



**ST. ANNE'S C.E.(VC) PRIMARY SCHOOL**



**EARLY YEARS POLICY**

**'Together with God, Making Learning a Life Long Friend'**

Approved:	Autumn 2021
Review Date:	Summer 2023

We are a Church of England School and our policies are written with a commitment to our Christian Character, which is rooted in the Bible.

*Start children off on the way they should go and even when they are old they will not turn from it (Proverbs 22:6)*

**1. Introduction**

1.1. The Foundation Stage extends from the age of three to the end of the reception year. Entry into our primary school is at the beginning of the school year in which the child is four (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

1.2. The foundation stage is important in its own right, and also in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of the Foundation Stage.

1.3. Children joining our school have already learnt a great deal. Many have been learning in on one of the various educational settings that exist in our community.

The Early Years education we offer our children is based on the following principles:

- ☐ It builds on what our children already know and can do;
- ☐ It ensures that no child is excluded or disadvantaged;
- ☐ It offers a structure for learning that has a range of starting points, content that matches the needs of each young child, taking into account their physical, emotional, intellectual and social development.
- ☐ Activities provide opportunities for learning both indoors and outdoors;
- ☐ It provides a secure, healthy, rich, happy, active and stimulating environment.

**2. Aims and objectives**

At St Anne's Primary School Early Years we aim:

- 2.1. To provide a safe, caring and stimulating environment, where children are encouraged to develop enquiring minds.
- 2.2. To ensure that all children have equality of opportunity to learn and make progress, whatever their age, sex, ability, personality, class, ethnicity, special educational needs or competence in the English Language.
- 2.3 To support children's spiritual, moral, cultural, mental and physical development with learning activities which match their developmental needs.
- 2.4 To provide a high quality, broad and relevant curriculum based on THE EARLY YEARS FOUNDATION STAGE framework, underpinned by EVERY CHILD MATTERS. This curriculum will be delivered through a multi - disciplinary range of integrated activities and first hand experiences.
- 2.5 To help children to develop confidence, self - sufficiency, independence, consideration of self and others and care for their immediate environment.
- 2.6 To partake in planned learning objectives that are meaningful and that are designed to stimulate eagerness and participation.
- 2.7 To promote and model a range of social skills, such as taking turns and sharing, which will enable children to develop effective interpersonal relationships.
- 2.8 To acknowledge the involvement of parents and their role as primary educators. We aim to establish a shared understanding and partnership.
- 2.9 To provide a physical environment that is organised to meet the needs of young children, with appropriate resources, inside and out, with due regard to health and safety.

### **3. Teaching and learning style**

3.1. The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Younger or Older School.

3.2 The more general features of good practice in our school that relate to the Foundation Stage are:

- The partnership between teachers and parents/carers that helps our children to feel secure at school, and to develop a sense of well- being and achievement;
- The understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- The range of approaches that provide first - hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- The carefully planned curriculum that helps children achieved the Early Learning Goals by the end of the Foundation Stage;
- The provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self - management;
- The support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;

- The identification, through observations, of children's progress and future learning needs, which are regularly shared with parents and carers;
- The good relationships between our school and the other educational settings in which the children have been learning before or joining our school;
- The clear aims of our work, and the regular monitoring to our work to evaluate and improve it;
- The regular identification of training needs for all adults working within Early Years.

#### **4. Play at the Foundation Stage**

4.1. Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re - live anxious experiences, in controlled and safe situations.

#### **5. Inclusion at the Foundation Stage**

5.1 We believe that all our children matter that no child should be left behind. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning.

5.2 In the Foundation Stage, we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

5.3 We meet the needs of our children through:

- Planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self - esteems and confidence;
- Using a variety of teaching strategies that are based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- Offering a safe and supportive learning environment, in which the contribution of all children is valued;
- Employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress, and providing support (such as speech therapy), as necessary.

#### **6. The Foundation Stage curriculum**

6.1. We firmly believe that the curriculum for the Foundation Stage will underpin all future learning by supporting, fostering, promoting, and developed the seven key areas of learning of development: Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. The learning experiences offered enable children to develop competency and skills in these areas.

