



NEWHAM BRIDGE EARLY YEARS POLICY

Reviewed: Spring 2015

Review Date: Spring 2016

Signed: _____ Headteacher

Signed: _____ Chair of G.B. R.A. Committee

Introduction.

The experience of school is a unique and special time in every child's life and needs to be valued as such.

The Early Years Foundation Stage (EYFS) includes children from the age of three to the end of the school year in which they turn five years old (Nursery and Reception class). The curriculum that the children follow is the Early Years Foundation Stage Framework, which is separate to the National Curriculum.

Our Early Years Foundation Stage is set up to promote and encourage learning through play. Play is an integral part of the curriculum and is a means by which the children can:

- Relate to the world and practise skills for adult life.
- Learn how to deal with a variety of emotions within a safe environment.
- Acquire skills of problem solving and organisation.
- Develop language and imagination.
- Acquire social skills and the ability to deal with success and failure.
- Exercise choice and learn how to make decisions.
- Build confidence through the development of self-esteem and self-worth.

In the EYFS the children experience a wide variety of opportunities and learning situations through a range of exciting and stimulating activities.

Aims.

Within the EYFS we aim to:

- Provide a welcoming setting for the children and their families.
- Establish positive relationships with parents/carers and children.
- Build on their existing learning and celebrate achievement within a stimulating and challenging environment.
- Help children to make links in their learning.
- Value children's interests, providing a balance of adult directed, adult led and child initiated activities.
- Provide a solid foundation in all areas of learning through well planned, rich and stimulating experiences.
- Make careful observations in order to support and extend children's learning appropriately.
- Help children to build relationships with their peers and adults and learn to cooperate with each other.
- Encourage the development of self-respect, respect for others and the world around them.
- Ensure that all children feel included, secure and valued.
- Understand the need for agreed codes of conduct in order for groups of people to work harmoniously.
- Develop independence and a life-long love of learning.

The Early Years Foundation Stage Framework

The EYFS Framework is fundamental to our practice.

The EYFS Framework has four themes which are;

A unique child

Positive relationships

Enabling environments

Learning and development

We are committed to the themes, principles and practice outlined in the EYFS Framework.

(Please refer to the document for detail)

Through our commitment to these themes, principles and practice we are able to ensure the learning, development and care of each child.

EYFS areas of learning and development

Three prime areas;

Communication and Language, Physical Development, Personal, Social and Emotional Development

Four specific areas;

Literacy, Mathematics, Understanding the World, Expressive Arts and Design

Planning

Planning remains flexible in order to incorporate children's interests and needs. Planning is informed by assessment and serves to detail the teacher directed, teacher led, and child initiated activities which will take place. There is also phonics planning that informs our daily phonics session.

Assessment, record keeping and reporting

We see assessment as a continuous and integral part of our practice. It informs practitioners and parents/carers of individual development and progression through the EYFS and allows practitioners to plan for appropriate learning opportunities.

Ongoing assessments are made of each individual child these include;

- Formal and informal observations.
- Brief notes of significant moments.
- Individual tracking of each child through the ages and stages of the EYFS and Early Learning Goals.
- Discussions with children, staff, parents/carers/other professionals.
- Photographs/video.
- Individual records.
- Annotated pieces of work.
- Detailed individual phonic records.

Children's attainment and progress is formally reported to parents in a written report and within parent's evenings.

The Early Years Foundation Stage Profile

The Early Years Foundation Stage Profile (EYFSP) is a statutory requirement which has to be completed and reported on at the end of Reception. Parents will be informed if their child has reached a Good Level of Development, is working towards this, or has exceeded this Good Level of Development.

Inclusion

Meeting the individual needs of all children lies at the heart of our foundation stage practice.

Equal opportunities

It is the responsibility of all teachers to ensure that all pupils irrespective of gender, ability, ethnicity and social circumstances have access to the whole curriculum and make the greatest possible progress.

We ensure this in various ways including:

- Valuing every child.
- Treating each child as an individual.
- Using resources that positively reflect diversity.
- Using a wide range of teaching strategies, based on children's learning needs and styles.
- Planning opportunities that build on and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Planning challenging opportunities for more able children.
- Facilitating equal access to activities by all children.
- Encouraging children to recognise their own unique qualities and the characteristics they share with other children.
- Recognising and praising effort as well as achievement so that all children develop positive attitudes to themselves as learners.
- Monitoring children's progress and taking action to provide support when necessary.

