



Beaumont Primary School

Early Years Policy

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Introduction

This policy outlines the provision Beaumont Primary School offers to all its pupils aged four to five years. Children within this age range are taught in The Early Years which has its own framework and is therefore treated as a separate Key Stage. Early childhood education is valued in itself and should not be seen merely as a preparation for the next stage in learning.

Aims

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey. At Beaumont Primary School we believe that the children are at the heart of everything that we do and this ethos should be reflected in every aspect of school life.

The Early Years (EY) applies to children from birth to the end of the Reception year. The Early Years is based upon four principles:

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

Effective Early Years Education

Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements. At Beaumont Primary School we believe that children develop rapidly during the early years – physically, intellectually, emotionally and socially. Therefore, practitioners should ensure that all children feel included, secure and valued. Early years experience should build on what the children already know and can do. No child should be disadvantaged. Parents and practitioners should work together in an atmosphere of mutual respect.

To be effective, the early years curriculum should be carefully structured (recognising different starting points; relevant to levels of need). There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate for themselves. Practitioners must be able to observe and respond appropriately to children informed by knowledge of how children develop and learn. Well planned, purposeful activities and appropriate intervention by practitioners will engage children in the learning process. For children to have rich and stimulating experiences, the learning environment should be well planned and well organised. Above all, effective learning and development for young children requires high quality care and education by practitioner.

Induction

As previously mentioned the children are invited, with their parents, to visit the setting prior to the commencement of the Reception year. They will also have the opportunity to attend an independent session. The children will begin by attending part time, either a morning or afternoon, for the first week. After this it is expected that most if not all of the children should attend full time including staying for lunch. This can be a flexible arrangement if it is agreed by both the class teacher and parents that a child needs to stay part time for a longer period. However, it is the aim that the child should be fully integrated as soon as is possible without causing distress.

Inclusion

We value the diversity of individuals within the school. All children at Beaumont Primary School are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter, they are at the heart of everything we do. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Early Years we set realistic and challenging expectations that meet the needs of our children. We achieve this by:

- 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 and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- 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 support as necessary.

Special Educational Needs

Continual informal and formal assessments undertaken by staff provide opportunities to identify any special educational needs a child may have. As children all develop differently it is recognised that a significant lack in achievement after the initial settling in period represents initial concern and careful monitoring. The class teacher and or a Teaching assistant will also administer intervention programmes for targeted children. Children identified with special educational needs are monitored and initial concerns are discussed with parents, SENCO (Mrs Sumner) and advice may be sought from other agencies e.g. Speech and Language Therapy Service.

Equal Opportunities

All areas of provision will be made accessible to all children regardless of age, sex, gender, creed, race, ethnicity, or ability.

Safeguarding

The school takes its child protection responsibilities very seriously. Any concerns, which the school has will be noted, and if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish.

Parents as Partners

We value the involvement of parents in school. Parental involvement with school begins even before children start with an invitation to visit the school, meet their child's teacher and visit their classroom. Reception parents are invited to workshops in order to provide them with essential information to enable them to feel confident in supporting their child on their continuing learning journey. Parent Conference meetings are held three times a year to discuss children's progress. A written report is sent out three times a year also. Parents are provided with a weekly Early Years newsletter which informs them about what their child will be learning and how they can best support their child with the topic. Parents are invited and encouraged to be an active part of the Reception class and in turn the whole school community by reading to the class, talking to the children about the jobs they do or any special skills that they have. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher, EY Leader, Deputy Head teacher or Head teacher.

Behaviour Management

Behaviour is managed through positive reinforcement, praise and rewards. Adults clearly model expected behaviour and behavioural expectations are always made clear to the children. The Early Years follows the "Good to be Green" positive behaviour system just like the rest of the school ensuring continuity for the children. Parents can read the full whole school policy on Positive Behaviour.

