



EARLY YEARS POLICY

Date agreed	Signed by	Minute Number	Next Review date

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Our Vision

For every child, a chance to shine!

Vision: Whaley Bridge Primary School aims to lay the foundations for life-long learning, so children become successful young adults who embrace the challenges ahead. We are here to make a difference, to inspire, nurture and encourage children to be the best they can be.

Our Core Values

Our **Core Values** drive everything that we do at Whaley Bridge Primary School:

We are an inclusive school which celebrates diversity, respecting other faiths, cultures and lifestyles.

Have an exciting, fun and creative curriculum which challenges, motivates and gives children the opportunity to become independent, happy learners.

All our staff are dedicated, caring and enthusiastic - delivering high quality teaching and learning in a safe and positive environment.

Learners will respect and appreciate our natural world and play a part in maintaining and improving their environment.

Encourage and develop individuality, resilience and teamwork, enabling children to make positive relationships.

Young learners will feel a sense of personal achievement and pride as they gain vital skills for life.

Learning & Development

Learning and Development is categorised into three prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

and four specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design.

Achievement of these prime and specific areas of learning is through the characteristics of effective learning:

- playing and exploring
- active learning
- creating and thinking critically.

Our EYFS Curriculum

Our EYFS Curriculum:

- introduces challenging, engaging and real life problems
- strives to encourage and develop a love of learning
- lets learning happen within a child-centred approach
- ensures resources and apparatus are available to support learning at every stage of development
- ensures resources and apparatus are available to support learning in every area of the EYFS curriculum
- ensures all areas of learning are regarded with the same level of importance and are interlinked in learning
- includes fundamental British values to teach children a sense of self and belonging, enabling them to learn and stay true to the values that make people good human beings
- ensures that children learn to live together peacefully, with each of them playing a valuable role in the multi-cultural world in which they live.
- lays the foundation of staying safe inside and outside of the learning environment.

The Enabling Environment

The Reception area is carefully planned to ensure all areas are used to enable learning for every child. The children have the choice of where they choose to learn. All activities are based upon current assessment and all have a main learning intention that can be accessed with and without adult support.

Our basic provision is linked to the age-related expectations of the cohort.

We encourage child-initiated activities and adapt our continuous provision accordingly.

We enhance our provision through objects, prompts, conversation and questioning.

Planning

We use the development statements in Development Matters (DfE 2012) to identify next steps for each child to deepen, challenge and extend their learning. Planning ensures activities allow for Characteristics of Effective Learning to be demonstrated and embedded.

Planning is based on children's interests. The long-term plan is in place but is subject to change according to cohort interests.

Activities based on skills may be led by adult facilitators in the classrooms. These activities let learning happen through creative opportunities, a supportive environment and a sound pedagogical understanding.

Appropriate resources in the Reception environment are stimulating and relevant. The resources are provided to create rich learning opportunities through a range of highly structured, adult-led, child-led or child-initiated learning.

Child-initiated activities may be instigated when the child brings something to the setting; this might lead to the provision of resources, stories and pictures to support this interest.

A whole class focus is linked to activities within the EYFS setting. These are adapted continuously to meet the needs of the unique child. Attention to children's adaptation of activities is encouraged and creates extended learning opportunities.

Children are encouraged to challenge themselves through self-selecting tasks and activities. The activities offer opportunities for extended learning and are structured to develop their learning.

Planning takes into account children with individual needs in line with the Inclusion policy.

SEND Policy

We are an 'enhanced resource' school, with places for children who have additional needs including moderate to severe learning difficulties, speech, language and communication impairment. We also have facilities for children with additional sensory, physical and medical needs and children who need support with their social, emotional and mental health wellbeing.

We believe it is important to consider the needs of all children, and that all children are entitled to a broad and balanced curriculum. Every effort is made to identify and assess children with additional educational needs as early as possible and to provide differentiated tasks according to their needs.

We acknowledge and respond to the particular vulnerabilities of children with additional needs and endeavour to provide an environment and culture where these children feel comfortable and able to express their emotions.

We take into account the guidance of the **Special Educational Needs Code of Practice (2014)** in conjunction with the **Children and Families Act (2014)** in addition to **Supporting children at school with medical conditions (2014)**. An inclusive education is implemented, with a graduated response, matching the level of support to the requirements of the child, in accordance with guidelines.

All children, **including those who have been identified as more able**, will be given opportunities within lessons and through extra-curricular activities, to use and develop their gifts and talents and be stretched and challenged where appropriate.

See *SEND Policy* for additional information.

Assessment

On-going formative assessment is at the heart of our effective early years practice.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes various forms and this involves the teacher and other adults as appropriate.

We use the Development Matters statements on iTrack to capture baseline assessments that are carried out in the first few weeks of school. This assessment will inform us of the cohort's emotional needs as well as academic attainment at point of entry. This information will be analysed within our EYFS team as well as being shared with the SLT.

We ensure our end of EYFS assessments are reliable through:

- our knowledge of the child, gained through observation and interaction
- our environment enabling the child to flourish to their full capacity
- ensuring a range of contributions eg from parents, peripatetic teachers and other relevant adults
- moderation across the EYFS team
- moderation with KS1, cluster schools and the Local Authority.

Parents and carers are given the opportunity to meet with their child's teacher twice a year in a formal parents' meeting and receive twice-yearly written reports. We openly encourage parents and carers to inform us of any new achievements that their child has made. This could be through the use of our 'open door' policy, superstar notelets or reading/homework diaries.

Transition to Whaley Bridge Primary School

Planning a smooth and thorough transition starts as soon as possible and well in advance of the September start date.

At Whaley Bridge Primary School, we have created good links with our main feeder nurseries and endeavour to build new relationships with pre-school establishments that are new to our school and for children in their care.

To ensure the best possible transition, we:

- value the parent as the first educator of their child
- make contact with every feeder pre-school within our new intake to discuss essential information on every child
- visit as many pre-schools as possible to meet children in a familiar setting
- share important information about our school during a new parents' meeting (June/July)
- use information sent by pre-schools to inform early planning
- hold a 'taster' session for children in June/July
- share information, in a transition meeting, with key adults for children with additional needs and/or attend multi-service meetings where appropriate
- stagger entry of the whole cohort in September to enable a calm, quiet start to school.

Transition to KS1

We acknowledge how important it is to ensure this transition is smooth. Staff will work closely to share all personal, social and academic achievements of the children. For those children that are still working within or below the Early Learning Goals, this will be reflected in the planning and delivery of lessons. If children are still working at or below this level by Easter, we will assess if they then need to be tracked against the P levels.

Home Learning

Information on when and how parents can support their child at home will be shared with them as the child progresses. We request that the child's reading folder is sent to school each day so anything we feel a parent needs to see does not go missing in transit.

The Reception Team

Our Reception Team consists of experience teachers who are skilled in early years teaching. They understand the needs of the young child and how best to create an environment to enable a love of learning.

Our aim is that it is hard to distinguish between teacher and teaching assistant in our setting. Everyone works towards the same goal – to ensure every child achieves to their highest ability by learning through play and enjoyment.

This policy was completed in:

June 2018

It was approved by the Governing Board on:

Review date: