



Early Years Policy

Approved by:

School Governing Body

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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, DFE, 2012)

Aims

It is the aim of Wordsworth Primary school to ensure that each child settles into school life happily, and is given rich, positive experiences which will enable them to develop and grow. We aim to give each child the best possible start in life.

We aim to work in partnership with parents, as we strongly believe that parental involvement is key to our children's successes.

We also aim to work in partnership with Pre-schools to ensure a smooth transition.

Teaching in the Early Years follows The Development Matters in the Early Years Foundation Stage (EYFS) framework, DFE, 2012 and is planned and delivered by committed practitioners who understand and are able to implement the curriculum requirements. Practice in The Foundation Stage is underpinned by four themes.

- A Unique Child+ Positive Relationships+ Enabling Environments= Learning Development.

These themes ensure that our practice supports the children to enjoy, achieve, grow up safe, be healthy, make a positive contribution and understand economic well-being.

Objectives

Environment

- To provide a well-planned, stimulating and exciting environment, both inside and outside, which develops an enthusiasm for knowledge and learning.
- To ensure the environment allows children to actively explore, imagine and create, allowing them to extend and challenge their thinking.
- An environment which values learning through structured and unstructured play, challenging practical activities and good communication.
- An environment which promotes self-organisation, independence and confidence, where children can develop a good self-image through support, encouragement and praise.
- An environment which values all individuals and ensures all children feel happy, confident, secure and safe, and are therefore able to achieve their best.
- An environment which sets a high priority on Safe guarding children within our care: we endeavour to make our children feel safe and secure within their environment. We build strong relationships from the beginning. Throughout the year we teach the children about

possible dangers, and how to keep safe, healthy, fit and clean. We follow a specific PSHE curriculum that is embedded into the curriculum. All staff have regular Safeguarding training and are informed of any changes to practice.

- To ensure that all areas, both inside and outside promote literacy and numeracy.

Curriculum

- To provide a well-planned, broad and meaningful curriculum, which is underpinned by The Developmental Matters in the Early Years Foundation Stage (EYFS)
- To build upon each individual child's existing skills, knowledge and experiences, ensuring that all children achieve their best (ensuring relevant scaffolds and support are provided, as well as challenge to extend thinking).
- To draw upon a range of teaching and learning strategies which provide opportunities for children to engage in planned activities and those that they plan for themselves.
- To ensure that the Characteristics of Effective Learning underpin all teaching and learning within Early Years, and are actively promoted and understood, at a child's level, by the children.
- To follow the learning and development requirements set out in the EYFS curriculum. There are 7 areas of learning, which are divided into prime and specific areas.

Prime areas of Learning:

- **Personal, Social and Emotional Development (PSED):** here the children learn how to work and play, cooperate and function in a group, develop personal and moral values, understand themselves and others.
- **Communication and Language (CL):** here the children are encouraged to listen attentively in a range of situation's, giving attention to what others say and respond appropriately, while engaged in another activity, allowing them to become competent talkers.
- **Physical Development (PD):** we aim to develop physical control, mobility, awareness of space, and manipulative skills. Establish positive attitudes towards a healthy and active way of life.
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- **Specific areas of Learning:**
- **Literacy Development (Lit):** here we develop early literacy skills through reading, writing and phonic activities.
- **Mathematical Development (MD):** here we develop mathematical understanding and the foundations of numeracy, with a focus on practical maths and problem solving. We develop knowledge of shape, space, measure, time, money and pattern.
- **Understanding of the World (UW):** this covers finding out about the world around us, other people and features of the natural and man-made world. It lays the foundations for Information Technology, Science, History, Geography, and Design Technology.
- **Expressive Arts and Design:** here we foster the children's creativity through exploring and using media and materials, developing and using their imaginations.

- To teach the curriculum via short topics, which are of interest to the current cohort of children, and are therefore engaging and relevant, and likely to change with each different year group.
- On a daily basis to provide the children with a balance of child initiated activities (Moot), and Teacher led activities (Discovery time, mental maths, phonics, shared and individual reading, and a variety of whole class activities such as drama, music, PE, outside games, Library time)
- We strongly believe that every child has the right to have access to the full curriculum.

