

# **Madresfield C.E Primary School**

## **Early Years Policy**

Our Early Years Foundation Stage Policy describes the framework upon which the practice and philosophy of the Early Years at Madresfield C.E Primary School is based. This policy works in conjunction with the whole school policies of Madresfield C.E Primary School.

### **Our philosophy**

At the heart of the Early Years Foundation Stage at Madresfield C.E Primary School are our children! We value each individual and their personalised learning journey. We recognise that to enable our learners to fulfill their potential we must begin with each child's unique starting point, and then inspire, challenge and support their learning, laying firm foundations for all future learning to build upon.

At Madresfield C.E Primary School we have high expectations. We value play and first hand experience and design our creative curriculum around the needs and interests of our young learners to ensure that learning and teaching are purposeful, meaningful and memorable. We recognise our role in enabling our learners to develop emotionally, socially, physically, creatively, and intellectually and strive to provide a nurturing and exciting environment for learning which builds confidence, independence and curiosity.

### **Our Aims and Principles**

We believe that the development of the whole child is crucial and that our provision underpins future attitudes towards learning. At Madresfield C.E Primary School we strive to:

- Provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children.
- Ensure that all children feel valued and respected.
- Develop warm and secure relationships between children and adults.
- Provide a high quality curriculum in line with the Early Years Foundation Stage document.
- Support children in becoming aware of moral and social values and responsibilities.
- Encourage active learning through first hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication.
- Encourage children to become self-motivated, confident and independent learners with a positive attitude to learning and self-discipline.
- Value the cultural diversity within our school, community and the wider world.
- Foster positive home school links and share a common sense of purpose with parents.

### **Our Early Years Foundation Stage Curriculum**

High quality learning and teaching within the Madresfield C.E Primary School ensures that:

- Our children are at the centre of decisions about the curriculum.
- The curriculum reflects the way that young children learn, through purposeful and well planned play and first hand experiences.
- We take account of children's previous learning and experiences and ensure that next steps in learning build upon these.
- The curriculum is planned to ensure continuity and progression

in the development of key skills.

- The environment, both indoors and outdoors, is well planned and well resourced to promote independence.
- Children's learning is not compartmentalised into subjects, but enables them to make links throughout all areas of learning.
- Practitioners work in partnership with parents and colleagues.
- Practitioners have high expectations of all children
- Practitioners understand how children learn and the developmental stages of growth and learning.
- Children enjoy learning.

Our creative curriculum is supported by the statutory and non-statutory guidance for the Early Years Foundation Stage. (Department for Education and Skills). Our Early Years Foundation Stage curriculum supports Learning and Development within 7 main curriculum areas;

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

Planning for Learning and Teaching also reflects characteristics of effective learning which are essential for children's development. These are:

- 1) Playing and Exploring – Engagement
- 2) Active Learning – Motivation
- 3) Creating and Thinking Critically - Thinking

### **Assessment**

We believe that assessment is a key element in the success of a child's learning journey and thus is a crucial part of the planning and learning cycle. Staff use Early Years Outcomes both formatively and summatively to identify what children know and can do and what needs to be done next in order to move their learning forward. Staff use observations of children's learning to support the judgements they make. Observations are carried out in both planned and spontaneous contexts.

### **Assessing against the Early Learning Goals**

In Reception it is a statutory requirement to assess each child against the Early Learning Goals (from The Early Years Outcomes document) at the end of the Reception Year. Children are assessed at the end of the Reception Year as to being – Emerging (Working towards the Early Learning Goal), Expected (Have achieved the Early Learning Goal) or Exceeded (Have exceeded/surpassed the Early Learning Goal).

Half termly assessments are carried out to monitor children's learning and progress. Observations and learning journeys are used continuously to support the assessment process.

We value the contribution of Parents and Carers in the assessment process. Staff are readily available at the end of each school day for questions and discussions. Parents are invited to share their child's learning journeys

through half termly open classroom sessions. The class teacher shares children's current learning through weekly newsletters and half termly topic letters. Parents also have termly consultations to review their child's learning and progress. A written report along with the learning journey is sent out to all parents and carers at the end of the Reception year.

## **Organisation**

### **Reception**

At Madresfield C.E Primary School we allocate 15 children in each class. The Reception class has a teacher and a full time teaching assistant. The Reception class is housed within the main school building, with a separate indoor classroom and an outdoor classroom. The Reception class has its own children's toilet facilities.

The style of learning and teaching and organisation of the curriculum changes in line with the development needs and interests of the current cohort and in line with recent educational developments. Staff plan for focus learning and child initiated opportunities and organise free flow provision daily.

The Reception team plans weekly and works alongside the rest of the school in its curriculum; meeting all staff for long term planning

## **The Learning Environment**

The Early Years Foundation Stage learning environment at Madresfield C.E Primary School is designed around the developing needs of the children. The free flow arrangements enable children to make choices in the context for their learning and the environment is adapted so to enable staff to respond to developing interests and themes. Areas for learning within each classroom are demarcated to support children in making choices. Resources are freely accessible and clearly labelled to enable children to develop independence skills. Display spaces are interactive to support children in consolidating their learning and are used to celebrate achievements, inspire and support.

The Indoor Environment comprises of:

Writing area, class library, computers and interactive whiteboard, creative area, discovery area, maths area and role play area etc

The Outdoor Environment comprises of:

Sand/water trays, outdoor painting, class raised beds, grow bags and pots, tyres to roll and create games with, resource storage shed, raised decking areas, and a role play house. The outdoor area is comprised of both hard areas (slabbing and decking) and areas covered by grass.

## **Transitions**

Establishing smooth and successful transitions into and out of the Early Years Foundation Stage is fundamental at Madresfield C.E Primary School. Successful transitions are facilitated by;

- Induction Meetings – parents/carers and school staff
- Providing induction information booklets to Reception parents and carers

- Stay and Play sessions – families and children becoming familiar with the Reception setting during the summer prior to starting in Reception.
- Liaison with outside agencies and previous settings
- Staff working upon Nursery and Early Years outcomes/ planning
- Taster sessions with forthcoming Year group, children and staff, new setting etc

### **Role of the Foundation Stage Lead**

It is the role of the Foundation Stage Lead under the guidance of the Head Teacher: -

- To oversee and support the delivery of Early Years Foundation Stage Curriculum and to ensure progression and development.
- To monitor planning and quality of delivery of the Early Years Foundation Stage curriculum.
- To keep abreast of developments within Early Years and carry out INSET when required.
- To analyse assessment data to inform learning and teaching within the Early Years
- Identify key areas for development – implement annual action plans, reviewing and evaluating progress and developments

### **Adoption of the Early years Policy**

Policy prepared January 2017

Policy adopted by Governing Body: January 2017

Date for review: January 2019