



Yaxham Primary School

Early Years Policy

" Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church and Parish at diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils."

Early Years' Policy.

Early Years' education is the foundation upon which children build the rest of their lives and is an education that encompasses all learning. This policy outlines the aims, principles and strategies for play, teaching and learning in the Early Years' at Yaxham Church of England (VA) Primary School.

Aims

At Yaxham Church of England (VA) Primary School we provide:

- An enabling environment that is well planned and organised and which is safe and secure and provides rich and stimulating experiences.
- Continuous provision that gives opportunities to learn and revisit through active exploration using a wide variety of equipment and materials.
- An individual approach to each child's learning. We recognise the individual needs of children – emotional, social, physical, language acquisition, creative and intellectual and that they develop at different rates and learn in different ways.
- Positive relationships between children and adults.
- Play and recognition of the importance of learning through play in the development of children.
- A warm and caring environment, where the children can develop a positive image of themselves.
- An environment, which promotes respect and equal regard for themselves and other people in the world around them.
- An open partnership with parents/carers.

Planning and Organising

At Yaxham Church of England (VA) Primary School we plan for learning and development in accordance with the EYFS.

Planning will:

- Be written by the class teacher.
- Be clear and concise to provide broad and balanced opportunities and experiences which provide scope for flexibility, differentiation and annotation.
- Be informed by observations of children on what they can do.
- Include a balance of child initiated, adult directed and adult led activities.
- The Foundation Stage also plans for school visits and trips to the local community and surrounding areas and welcomes visitors into the school to share their skills and knowledge. This will give the children first hand, real experiences as a foundation to their learning.

- In Reception the children have the possibility of a staggered entry in September.
- In Reception the minimum adult ratio will be 1-13. The class has a full time teacher and teaching assistant.

Teaching and Learning

- We deliver the Early Years' Foundation Stage (EYFS) in Reception and also in the transition from Reception into Year 1
- Teachers and staff at Yaxham Church of England (VA) Primary School value the role of play at all stages of a child's development and recognise that through play children consolidate the teaching and learning experiences and opportunities they have had.
- Play is planned for through the environment where children can access and select opportunities that interest them and can be revisited. Play is also planned for by setting tasks with clearly specified aims and intentions using a variety of equipment and integrating it into the environment.
- Communication, Language and Literacy, Problem Solving, Reasoning and Numeracy and Phonics skills are taught in a fun, practical way and where possible with context and purpose to real life.
- We ensure that the activities provide opportunities for children's different learning styles, including visual, auditory and kinaesthetic approaches.
- Activities will be differentiated to cater for a wide range of abilities including S.E.N and gifted and talented children.
- Making choices and decisions are key factors in the development of children's self esteem and confidence.
- All staff work together to create a relaxed happy learning environment where high expectations of positive behaviour are encouraged.
- The children are encouraged to participate in all activities with a high level of involvement and to become active, independent learners.
- Children's individual Learning and development is recorded in the child's Learning Story/Special Book.

Partnership with Parents/Carers:

At Yaxham Church of England (VA) Primary School we promote an active partnership with parents/carers.

- We hold an introductory meeting for Reception parents/carers prior to starting, where they are given information about the school day and what to expect when their child starts school. Parents/carers are invited to ask questions.
- Parents/carers are invited to attend consultations with staff regarding their child's achievements and possible concerns at set times over the year.
- At the end of the Early Years' Foundation Stage parents/carers are invited to discuss their child's Foundation Stage Profile.

- Daily contact is available for short matters through the message boards and link books; appointments needing longer period of discussion can be arranged.
- Parents/carers of children in the Early years' Foundation Stage have opportunities to talk to staff before the start of the day.
- Parents are invited to various school events, including harvest festival, Christmas concerts, reading cafes, book before bedtime evenings and sports days
- Support and advice from the S.E.N.C.O is available for the parents of children with additional and special needs.
- Parents are invited to help in school and at many of our school events.
- Our Friends committee work hard to provide fund raising activities e.g. school fetes.
- News letters are frequently sent home with information and diary dates of future events.
- Each child in Reception has a link book, which is used as both a reading record and to exchange messages and information.
- Parents/carers are invited to come and join our weekly Collective Worship sessions on Fridays.
- In Reception children have a 'Learning Log Book. It contains a weekly Challenge that has been written and stuck in by the class teachers and follows on from what the children have been learning about in school that week. There is also a space for the parents to write back about that week's homework.

Links with the community and other agencies

- Educational visits to enrich and extend the children's learning experiences will be arranged to places in the local
- At various times of the year, visitors are invited to talk to the children
- Support services will be contacted when necessary i.e. speech therapy and psychological services.
- We also value and support transitions from local pre-schools and nurseries.

Assessment and record keeping

Assessment in Reception is an on-going procedure using many techniques e.g. tracking, observations, through drawing, mark making etc, and photographs which are linked to the Early Years' Foundation Stage and used to inform the Early Years' Foundation Stage Profile.

- Children in Reception are assessed using the Bury Infant Check after the first 6 weeks of the Reception year.
- A baseline EYFS profile made for the Reception children in the first 6 weeks of school.

- Dispositions, skills and knowledge are routinely noted during adult directed activities in Reception.
- Discussion with colleagues allows frequent sharing of information about individual children.
- Each child in Reception has a Learning Story which is a collection of observations, wow moments, photographs and children's creations. This is to show the child's learning and development throughout their time in Reception and as evidence for the EYFSP.

Strategies and Staff Development

- The Early Years' Foundation Stage Teachers and Teaching Assistants will have opportunities to refresh and develop their skills through relevant training in school and through courses provided by the L.A.
- The school works closely with students studying a range of child care courses. Students will be given a guide to working with children. They will be briefed with clear learning objectives before taking part in an activity with children.
- The annual Early Years' conference is available for staff to promote new ideas.
- Support is given to both newly qualified and newly appointed staff. The former will have the help of a mentor.

Monitoring and Evaluation

- The head teacher, and class teacher observe and evaluate opportunities and experiences provided for the children.
- The head teacher monitors assessment.
- The class teacher will evaluate their own practice on a daily basis.
- The Reception class teacher will evaluate maths, language and literacy regularly and make changes for future reference.
- The EYFS profile will be updated regularly throughout the year.
- The EYFSP will be moderated by the Early Years' team and advice etc will be given.

Policy agreed by staff: April 2014

Policy agreed by Governors: May 2014

Next Policy Review: May 2019