- To plan on a weekly basis as a year group in order to share expertise and experience, and regularly evaluate current teaching and learning.

Assessment

- To ensure that assessment is ongoing and integrated into every day teaching and learning, thereby maximising progress for all children, at their individual stage of development.
- To use a range of informal and formal assessments throughout the year, in order to make ongoing judgements on attainment and plan for the next steps in learning. Tracking attainment via Tapestry, and on summative data tables, class cohort sheets, phonics and key word sheets, and via teacher knowledge. Year Group leader to write termly data reports which directly inform current action planning.
- All children will have a baseline assessment, which will be carried out at approximately week 3. Through ongoing observations children are assessed against the age related expectations in order for us to work out whether they begin school working below, at, or above their age related expectation.
- To plan ongoing moderation, both internally and externally to ensure all data is robust, accurate and consistent.
- To plan for termly Pupil Progress Meetings, which focus on the progress and attainment of the whole cohort, and subgroups of children, as well individual vulnerable children. Appropriate interventions will be identified, set up and evaluated for impact.
- To ensure that every child's progress is tracked on Tapestry, and that parents are actively encouraged to contribute to this assessment, via observations, photographs and specific WOW moments.
- To ensure that every child has an up to date Learning Journey, which includes child initiated, independent and directed work, tracking of the Characteristics of Learning and an end of year report, providing a detailed book of each child's journey (progress and attainment) through Year R. Parents and children will contribute to this book regularly, by making relevant comments (specifically during 'Open Door' sessions). All Learning Journeys will be passed onto the Year 1 teachers, as part of the planned transition process.
- All cohort data will initially be entered onto a Pen portrait sheet, and then entered onto Bromcom every term, to be analysed by the Year Leader. Gaps in learning will be identified and made a priority, by adapting planning and if appropriate setting up interventions.
- All classes will have a provision map: tracking interventions for vulnerable children.
- End of Year data will be sent to the LA, by the 30th June, via SIMS.

Partnership with Parents

- To actively involve parents in their child's learning, by inviting parents to attend specific activities, on a regular basis:
 1. 3 planned pre-school sessions
 2. A home visit the week before their child begins school.
 3. An active 'Open Door Policy' at the beginning of every day
 4. Regular 1:1 parent meetings throughout the year in order for parents to formally discuss their child's progress.

5. Half termly 'Open Doors Sessions' where parents can come into the classrooms to share their child's Learning Journey
6. Parent Curriculum workshops in the Autumn Term
7. Weekly Parent reading sessions (once classes have settled in the Autumn Term).
8. Opportunities throughout the year to be part of specific activities, trips or events.
 - To regularly send out weekly home learning activities via Tapestry e.g. phonic cards and tricky words, topic projects.
 - To actively encourage parents to contribute to their child's learning journey by writing WOW stars in Tapestry (in home language if appropriate), and by contributing to the Learning Journey during 'Open Doors' sessions.

Transition

- To work in partnership with local pre-schools, to ensure a smooth and effective transition for all children. This will involve inviting all pre-schools to attend an Open Day at Wordsworth Primary School, and for the Early Years Leader and Inclusions Leader to visit all pre-schools who have children which will be attending Wordsworth. To obtain and read Pre-school learning Journeys prior to the children beginning in September, to begin to gain a picture of the whole child, in order to provide relevant experiences on entry to school. Further transition activities will be arranged for individual children who need a more structured and thorough transition programme.
- To work in partnership with the Year 1 team in order to ensure a smooth transition from year R to Year 1: supporting the children in feeling happy, confident and secure when they arrive in Year 1, in order to minimise any lost learning opportunities.

Legal Responsibilities

From September 2008, the EYFS became statutory for all schools and Early Years providers. It was reviewed in 2011 and a revised curriculum was put in place in September 2012. There are a number of standards set out in the EYFS Statutory Guidance booklet, 2012, which our school adheres to ensuring that our provision is of a high standard. These standards cover the learning and development and welfare requirements.

Supporting Policies

Disability policy

Child Protection Policy

Admissions Policy

Home Visits Policy

Inclusion Policy

Behaviour Policy