

**BYLEY PRIMARY
SCHOOL &
NURSERY**

**EARLY
YEARS
EDUCATION
POLICY**

Approved by Governors: October 2018
Review Date: October 2019

OUR MISSION STATEMENT

Byley Primary School is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey. At Byley we believe in nothing but the best!

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

THE NATURE OF EARLY YEARS EDUCATION

Within Byley School, everyone takes responsibility for the well-being of others, particularly for those who are younger. It is our aim to provide quality teaching and learning throughout a child's stay in our school. It begins when a child first enters the Nursery/Reception Class by securing quality provision for all new entrants irrespective of gender, race or social background.

We have a Nursery/Reception mixed class due to the nature of being a small village school. The staff work as part of a close team, children have opportunities to work together during free flow times, accessing continuous provision. EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care. Staff are fully qualified, have a wide range of experience and expertise in working with and educating children. The staff are committed to professional development and attend up to date training courses and have excellent knowledge of the Early Years Foundation Stage and child development. The Foundation Stage effects a smooth transition from home to school and offers stability for the younger child. Children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

EYFS AREAS OF LEARNING

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are:

Prime Areas

1. Personal Social and Emotional Development
2. Physical Development
3. Communication and Language

Specific Areas

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, and children from all social and cultural backgrounds.

PRIME AREA: PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The school fosters and develops relationships between home, school, children's centres and places of worship in order to make links stronger for the good of the community as a whole. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

PRIME AREA: PHYSICAL DEVELOPMENT

Children are given opportunities to move to music, use equipment, develop and practise their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoors and outdoors and by working with a wide range of resources.

PRIME AREA: COMMUNICATION & LANGUAGE

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

SPECIFIC AREA: LITERACY

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

SPECIFIC AREA: MATHEMATICS

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations.

SPECIFIC AREA: UNDERSTANDING THE WORLD

All children are given opportunities to solve problems, investigate, and make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

SPECIFIC AREA: EXPRESSIVE ARTS and DESIGN

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Children are taught to explore colour through recognition of the colours and colour mixing. At various times during the year children are given the opportunity to participate in school productions.

CHARACTERISTICS OF EFFECTIVE LEARNING

The EYFS also includes the characteristics of effective teaching and learning. The teachers plan activities within the classroom with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- 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
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

OUTSIDE LEARNING:

At Byley we recognise the importance of outside play and we aim to create an outdoor area which is stimulating, exciting, takes account of the children's interests and is used throughout the year as a learning environment.

We will:

- Use the outdoor space as a natural resource for learning.
- Include the outdoor area when planning for continuous provision.
- Include children when planning for learning outdoors.
- Provide the opportunity for children to access the outdoor area on a daily basis.
- Ensure that the outdoor area offers children the opportunity to investigate and explore, problem solve, use their imagination and creativity.
- Ensure the outdoors offers children the opportunity to develop their gross motor skills.
- Encourage the children to respect the outdoor environment and care for living things.
- Give children the opportunity to manage and use the space and freedom afforded by the outdoors.
- Give children the opportunity to work alone or in collaboration with peers or adults. Teach the children to use tools safely and appropriately.

Method:

- We will audit our provision and develop an action plan for development.
- We will include the children in the planning process by observing them and asking them what they would like to do outdoors.

- We will take time to monitor use and effectiveness of the provision.
- We will enhance and/or change provision when necessary.
- We will provide access to suitable clothing and footwear for both children and adults in the EYFS in cases of extreme weather conditions and for when they are doing specific messy/wet activities.
- The children will provide sun hats and we will ensure sun cream is applied as and when necessary. (Parents' permission will be sought beforehand).
- We will conduct a risk assessment each day ensuring the area and resources are safe. Key areas will have a separate risk assessment.
- All staff will be mindful of safety whilst outdoors and if they feel safety is compromised in any way they must report it to the EYFS manager or the Head teacher.
- We will ensure that there is a first aider available and an adequate first-aid kit to hand in the case of an accident.