The Early Years Framework

The Early Years Framework in its current form became statutory in September 2012. At Beaumont Primary School we adhere to this framework. All children in the EYFS

have access to a broad, rich topic based curriculum both indoors and outdoors. The seven areas of learning, the broad phases of development and the Early Learning Goals provide a National Framework for schools. They also provide an essential link between the pre statutory framework and the Key Stage One programmes of study.

The Seven Areas of Learning

The seven areas of learning covered by the framework are divided in to Prime areas (the areas which are found to develop first) and Specific areas (those that should be weaved in to the Prime areas as they are being developed).

PRIME AREAS:

Personal, Social and Emotional Development (PSED)

This is then split in to three aspects:

- Making Relationships
- Self-confidence and Self-awareness
- Managing Feelings and Behaviour

Communication and Language (C and L)

This is then split in to three aspects:

- Listening and Attention
- Understanding
- Speaking

Physical Development (PD)

This is then split in to two aspects:

- Moving and Handling
- Health and Self-care

SPECIFIC AREAS:

Mathematical Development (MD)

This is then split in to two aspects:

- Number
- Shape, Space and Measures

Literacy Development (LD)

This is then split in to two aspects:

- Reading
- Writing

Understanding the World (UW):

This is then split in to three aspects:

- People and Communities
- The World
- Technology

Expressive Arts and Design (EAD)

This is then split in to two aspects:
Exploring and using media and materials
Being Imaginative

Characteristics of Effective Learning

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. They are hierarchical beginning with playing and exploring and should be planned for and developed and built on aiming for all children to be 'creating and thinking critically'.

Playing and exploring – *engagement*

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – *motivation*

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – *thinking*

- Having their own ideas
- Making links
- Choosing ways to do things

Planning

Planning is based around the objectives in the broad phases of development, gradually building over the year, to facilitate learning that will enable the children to meet the Early Learning Goals. It includes age appropriate teaching, activities and resources. There should be clear differentiation and a good balance of teacher led and focused activities with child led and independent learning. The continuous provision planned activities should provide the children with challenges and opportunities for them to apply the knowledge and skills being taught. The timetable should allow for children to be able to spend extended periods in the continuous provision. Planning should also show where the characteristics of learning are being planned for and fostered.

Observation, Assessment

The planning within the Early Years is based on the Development Matters statements from the Early Years curriculum. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This will be indicated on weekly planning. This fostering of the children's interests develops a high level of motivation for the children's learning. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years takes the form of both formal and informal observations. Observations are recorded in a variety of ways, and contribute to the child's individual 'Learning Journey' book. At the end of the reception year in school, the child's progress is recorded on to the Early Years Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. The classroom has defined learning areas, where children are able to find and locate equipment and resources independently. The Early Years has an enclosed outdoor area, and children are able to free-flow between the indoor and outdoor spaces. 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 and be physically active. Activities and resources are planned for both inside and outside enabling the children to develop in all the areas of learning. There is a responsibility on the part of the school to ensure safe access to the outside, and that equipment is regularly maintained. Risk assessments should be carried out in accordance with guidelines and the outside area should be checked before use to ensure safety.

Health and Safety

Practitioners should be mindful of the elements and ensure the children are appropriately dressed and protected. Parents need to be informed of their responsibilities regarding learning in the outside environment and the provision of appropriate footwear, clothing and sun-creams. There should be clear expectations of positive behaviour. If an accident does occur a teacher will record this on an accident for that should be sent home with the child. If a more serious injury occurs e.g. a head bump the child's parents will be called to inform. The adults prepare the outside learning environment at the beginning of the session and are responsible for ensuring that equipment is stored appropriately at the end of the session.

Monitoring and Review

It is the responsibility of the Early Years staff to follow this policy. The Senior Leadership Team will carry out monitoring on the Early Years as part of the whole school monitoring system.

Early Years Lead:

Mrs Dale Sumner

Date Implemented:

September 2020

Date of Review:

September 2021