6.2. The Early Learning Goals form part of the National Curriculum, and are in line with the objectives stated in the National Curriculum for Literacy and Mathematics. This is approached in a flexible way but by the end of the Foundation Stage, as part of the seamless transition into Year 1, all the elements of Literacy and daily mathematics lessons are combined into more formalised lessons.

6.3. The Early Learning Goals provide the basis for planning throughout the Foundation Stage. A programme of Early Years is in place in order to avoid repetition. Medium - term planning is completed half- termly, following assessment and identifies the next steps in learning.

6.4. Free - flow to the outdoor learning environment is in place in order to provide access to the learning opportunities which exist beyond the classroom door.

## **7. Assessment**

7.1. The assessment carried out in The Foundation Stage supports the school policy on ASSESSMENT FOR LEARNING.

7.2. At St Anne's Primary School, skills grids are used to assess the children. These grids contain information to help feel the Learning Journey and the Development Matters document. On entry in September, baseline assessment is carried out and this, together with information from parent (s)/ carers (s) and any previous setting, is used to establish the starting point for each child. Planned, spontaneous and on - going assessments are then carried out each half term. This includes formal observations of each child in all seventeen areas, each term.

7.3. The Foundation Stage Profile (FSP) is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in THE EARLY YEARS FOUNDATION STAGE guidance. At the beginning of September, we establish a starting point for each child and this is recorded on the FSP. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

7.4. At the end of each term, the FSP is updated with the assessment information, and this is shared during parental consultation meetings or through targets sent out to parents. At the end of the final term in reception, we send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead.

7.5. Parents/ carers receive an annual report that offers information on each child's progress for that academic year. The report contains detailed information relating to

each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. Reporting on Year 1 achievements is in line with the whole school reporting format. Reports are sent to parents (including copies to absent parents) or carers during July, at least nineteen days before the end of the school year.

## **8. The role of parents and carers**

8.1 We believe that all parents and carers have an important role to play in the education of their child. We therefore recognise the role that parents and carers have played, and their future role, in educating the children. We do this through:

- Talking to parents or carers about their child before their child starts in our school;
- Visits by the teacher to children in their home setting prior to their starting school;
- Opportunities given to the children to spend time with their teacher before starting school;
- Inviting all parents and carers to an induction meeting during the term before starting school;
- Offering parents and carers regular opportunities to talk about their child's progress in our Foundation Stage classes;
- Encouraging parents and carers to talk to the child's teacher if there are any concerns;
- Having flexible admission arrangements, and allowing time to discuss each child's circumstances;
- Inviting parents to attend a working session with their child;
- Encouraging parents/ carers to share information about their child's achievements at home (through sharing observations Evidence me and sending work to go on the gallery)
- Offering a range of activities, throughout the year, that encourage collaboration between child, school and parents/ carers;
- Providing various activities that involve parents and carers, i.e. regular communication with home through the child's school diary, inviting parents and carers to curriculum evenings, in order to discuss the kind of work the children are undertaking.

8.2. There is a formal meeting for parents and carers each term, at which the parents/ carers discuss the child's progress in private with the teacher. Parents and carers receive a report on their child's attainment and progress at the end of each school year.

## **9. Resources**

9.1. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

## **10. Admission**

10.1. Admission into reception is in line with the Staffordshire's policy on Admissions to schools. Children begin their Reception year in the academic year in which they will be five.

10.2. Prospective parents are warmly invited to visit the Foundation Stage and look around. They are encouraged to bring their child with them. New parents are invited to an Induction Evening where policies and procedures of the class are explained, questions can be answered and information is given out to take home. During this meeting, parents are also able to meet outside agencies who work alongside the Early Years Department, such as the School Nurse.

10.3. Visits children joining the Reception. This helps them to become familiar with their new environment.

## **11. Special Needs/ Health and Safety**

11.1 These are in line with the whole school's appropriate policies.

## **12. Monitoring and review**

12.1 This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.