PHOTOGRAPHS/VIDEOS

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's individual record books and on the school website (Children who are 'looked after' will not have their photograph put on the website or any public flyers etc.).

PARENTS/CARERS AS PARTNERS

We value the involvement of parents in school. Parental involvement with school begins even before children start school with an invitation to visit the school and meet their child's teacher. Parent consultation meetings are held in the Autumn and Spring Term at which parents are invited to discuss their child's progress. A report is sent towards the end of the Spring term and parents are invited into school to discuss this report at a parents evening. It is important to stress that if parents are concerned in any way about their child they should call into the school to make an appointment to discuss their concerns with the class teacher or Foundation Stage Leader or the Head teacher. Parents access their child's learning journey online via Tapestry. They are able to access this learning journey at any time, reading observations made by staff as well as being able to add their own observations from home. Parents are kept informed of all happenings in the school by weekly class newsletters and whole school newsletters. Parents are invited to various assemblies and functions throughout the year.

SAFEGUARDING CHILDREN

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish.

EQUALITIES and DISABILITIES

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both Gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. We have a full Equality and Diversity and Equal Opportunities policy available at school.

SPECIAL EDUCATIONAL NEEDS

Care is taken to assess the needs of each child from when they enter the school. Should a child have any special need, the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (S.E.N) and Gifted and Talented policy available at school.

HEALTH AND SAFETY

We have a Health and Safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Foundation Stage staff have had paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we embark on school outings. A full Health and Safety Policy is available in School.

ALLERGIES

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the staff room, classroom and Dining Hall and all adults involved are informed.

MEDICAL NEEDS

We keep a note of any medical needs, allergies, children who need inhalers, Piriton, epi-pens in the staff room and in the classroom area so everyone is aware of the individual needs. EYFS teaching staff are trained in paediatric first aid.

MONITORING and REVIEW

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

ADMISSION

Nursery aged children are admitted the term after their 3rd birthday. All Reception age children are admitted at the start of the school year in which they are 5, and, unless parents have any special requests, they all start full time on the first day. Further information is explained in the school's admissions policy.

ASSESSMENT

As each child enters Nursery or Reception we use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning. Within 6 weeks of the child starting they will be given a 'baseline' assessment using the "Development Matters" document.

Attainment on entry to nursery at three: Most children are likely to be working within the 'Development Matters' band for 30–50 months, having shown competence in the preceding band for 22–36 months. This may be referred to as the age-related expectation at the beginning of nursery. Attainment on entry is likely to be below age-related expectations where a substantial proportion of children in a school do not demonstrate competence in the 22–36 month band.
Subsidiary guidance February 2013, Ofsted, pages 6-7

Attainment on entry to reception at four: Most children are likely to demonstrate some of the skills, knowledge and understanding described by the development statements in the 'Development Matters' band for 40–60+ months, in addition to those in the preceding band for 30–50 months.

This may be referred to as the age-related expectation at the beginning of reception. Attainment on entry is likely to be below age-related expectations where a substantial proportion of children in a school do not demonstrate competence in the 30–50 month band. The statutory early learning goals establish national expectations for most children to reach by the end of Reception Year. *Subsidiary guidance February 2013, Ofsted, page 7*

Formative Assessment:

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using observations, photographs and staff notes. We use an online learning profile (Tapestry) which will also be used to gather observations of the children; parents are able to log into their child's account and view their learning. Parents are encouraged to comment on school based observations and provide observations of wow moments from home which can be uploaded to Tapestry which staff can then view. Parents are included in their child's learning via wow moments, homework, notice boards, coffee afternoons, class assemblies/concerts, 'stay and play' session and the website. We have two formal Parent Consultations in the Autumn and Spring terms. School reports are given out at the end of the Spring term and parents are given the opportunity to discuss them with the teachers on an open evening. At the end of the year we will assess Reception children against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTING or EXCEEDING.