

Grindleton C.E. Primary School



In the same way, let your light shine before others that they may see your good deeds and glorify your father in heaven.'

Matthew 5 v16

Early Years Policy

June 2020

The Principles of Early Years Education

A well planned and well organised environment gives children rich and stimulating experiences. It provides the structure for teaching within which children explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress. There should be opportunities for children to engage in activities planned by adults and also those children plan themselves.

Children can learn through play on other ways. They do not make the distinction between 'play' and 'work' and neither should staff. Children will need time to become engrossed, work in depth and complete activities.

The EYFS is based upon four **themes**:

A Unique Child - "Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured"

Positive Relationships - "Children learn to be strong and independent through positive relationships"

Enabling Environments - "Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers"

Learning and Development - "Children develop and learn in different ways"

The EYFS identifies three **characteristics of effective learning** which are, "the ways in which the child engages with other people and their environment". They "underpin learning and development across all areas and support the child to remain an effective and motivated learner":

Playing and exploring - engagement

Active learning - motivation

Creating and thinking critically - thinking

There are **three prime areas of learning** which "are fundamental, work together and... support development in all other areas":

Personal, Social and Emotional Development

Physical Development

Communication and Language

There are **four specific areas of learning** which, "include essential skills and knowledge for children to participate successfully in society":

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Staff must be able to observe and respond appropriately to children, informed by knowledge of how children develop and learn.

Well planned, purposeful activities, where practitioners intervene appropriately will engage children in the learning process and help them to make progress with their learning process and help them to make progress with their learning. All staff will endeavour to ensure that all children feel included, secure and most of all valued.

All children, staff and parents work together.

Above all, high quality care and education by staff will lead to effective learning and development of our young children.

Early Years experience should build on what children already know and can do.

No child should be excluded or disadvantaged because of his/her race, culture or religion, language, family background, SEN, disability, gender or ability.

Physical Development

To give children the best opportunities for effective physical development, practitioners should plan for :

- Activities that offer appropriate physical challenges
- Sufficient space, indoors and outdoors, to set up relevant activities
- Sufficient time for children to use a range of equipment
- Resources that can be used in a variety of ways or to support specific skills#
- Activities which are imaginative and enjoyable
- Time and opportunities for children with other abilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- Additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities
- Opportunities to observe, assess and plan the next stage in children's learning

- Relevant training to improve practitioners' knowledge, skills and understanding

Creative Development

To give all children the best opportunity for effective creative development, practitioners should plan for

- A rich environment in which creativity and expressiveness are valued
- A wide range of activities that children can respond to by using many senses
- Sufficient time for children to explore, develop ideas and finish working on their ideas
- Resources from different cultures to stimulate different ways of thinking
- Opportunities to work alongside artists and other talented adults
- Activities which are imaginative and enjoyable
- Physical contact and guidance for children with visual impairment to access materials, spaces and movements
- Opportunities for children with a hearing impairment to experience sound through physical contact with instruments and other sources of sound
- Opportunities for children who cannot communicate orally to respond to music in different ways, such as gestures
- Accommodating children's specific religious or cultural beliefs relating to particular forms of art or methods of representation
- Opportunities to observe, assess and plan the next stage in children's learning
- Relevant training to improve practitioners' knowledge, skills and understanding

Mathematical Development

To give children the best opportunities for effective mathematical development, practitioners should plan for :

- Many different activities, some of which will focus on mathematical development and some of which will draw out the mathematical learning in other activities, including observing numbers and patterns in the environment and daily routines
- Practical activities underpinned by oral development
- Activities which are imaginative and enjoyable
- Help for those children who use a means of communication other than spoken English in developing and understanding specific mathematical language
- Opportunities to observe, assess and plan the next stage in children's learning
- Relevant training to improve practitioners' knowledge, skills and understanding

Knowledge and understanding of the world

To give children the best opportunities for developing effectively their knowledge and understanding of the world, practitioners should plan for:

- Activities based on first hand experience that encourage exploration, observation, problem solving, prediction, critical thinking and discussions
- A safe environment with a wide range of activities inside and outside that attract children's interest and curiosity
- Activities which are imaginative and enjoyable
- Adult support in helping children communicate and record orally and in other ways
- Supplementary experience and information for children with sensory impairment
- Opportunities to observe, assess and plan the next stage in children's learning
- Relevant training to improve practitioners' knowledge skills and understanding

Personal, social and emotional development

To give all children the best opportunities for personal, social and emotional development, practitioners should plan for:

- Activities that promote emotional, moral, spiritual and social development alongside intellectual development
- Experiences that help children develop autonomy and disposition to learn
- Opportunities to give positive encouragement to children with practitioners acting as positive role models
- Positive images in books and displays that challenge children's thinking
- Opportunities for children to work alone and in small and large groups
- Activities which are imaginative and enjoyable
- The development of independence skills in those children who are highly dependent upon adult support for personal care
- Support and a structured approach to achieve the successful social and emotional development of vulnerable children and those with particular behavioural difficulties, including those with autistic spectrum disorders.

