

Brady Primary School

Early Years Policy



'All children can learn considerably more'



Aims of Brady Primary School

“All children can learn considerably more”

At Brady Primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self worth, self confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children’s learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment, teaching and learning.

Equal opportunities

At Brady Primary school we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

Inclusion

We are committed to promoting learning and teaching environments, for all, that embed the values of inclusive educational practices.

Through a child centred approach, we aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.



Introduction To be read in conjunction with the following:

- Curriculum policy
- Learning and Teaching policy

Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our service, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. In the development of this policy, the school has considered its impact with regard to equalities legislation.

Vision and Aims At Brady Primary School

At Brady Primary School we believe that every child can achieve well and learn successfully throughout their lives.

Our Early Years setting will set firm foundations for happy, successful and inspired learners.

The Early Years Foundation Stage is based upon four themes:

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

This policy explains how these four themes underpin our practice in Early Years at Brady Primary School.

A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. We recognise that all children develop and learn in different ways. This policy covers the education and care of all children in our Early Years setting, including children with special educational needs and disabilities (SEND) and children with English as an additional language (EAL). We have the highest aspirations for all of our children to make excellent progress in relation to their own individual starting points. Our EYFS Staff understand and observe each child's development and learning, assess progress, plan for next steps and expose children to new learning through practical, fun and relevant activities. Every child's needs are quickly identified and well met through effective partnerships between the setting, parents, external agencies and other providers where appropriate. All of our EYFS Staff consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy. We support our children to develop a positive sense of their own identity and culture and we nurture each child carefully to ensure they consistently develop their own behaviour management skills, independence and confidence.



Positive Relationships

In our school, the role of the key person is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them. The class teacher will fulfil this role formally for their class, unless an alternative arrangement is discussed with parents and deemed to be more appropriate, for example, if a child is working with additional support from a Learning Support Assistant. All of our EYFS staff develop good relationships with every child and parent through positive interactions, where achievements are celebrated. This secure attachment is important, because it provides a sense of security so that all children can become happy, successful and inspired learners.

Enabling Environments

At Brady Primary, we understand that the learning environment plays a fundamental role in supporting and extending children's development. We believe our setting is a highly stimulating environment with child-accessible resources that promotes learning and challenges children both indoors and outdoors. The Reception classroom is organised to allow children to explore and learn securely and safely, in creative and cross-curricular ways across all seven areas of learning. The indoor classroom has defined learning areas, where children are able to find and locate equipment and resources independently. We have two enclosed outdoor areas, and children are able to free-flow between the both indoor classrooms and both outdoor spaces. Being outdoors offers children opportunities for doing things in different ways and on different scales than when indoors. Throughout our setting, children are able to explore, develop their communication and problem solving skills and be physically active. Staff resource and teach indoor and outdoor activities every day, which are weather appropriate, but not governed by the weather. The planning within the EYFS is based on the Early Years Outcomes framework. We have long and medium term plans in place to ensure coverage is equitable, but through our short term plans curriculum coverage is adjusted according to the needs of individuals and groups within the cohort. We make regular assessments of every child's learning and we use this information to ensure that future planning reflects identified needs.

Learning and Development

There are seven areas of learning in the Revised EYFS curriculum. All areas of learning and development are important and inter-connected.

There are three prime areas which are fundamental areas of learning for every child, as their development supports development in all other areas. • Communication and Language • Physical Development • Personal, Social and Emotional Development

There are four specific areas, through which the three prime areas are strengthened and applied. The specific areas include essential skills and knowledge for children to participate successfully in society. • Literacy • Mathematics • Understanding the World •



Expressive Arts and Design

Our EYFS Staff teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. They foster the characteristics of effective early learning to ensure that happy, successful and inspired learners develop. By helping children to acquire excellent communication and language skills, and by supporting their physical, personal, social and emotional development we ensure that all children best prepared for their next steps in their learning. We believe that through play, our children explore and develop learning experiences, which help them to make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. When children have opportunities to play and engage with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions. We give children opportunities to be creative in all areas of learning. Adults support children's thinking and help them to make connections by showing interest, offering encouragement, clarifying ideas and asking open questions.

The Statutory Framework for the Early Years Foundation Stage also provides for three identified key characteristics of effective learning:

Playing and exploring: children investigate and experience things, and 'have a go'

Active learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements (hands-on);

Creating and thinking critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Transition into Reception

The initial transition process for children from various pre-school/nursery settings into Reception year. We meet all parents and children before they begin their school life here, through home-visits and open-afternoons at school. This gives children the opportunity to feel familiar with the school setting and excited about starting school. It enables teachers to ensure that our provision is the best it possibly can be for all children. We speak in detail with every parent about their child's interests and abilities and we can also answer any questions that parents have. Where possible, we will also make arrangements to visit children in their pre-school settings.

Parents and Carers as Partners

We recognise that parents are children's first and most enduring educators and we believe that excellent communication between parents/primary caregivers is essential to ensuring that children have the best possible education experience. We operate an open door policy every morning during the first two terms for parents with any queries or ideas. We have an open door policy every evening throughout the year. All children's 'Learning Journey' profile books are always available for parents to look at and we value the ongoing contributions to these from parents through 'wow moment' observations.

More formally, we also offering two parent/teacher consultation evenings per year and we send home a report on every child's attainment and progress at the end of the year. We inform parents half termly with a newsletter. We expect parents to read at least three times a week at home with their child, and to complete



the short homework task (usually phonics or maths based). The website enables the parents and carers to be kept informed about learning each week. Through the website we keep parents up to date with events happening in Reception and also use it as a tool encourage parents and carers to help with their child's home learning.

Assessment

Assessment within the EYFS takes the form of both formal and informal observations. These observations are recorded, post-it notes, photos and collection of actual work e.g. paintings etc. This evidence contributes to every child's individual 'Learning Journey' profile book. At the end of Reception year, every child's progress is recorded on to the Early Years Foundation Stage Profile. Every child's level of development is recorded against the 17 Early Learning Goals ('emerging', 'expected' or 'exceeding'). This end of year information provides a basis for a detailed report to enable a successful transition into Year One. The EYFS Profile is communicated to parents as a written report at the end of the Reception year. It also makes reference to the three characteristics of learning (playing and exploring, active learning, thinking critically and creatively).

We complete the Early Excellence Baseline assessment within the first 6 weeks of children beginning their Reception year. Alongside the Early Excellence baseline assessment, a Speech Link assessment is also completed. This is a paid for assessment which is completed online with the children, it has allowed us to quickly allocate children specific speech intervention.

Safeguarding & Welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.' (Statutory Framework for EYFS 2014)

At Brady Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Brady Primary Safeguarding Policy). We keep detailed First Aid and behaviour records in the EYFS Folder.

Good Health

All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times.



Intimate Care - “Intimate” care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child’s age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practice for the school to inform the school nurse of all children requiring intimate care. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins Reception at Brady Primary.

Monitoring Transition from Reception into Year 1

During the summer term appropriate provision will be made to help children feel prepared for Year One. The timetable will adapt to reflect life in Year One, for example, children will also go out for morning break. When children return to school in September, their timetable will continue in their new class on this carousel basis. A detailed report of progress, attainment and Characteristics of learning will be given to the Year One teacher from the EYFS Lead.

Monitoring of this policy The Headteacher, Early Years Leader, and subject leaders carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule; specifically, through planning checks, learning conversations and visits, Learning Journey checks and pupil progress meetings.

Review

This policy will be reviewed annually by the Assessment Coordinator. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body sub-committee.

Chair of Governors Date

Headteacher Date