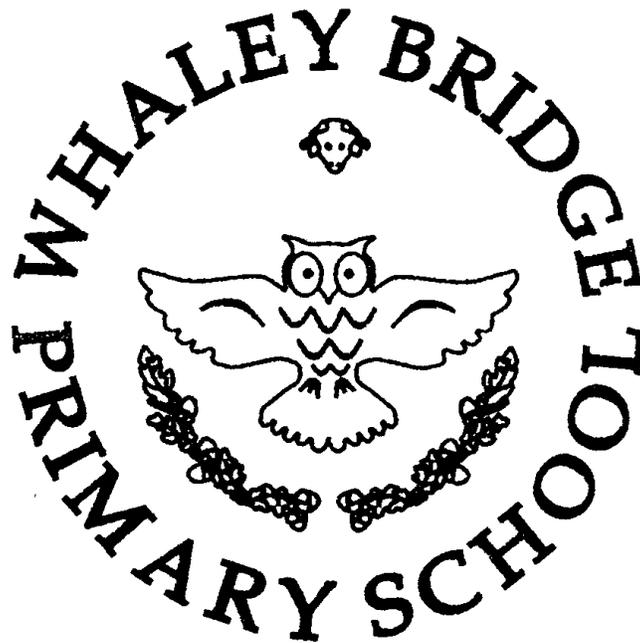


# **WHALEY BRIDGE PRIMARY SCHOOL**



## **EARLY YEARS POLICY**

Our Policy follows the principles of the Early Years Foundation Stage, underpinned by Development Matters which sets out the expected learning outcomes for children from birth to the end of the Reception year. A few children will continue to work towards the completion of the Early Learning Goals while in Y1 and a small number of children in subsequent KS1 and KS2 classes.

## **Our Aims**

- To provide high quality care and education.
- To liaise with pre-school agencies and provide for different starting points from which the children can develop their learning and build on existing knowledge and skills.
- To establish positive relationships with parents and carers, working in partnership with them in an atmosphere of mutual respect to support each individual child, ensuring that all children feel secure, confident and valued and not disadvantaged or excluded.
- To provide a relevant curriculum with practitioners who understand how children develop and learn during the early years and who are able to implement the curriculum with well planned, purposeful activities and appropriate intervention.
- To provide a play based curriculum.
- To ensure that the curriculum is carefully structured to include rich and stimulating experiences in a well planned organised environment, both inside and outdoors, in which children can engage in lots of interesting activities and experiment, explore and plan for themselves; encouraging independence and self esteem.
- To observe and respond appropriately to the children.
- To primarily meet the Early Learning Goals and objectives for assessment in the Foundation Stage.
- To facilitate a link between the Foundation Stage and the National Curriculum for the more able children through carefully differentiated planning.
- To support all learners in reaching their full potential.

## **Planning**

Planning is based around the three prime areas and the four specific areas of learning as outlined in the EYFSP and the stages of development stated in the Development Matters documentation:

### Prime Areas

- Communication and Language
- Physical development
- Personal, social and emotional development

### Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive arts and design

Long, medium and short term planning highlight the topics which are incorporated into the learning in Reception class. Topics are fluid and changeable as developments in planning reflect the needs and interests of particular children and cohorts. Planning takes account of the curriculum areas where children have already achieved and plans for their next steps.

In line with the EYFS both in and outdoor experiences are planned for and activities, where possible, are delivered in a play based manner which aims to stretch and extend all children and enable them to achieve their full learning potential.

Planning at the beginning of the Reception year takes into account prior learning at pre-school settings and parent(s)/carer(s) knowledge of their child's abilities and interests. Parents/Carers knowledge of the child will continue to be sort throughout the year to contribute to their child's profile.

### **Assessment and Progression**

The children's progress is monitored throughout the Reception year and appropriate challenges are set. There are several assessment techniques used to evidence progression. Formal assessment is recorded using itrack. Assessment evidence is collected through the use of; post-it notes to record successes, annotations, direct observations, photographs and where possible the knowledge about the child from all who are involved in the child's life.

As the children enter the Reception year a baseline judgement about their ability will be made using; information gained through discussion, written summaries from preschool settings, observations made by the class teacher and information, both written and oral, from the child's parent(s)/carer(s).

The progress of children will be reported to their parents both verbally and written, as will the characteristics of learning they demonstrate.

## **Teaching Methods**

Teaching is, wherever possible, play based, hands on and interactive.

Jolly Phonics and Letters and Sounds are used to support the teaching of phonics and subsequently reading and writing.

Children are encouraged to be independent 'learners and thinkers'. Children will be asked to work as a whole class, individually, in groups (both ability and mixed ability) and pairs. Teaching will be delivered in a manner which promotes problems solving, investigation and the ability to ask questions.

Lessons and topics which are covered will reflect the abilities and interests of the children in the cohort.

## **Equal Opportunities**

Opportunities are provided for every child to access the EYFS and to experience enjoyment, satisfaction and success. Where necessary children have individual support plans to ensure their needs are being met and supported. Likewise, children who start WBPS with a EHCP of or are recognised to need one while here, will be provided with the support they require to reach and fulfil their potential.

## **Safety**

Safety is of paramount importance and from the start of Reception children are taught to handle tools and resources in a correct and safe manner and to move around school and the playground sensibly and safely.

## **Role of the Co-ordinator**

The co-ordinator should:

Be available for advice and consultation with other members of staff involved in the education of children in the EYFS.

Be responsible for the formulation and updating of the policy.

Be responsible for the ordering of resources to support the Foundation Stage.

To hold staff meetings where appropriate to update staff on developments in the Foundation Stage.

### **Role of the Headteacher**

To ensure the legal requirements of the EYFS are being fulfilled and adhered to.

To ensure that the policy document is being adhered to.

To be available for discussion and consultation.

To provide the necessary funding from the budget to enable the aims of the policy to be met.

To inform supply/temporary/new teachers of the existence of the EYFS Policy.

Miss Berresford  
May 2016