

## EARLY YEARS POLICY



Written By	: Lindsay Burns
Approved By	: Nicky Metcalfe
Date	: Spring 2016
Next Review Date	: Spring 2018

# **Early Years Policy**

## **1. Approach to Learning**

## **2. Routines**

## **3. Induction Programme**

## **4. Partnership with Parents**

The March School Early Years policy should be cross referenced to the school's:

Inclusion policy

Equality of Opportunity policy

Special Educational Needs (SEN) policy

Admissions policy

Assessment and Reporting policy

Teaching and Learning policy

The March School is a Rights Respecting School. All pupils, staff and visitors have the right to

be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school

ethos, and our policies and practices support these rights. We are committed to equal rights, mutual

respect and shared responsibility.

## **1. Approach to Learning**

Our Early Years Policy reflects the school aims but in particular our aims for Reception children are:-

to give children the best possible start at school

to make a safe and secure link between home and school

to build shared understanding and trust between home and school as a foundation for learning

The Aims of our school

To make learning fun and inspiring, developing a thirst for knowledge and an enquiring mind

To foster positive self esteem by valuing all achievements

To nurture the whole child, developing their emotional, social and spiritual awareness

To provide an inclusive environment where everyone is encouraged to fulfil their potential

To help children to become responsible and caring citizens

To lead healthy lives in a happy and safe environment

To encourage good behaviour and mutual respect for others and the environment

To work in partnership with parents, carers and the wider community

Early Years Curriculum

Our early years curriculum builds upon the Early Years Foundation Stage (EYFS) which all children

will have begun pre-school. The early learning goals establish expectations for most children to reach

by the end of the foundation stage.

They are organised into seven areas of learning:-

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### **Prime Areas:**

Personal, Social and Emotional Development  
Communication and Language  
Physical Development

### **Specific Areas:**

Literacy  
Mathematics  
Understanding the World  
Expressive arts and Design

The EYFS is the framework for our early years curriculum planning.

- Teaching and non-teaching staff will focus clearly on learning intentions (the knowledge, skills and attitudes that have been identified as the next step in a child's learning) and will be aware of how children need to make progress in their learning.
- For children, learning is an integrated process, not compartmentalised into subjects. However, adults need to be aware of how children's learning fits within the overall curriculum framework in order to ensure development for all children in all areas of the curriculum.
- The reception class is arranged in curriculum areas that are well resourced and clearly labelled. Children are encouraged to access and use resources independently and to take responsibility for clearing them away. The outdoor learning area is used as part of the classroom. Children are encouraged to use all areas.
- First hand experience and play provide meaningful contexts for learning because they motivate children in allowing them to explore what interests them.
- A balance of child-initiated and adult-initiated experiences are planned. There are many different ways of giving children access to the same learning. Children need opportunities to repeat and practise the same idea in different contexts in order to consolidate and extend their learning and provide a crucial foundation for literacy and numeracy. Adults have an important role in planning, supporting, and extending oracy skills.
- Young children need time to adapt to the school environment and the social, emotional, physical and intellectual demands it makes of them. Some children need time to watch what is happening before feeling secure enough to "have a go" themselves.

All children need:

- To feel valued as an individual and to develop high self-esteem
- To learn through first-hand experience and play
- To be active learners – both physically and mentally
- A safe and secure indoor / outdoor environment which is carefully planned and resourced
- To be given clear expectations based on safety and consideration for others
- A recognisable daily pattern or routine which allows them to work at their own pace
- A curriculum which is balanced and broadly based to support and be responsive to, their interests and ideas
- Adults who observe, listen and support them to develop as independent learners

### **2. Routines**

A Typical Day

8.35: The classroom doors open.

Children can come into school to planned, independent play activities.

Speedy Start where teacher has a focus group to start when the children are deemed settled enough by the teachers.

Registration.- the children self register as they arrive

9.00: Whole school Assembly (Reception children do not attend daily assemblies initially but only when their teachers feel that they are ready, starting with one a week and building up to attending daily assemblies.)

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9.15 - 10.15 Indoor and outdoor activities and focused tasks.  
10.15 – 10.30 Morning break/play time.  
10.30 - 10.45 Fruit and Juice  
10.45 – 11.20 Indoor and outdoor activities and focused tasks.  
11.20 – 11.50 Phonics.  
11.50 – 1.00 prepare for lunchtime, wash hands & toilet. Lunch in hall.  
Then out to play in main playground.  
1.00 – 1.20 Afternoon registration. Curriculum Input.  
1.20 – 2.40 Indoor and outdoor activities and focused tasks.  
2.00 - 2.15 Afternoon play in the main playground.  
2.15 – 2.40 Indoor and outdoor activities and focused tasks.  
2.40-3.05 Story/action rhymes/songs.  
3.05 Home time.

### **3. Induction Programme**

Parents are invited to a welcome meeting in April / May where induction arrangements are discussed and they find out more about the EYFS curriculum and daily classroom routines.

EYFS co-ordinator visits the children at their playgroups / nurseries.

6–8 Transition sessions ( Flying Start) in the summer term where parents and children are invited to visit the reception classes. When children are in the Reception class parents may attend focussed workshops on preparing children for 'Readiness for school'

Playgroups / nurseries invited to bring the children to school for a visit.

Children invited to 6-8 afternoon sessions (weekly)

Teachers to complete home visits. ( if requested by parents)

Staggered entry, children invited to start school in small groups. With mutual consent of parents.

All children to attend full time unless requested otherwise by parents.

### **4. Partnership with Parents**

Parents are the prime educators of young children. Staff need to work in partnership with parents and consider the child as part of a family unit. The foundations of the school's relationship with families are laid in Reception. There are many ways that teachers establish and develop this relationship but good practice in fostering and maintaining partnership includes:-

- accessibility of staff to parents
- encouraging parents to support learning at home
- encouraging parents into the classroom and celebrating children's achievements
- encouraging parents to contribute to learning journals
- creating a parent-friendly environment

Parents play a vital role in the education of their children. In the first few weeks they are encouraged to bring their child into the classroom at the start of the day when staff are available for informal

discussions. Parents can make an appointment to meet with class teachers at a mutually convenient time to discuss any concerns they may have. Parents consultations are held every six weeks on a rolling programme basis. There are also other more informal opportunities such as Tapestry , which parents use a login to the online assessment tool to find out about how their child is getting on at school and pass on information about their child at home.

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