

St. David's CE Primary School

Early Years Policy

The Early Years Policy reflects the main aims of the school, which are:

'A successful, caring Christian school at the heart of the community'

School Mission Statement

St David CE Primary School aims to provide a warm, caring and happy environment based on the Christian Faith, where each child is respected as an individual with personal, intellectual, physical and emotional needs and talents. Within this environment each child is given equal opportunities and is positively encouraged to reach their full potential, grow in confidence and develop high esteem so as to respond positively to opportunities, experiences and responsibilities of life in an ever changing world.

EYFS Principles

1. Unique Child

We at St. David's Primary School believe every child is a competent learner from birth who can be resilient, capable, confident and self assured.

All children develop in different ways and at varying rates and we respect this. Every area of development, physical, cognitive, linguistic, spiritual, social and emotional are all equally important. We value the diversity of individuals and communities and believe in providing an inclusive environment.

2. Positive relationships

All relationships at St. David's Primary School are positive, respectful and caring.

Through these warm relationships trust is built to ensure all children achieve their potential and learn more effectively. Parents are the child's first educators and we believe by working together we can have a positive impact on their child's education. In order to achieve the Every Child Matters outcomes for children, we will strive to work in partnership with other settings and other professionals to support children's development.

3. Enabling Environments

In Reception we always ensure that the environment is safe, stimulating, interesting, rich and varied both inside and outside. The outdoors offers opportunities for learning in different ways to the indoors. It provides the freedom to explore and use their senses in the natural world. All the areas of learning are provided for through our continuous provision. Activities are planned in all these areas to challenge children and move them on to the next level.

4. Learning and Development

Children learn through active play and exploration to learn at their highest level. Children need plenty of space and time to play, both outdoors and indoors. At St. David's Primary School we ensure this through careful and purposeful planning for all areas of learning. Through play we can extend and develop children's language and communication through sensitive observation and appropriate intervention. When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things.

Areas of Learning

The Early Years Foundation Stage is split into 7 Areas of learning, 3 Prime Areas and 4 Specific Areas.

Prime Areas

Personal, Social & Emotional Development

Self confidence & self awareness, Managing feelings & behaviour, Making relationships

Physical Development

Moving & Handling, Health & self care

Communication & Language

Listening & Attention, Understanding, Speaking

The Prime Areas underpin all teaching and learning at St. David's.

Specific Areas

Literacy

Reading & Writing

Mathematics

Numbers, Shape, Space & Measures

Understanding the World

People & Communities, The World, Technology

Outdoor Learning

We have an outside learning space which children have access to each day. Children bring their own wellingtons and spare clothing to change into during wet weather. The outside area is an extension to the indoor environment and we provide a variety of resources and activities to facilitate learning. Staff plan purposeful activities for the outdoor environment which encourage children to make their own choices.

Assessment

From September 2015 each child will take part in formal baseline (Durham University) completed digitally alongside a familiar member of staff. As the children enter the setting staff start to observe and assess the children to form a more informal baseline, this can take up to 6 weeks. We take into consideration transition documents from the children's previous settings and parental contributions. All staff in the setting are encouraged to contribute to observations of the children, which are recorded in a variety of ways. As from September 2015 Classroom Monitor will be used to record observations of the children.

We continue to track the children's progress throughout the academic year to ensure that they are making good and excellent progress. We use Classroom Monitor for assessment and tracking purposes, which is updated at regular intervals. We plan next steps for the children's learning through accurate tracking and assessment. Parents are encouraged to contribute to assessments by communicating with staff in a variety of ways.

Behaviour

The children are aware of our class rules which are displayed clearly.

- We all walk
- We use quiet voices
- We all share
- We keep our hands and feet to ourselves
- We keep areas tidy

The children are rewarded for sensible behaviour by receiving stickers for their sticker charts. Children are able to keep track of their achievements by claiming a prize each time they receive 5 stickers.

Lunchtime awards are given each day to children who have demonstrated good behaviour.

The children are aware of our sanction system, which is used if pupils consistently break class rules. All children start the day in the green area of the display, they can be moved to the yellow area after a warning and then to the red area when they miss their afternoon playtime.

In some cases, where a child's behaviour is having a negative impact on their learning, a home school behaviour book is put into place. This enables the teacher and parents to work in partnership to encourage positive behaviour.

Risk assessments

See separate documents.

Risks assessments completed every session to ensure the safety of all children, staff and volunteers.

Transition (nursery-school/Rec-Y1)

To ensure the smooth transition from nursery to school we have a number of meetings, both formal and informal with the children, parents, carers and nursery staff.

All parents and carers are invited to the New Parents Meeting in the summer term to be welcomed to our school and find out information about the transition period from nursery to school. During this evening the parents are able to meet the Head Teacher, Deputy Head Teacher, Early Years staff, TCC staff and other key members of staff from St. David's Primary School.

The children and parents are invited to three INSPIRE sessions. During this time they visit the Early Years setting together and take part in activities to welcome them to our school.

The children are invited to the pre-school visit where they are able to visit the school for a session unaccompanied.

Where children have SEND the Early Years staff visit the nursery setting to discuss a smooth transition for the child. The nursery staff are also able to visit school with the children if they feel this will support their transition.

During the summer term the early years teachers visit the children and their families at home when they can share a book, play a game and get to know the children in their own environment.

Transition from Reception to Year 1

The early years teachers meet with Year 1 staff to discuss children's abilities, strengths and weaknesses before they move to Year 1. Staff discuss the children who have achieved a Good Level of Development and those who have still to meet the Early Learning Goals. At this meeting possible interventions are discussed for these children.

Parents/Carers

Here at St. David's we value all parental contributions. We hold two arranged Parents Evenings during the academic year, the first in the Autumn Term and the second in the Spring Term. In addition to these more formal evenings, we encourage parents to meet with staff at any time if they have any concerns or questions.

We like to keep parents informed about what we are learning and so invite them to our Phonics Workshop in the autumn term, when we introduce them to Letters & Sounds and give them advice on how they can support at home.

We like to meet with parents at the end of the year to discuss the Early Years Foundation Stage Profile.

SEN

Care is taken to assess the needs of each child from Reception onwards. Should a child have a special need parents will be informed at an early stage. Group and individual support is provided within the school where possible. Necessary links with outside agencies may be required to support children with specific needs. Parents and carers will always be informed if an outside agency is assisting to support their child. We have additional SEND and G&T policies available in school if required.

Health & Safety

We have a full Health & Safety Policy which all staff are made familiar with and we have designated people who are responsible for first aid in school. The Teaching Assistant in Foundation Stage has 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 school outings.

Medicines

Parents are permitted to complete a medicine form before leaving any medicines in school. The name of the medicine along with dosage and time must be stated before a member of staff can administer the medicine. All medicines must be prescribed by a doctor before staff will administer. Named inhalers are kept in an out of reach medical box in the early years area. Staff are given instructions from parents on how to assist the children when taking their inhaler.

Allergies

Parents/carers are asked to inform us of any allergies. A record is kept on the medical records register and all staff involved are informed.

Monitor and Review

This Policy will be reviewed before the start of each academic year.

Draft version June 2015

Mrs J Winrow