



EARLY YEARS' POLICY

JANUARY 2018

Date for Review: January 2020

James Montgomery Academy Trust

Signed:

JAMT CEO Date:

Board of Directors Date:

Chair of Governors Date:

Early Years Foundation Stage Policy

'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 experience in the early years has 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. ('The EYFS Statutory Framework DfE March 2017).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Wath Victoria, children join our provision from the age of 2 up to the beginning of the school year in which they are five.

The Early Years Foundation Team

Sunbeams (day nursery) – Children can access the Sunbeams provision from the ages of 2 -4. Children can access morning sessions 8am-1pm and afternoon sessions 1pm – 6pm, or 8am-6pm (full day session).

Foundation stage 1 (Nursery) The Children can start in Foundation 1 in the September of the school year in which they are 4. They can access daily morning or afternoon sessions. We also provide provision for children to access the government funded 30 hours free childcare.

Foundation stage 2 (Reception) The Children start full time school in Foundation 2 in the September of the school year in which they are five.

Aims:

To help all young children achieve the five outcomes of Every Child Matters (ECM), staying safe, being healthy, enjoying and achieving, making a positive contribution and achieve economic wellbeing.

To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "What the child can do" will be our starting point.

To ensure that all children, irrespective of ethnicity, culture or religion, home language, family background, gender, learning difficulties or disabilities should have the opportunity to experience a challenging and enjoyable curriculum.

To provide high quality assessment through observations to ensure that the individual needs and interests of each child are met and are used to inform planning and next steps.

To provide a stimulating environment which provides opportunities for children to learn through engaging experiences and activities.

To create a partnership with parents and other professionals or agencies enabling us to have a positive impact on children's learning and development.

Learning and Development

At Wath Victoria Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and lead their learning based on their interests and love for learning.

The aspects of Learning and Development

The Early Years Foundation Stage is made up of seven programmes of learning and development, 3 prime areas and 4 specific areas.

3 Prime Areas

Personal, Social and Emotional Development
Physical Development
Communication & Language

4 Specific Area

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

The programmes of learning and development are underpinned by the principles and the four themes of the EYFS.

The four principles of the EYFS:

- 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;
- **children develop and learn in different ways and at different rates.**

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas which are accessible from all our EYFS learning environments at all times throughout the day. All areas are delivered through a balance of adult led and child initiated activities.

Staff will discuss each child's progress and achievement within these areas on a regular basis with parents/ carers. Each child's developmental profile is available daily for parents/ carers to look at and parental contributions are welcomed as part of a child's whole assessment.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Active learning through play

At Wath Victoria Primary School we provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding. Playing with their peers is important for children's development. We talk to them about how we get better at things through effort and practise and that we can all learn when things go wrong.

In a secure environment with effective adult support, children will be able to,

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.

- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

Key Person

Each child will be allocated a key person before they begin in Foundation. Children need familiar and trusting relationships in order for them to develop emotional well-being. If a child displays an attachment to a particular practitioner we will try to accommodate the child's needs wherever possible.

The key person will:

- Build relationships with the child and family.
- Help the child become familiar with routines and the new surroundings.
- Act as a point of contact for parents.
- Help to meet the individual needs of the child.
- Respond sensitively to the child's feelings, ideas and behaviour.
- Reassure and enable the child to access all areas of provision.
- Be responsible for planning to meet the individual needs and interests of the child.
- Contribute to the observing and assessing of their key children in order to plan appropriate experiences/ activities for the children.

Parents are introduced to their child's key person and will meet them or pre-visits and once the child starts in Foundation. They will be available on a day to day basis to discuss their children's needs and achievements.

Safeguarding & Welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.' (Statutory Framework for EYFS 2014)

At Wath Victoria we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence.
- Promote good health.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.

- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for.
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. Refer to our detailed safeguarding policy for further information.

Intimate Care

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However; depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. We actively encourage parents to start helping their children become independent with these tasks as soon as they start in our Foundation 1 setting. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff and parents work in partnership to give the right support to an individual child. More information can be found in our intimate care policy.

Transition

Wath Victoria provides full-time Early Years education for children in the Reception Year. This is for children who enter school from September of the academic year in which they will turn five years old. Before they start in the setting, all children are welcomed into our Foundation 2 class for 3 days transition during the Summer term. The purpose of this initial visit is for the children to meet their new practitioners and start to become familiar with their new school environment.

In the Summer term, parents are invited to an induction meeting to receive information regarding the induction process, to meet the practitioners and to learn a bit more about Foundation 2. There is time during the meeting for an informal chat and parents' questions. School information packs are also distributed to parents at this meeting.

Throughout the year, parents are invited to workshops and parent events to provide up to date information regarding what we are currently learning in class especially with phonics so that parents become confident with being able to support their child's learning at home.

All Foundation stage staff use the EYFS framework for planning an appropriate curriculum. This ensures progression in the development of skills for our 2- 5year

olds throughout all our learning environments. We also work closely with our Children's Centre to provide quality provision for 0 - 5year olds.