Opportunities for play and learning that take account of children's particular religious and cultural beliefs. Constructive relationships between children, practitioners, between practitioners and children, with parents and with workers from other agencies

Language & Communication

Our curriculum provision will include:

- Opportunities for children to take part in discussions, listening and communicating both in planned sessions and informally as the situation arises
- Specific teaching of a signing or PECS vocabulary where appropriate
- Objects of reference used where appropriate
- A wide range of experiences planned to extend the children's understanding and use of vocabulary
- Activities planned to help children to hear and say the different sounds in words
- Information Communication Technology used as a communication aid where appropriate
- Daily story, singing and rhyme sessions where children are encouraged to listen and participate appropriately
- Opportunities to take part in role-play with adults, peers and alone
- Opportunities to listen to and to record other sounds e.g. music, animal noises, and environmental sounds
- Opportunities for children to use language in different ways: giving information, making requests, describing things and events and initiating and closing interaction
- Staff promote good communication skills through example and by making time to listen and respond
- Staff support, initiate, participate in and extend conversations.

Literacy

To give all children the best opportunities for effective development in language and literacy, practitioners should plan for:

- Opportunities to share books with an adult
- Specific teaching of how to handle books and how they are organised
- Opportunities to listen to and demonstrate an understanding of a broad range of children's literature
- Opportunities to use ICT to access reading materials
- Opportunities to use ICT to develop word/letter/sound recognition skill
- Individual reading sessions where children are encouraged:

To tell the story from a picture sequence moving left to right and top to bottom
To join in with words and phrases repeated in a story or poem
To recognise "Favourite Books"
To understand that print carries meaning
To recognise some words, initially their own name.

- Opportunities to experiment with a variety of writing materials

- Specific teaching of the language of writing e.g. up, down, round
- Opportunities to develop their fine motor skills in pencil control
- Recording sheets, which use pictures or symbols as well as words to communicate meaning
- Opportunities to use ICT for writing
- Opportunities to carry information in written form e.g. taking a written message to someone and receiving a reply
- Opportunities to use writing for a purpose e.g. Making a birthday card

Planning

From year to year the Early Years planning changes to work in conjunction with the topic cycle in use in the infant class. However every care is taken to ensure a broad and balanced coverage of the Early Learning Goals.

Throughout the Early Years experience, every child is given the opportunity to experience a wide variety of learning approaches, such as cooking, outside visits to theatres, zoos etc. As our Early Years group becomes more familiar with the routines of school they will gradually be introduced into the routines of the infant classroom eg Registration, assembly and story time.

Throughout the Early Years experience and introduction to KS1 play is seen as an extremely important area of Early Years education, appropriate provision is always made to ensure that these children have the best quality education and resources available to them.

For details of SEN, Cross-curricular links, RE, Equal Opportunities, Discipline and Health and Safety please see the appropriate policy.

Assessment and Record Keeping

Here at Grindleton CE VA Primary School we feel it is important to make useful and valued assessments of even our youngest children. Throughout their time in the Early Years group, staff are constantly making on-going assessment to ensure our children receive the best pre-school education that can be offered.

NB for further details of our whole school approach to assessment please view our assessment and record keeping policy.

At the end of their time in our Early Years, all children will receive a report outlining their successes and achievements through the Early Learning Goals. Parents are encouraged to share in their children's successes by talking with staff.

To be effective, an Early Years curriculum needs to be carefully structured. In that structure there should be three main strands:

1. Provision for a variety of starting points to enable children to develop their learning, building on what they already do.
2. Relevant and appropriate content which matches the different levels of young children's needs.
3. Planned purposeful activities, which provide opportunities for teaching and learning both in, and outdoor.

The Early Years are a uniquely important and precious time of a child's life and should be valued as such. They lay the foundations for all future learning and provide a base on which everything builds.

Early Years children are seen as those children who attend pre-school sessions in the year prior to them starting school in the September of the academic year in which they are 5 years old.

The children who are to be admitted to school in the year of their 5th birthday are offered Early Years education under the guidance of the Early Learning Goals.

Organisation and the Learning Environment

Children are invited to join our Early Years programme in the term following their 3rd birthday. The Early Years environment includes KS1 classroom and outdoor area, at break time the Early Years join the rest of the school on the school playground and field, weather permitting. The staff make full use of the outside environment to support and enhance the Early Years Programme.

Session Times for pre-school children:

9am - 12am Morning session

12-12.30 Lunch time

12.30pm - 3.30pm Afternoon session

Assemblies - Early Years children are introduced to the format of assemblies and are taught to sit and listen with the rest of the pupils.

PE - Early Years children are given access to the whole school hall for sessions of music with movement and action rhymes.

Playtime - Children can enjoy breaks with the rest of our children. On occasions and during inclement weather, children can spend time in the KS1 classroom under the supervision of a member of staff

Milk and fruit are given to the Early Years children in their area.

Both before and after the Early Years session parents are invited to drop off and collect their child(ren) from outside KS1 classroom door.

Staffing

Headteacher	Mr P Holden
KS1 & EY	Mrs L Dewhurst
TA	Mrs E Seed & Mrs S Meeson

Early Years Curriculum

Prior to entry into the KS1, the areas of learning are determined by the Early Learning Goals as set out by the DFEE. In most cases, entry into the Reception group will also see our children start to work on National Curriculum, at an appropriate level.

Policy reviewed June 2020