parents on how young children learn.
- 'WOW' vouchers, for parents to use with their children at home, are available to support the home/school links.

Parents are encouraged to share achievements at home and can access and contribute to their child's learning journey on a weekly basis.

- Parents are welcome into the classroom to look at photos, play with children and share achievements.
- Parents are invited in once a term to have feedback on their child's learning when they have been a 'focus child' and they are informed of their next steps.

### **Assessment and Record Keeping**

Children in the Foundation Stage are continually assessed through observation, in the form of:

- Spontaneous written observations
- Planned focussed observation
- Photographs
- Video

Our timetable ensures that adults in the classroom are given the opportunity to observe all children over a period of time, and respond appropriately by supporting and extending learning.

This ongoing assessment informs us of the children's interests to develop our planning and next step cycle.

Children have individual learning journeys, which contain transition documents and ongoing key assessments that show progress over the year in all 7 areas of development. When the children enter Reception class we observe the children carefully to assess the child's starting point or 'Baseline Assessment'.

### **Monitoring and Evaluation**

Monitoring of the Foundation Stage includes:

- Lesson observations on reception teaching staff to ensure effective teaching and learning and provide appropriate support if necessary.
- Monitoring of the seven areas of learning through our online data tracker 'INSIGHT' and online learning journeys (TAPESTRY) , in order for assessment of development matters statements or Early Learning goals to be consistent.
  - Monitoring of the Characteristics of effective learning through observing interactions with the children and developing these through play.
- Weekly planning meetings to ensure continuity of provision.
- Annual action plans to identify key areas of development within the Foundation Stage which is monitored and reviewed regularly.
- Children's progress is moderated termly and reported on at the end of the year to the Local Authority and the year 1 teacher.

The reception staff are involved in regular moderation sessions throughout the year (both in school and offsite at other schools). This helps staff recognise the importance of judging children's 'best fit' and enables consistency in our judgements.

### **Special Needs**

It is hoped that all children, whatever their stage of development or ability will be encouraged to participate fully in all activities and be motivated to reach their full potential. Those perceived to have learning difficulties, for any reason, have individual help and support from the classroom teacher and teaching assistants. If necessary, children are entered on the SEN register and their development is monitored (see SEN policy)

### **Equal opportunities**

All children are given equal access to all activities undertaken in school. We aim for each child to make progress in line with his/her abilities irrespective of gender, social background, ethnic group or physical ability

## **Health and Safety**

All Early Years children are made aware of the need for some simple, basic rules within the classroom and school in order to keep themselves and others safe. They are taught about safe use of equipment and a full and comprehensive safeguarding policy is in place (see safeguarding policy). Access to water is always available and hygienic food preparation areas for healthy food snacks are available in class.

## **Admissions**

All children are admitted at the start of the school year in which they will be 5. There is a meeting at the end of the summer term where parents are given an insight into the foundation stage curriculum. Parents also have the opportunity to pass on any information about their child. We have developed very good relationships with playgroups (and other pre-school establishments) to ensure smooth transition. At St Briavels, Sunflower children are visiting Bluebell Class from the Spring Term on a weekly basis. Home visits are offered where appropriate. Children start part time and follow a staggered admission programme. All children are full time by week three unless a joint decision with parents has been made and thought the right choice for the child at that time (this is reviewed weekly).

## **British Values**

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage. In Foundation stage classes we plan daily opportunities for the children where they are given responsibility, asked to make choices, make group decisions and vote fairly. We encourage respect for individuals of any age, ability and any faith.