Special Educational Needs

As a school we have systems in place to ensure that we meet the needs of children with special educational needs. Close and regular cooperation with parents is a priority for these children. We liaise regularly with outside agencies such as speech and language therapists, inclusion support, play therapist. As part of this liaison we ensure that we maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family.

As a school we ensure that we adhere to the Special Needs Code of Practice. We register initial concern about a child with their parent/carer and the SENCO.

English as an additional language

- As a school we value linguistic diversity and support children with English as an additional language as appropriate. We aim to:
 - Provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
 - Communicate through gesture, sign, facial expression and using visual support such as pictures and puppets.
 - Ensure that children show respect for each others home language.
 - Provide EAL/bi-lingual support when available.
- Provide a visual environment supported through signs and gestures.

The Foundation Unit.

Team

The staff within the EYFS work as a close team with both parents/carers and children. The team consists of teachers and teaching assistants who meet weekly for the purpose of joint planning. These weekly meetings also provide the opportunity to discuss individual children's progress and share any relevant information about children.

Environment

The areas in the EYFS have been developed to ensure that there are numerous opportunities for child initiated learning. Resources are organised to ensure that they are readily accessible and of consistently high quality.

Children have access to all areas of the EYFS, including literacy and numeracy areas, an investigation area, construction area, small world areas and the outside classroom. The outside classroom is an integral part of the learning environment and reflects all areas of learning.

Learning and Teaching Strategies

Throughout each week the children will access:

- Whole class activities
- Small group focus activities
- Child initiated activities

When planning and guiding the children's activities we reflect on the different ways that children learn; through playing and exploring, active learning and creating and thinking.

Children are actively encouraged to develop positive attitudes towards their learning and to understand that they have responsibility for it. By providing a wide range of activities and resources we ensure that we cater for a variety of learning styles (visual, auditory, kinaesthetic and tactile).

Behaviour

Throughout the school we have high expectations of children's behaviour and this begins from the moment they start in the Nursery. We promote positive behaviour management with verbal praise as well as individual, class and school rewards. We ensure a consistent approach and share this with parents/carers through our behaviour policy. (The school behaviour policy is available on the school website.) Our school rules are called the 'Golden Rules' and time is spent discussing them with the children in class and school assembly.

Health and Safety

All staff take responsibility for ensuring their own health and safety and that of their colleagues and pupils. Within the framework of learning through play, consideration of safety issues is made at the planning stage and monitored during activities. From the start of the EYFS children are taught how to use equipment safely, including playground equipment. We encourage the children to challenge themselves whilst being aware of their safety and that of others. (Further information regarding health and safety can be found in the schools health and safety policy)

Photographs.

Photographs of children are taken using iPads and cameras and are to be used within school and to form part of each child's progress and learning journey.

Admissions.

Nursery

Parents/carers wishing their child to attend our Nursery should put their child's name on the waiting list. When a space becomes available the parents/carers will be contacted and admission arrangements made. Children are admitted to Nursery during the term after they turn three years old (providing that a place is available).

Reception

The admission authority for the school is Middlesbrough Local Authority. When the LA have confirmed that a place has been offered at the school the child is eligible to start full time in our Reception class in September.

Further information regarding admissions can be found in the school prospectus.

Partnership with parents/carers.

“Parents are the children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning.” (EYFS 2013)

We aim to liaise closely with parents/carers and we believe that by doing so we can have a positive impact on a child's development and learning. We promote an open door policy whereby parents/carers are welcome to speak to staff before or after school regarding their child's progress, interests, skills and needs. Parents will be formally or informally invited into school for events such as assemblies, plays, parents evenings, parent workshops and regular 'stay and play' sessions. We actively encourage parents/carers to engage in their child's learning at home, in particular; sharing stories, reading school books, practising words and letters, playing board games, sharing conversations, talking about numbers, counting, etc. (Any parent/carer requiring support or further ideas should see a member of staff.) Each child will receive a home school learning journey. Parents and children are encouraged to write in this book about special activities and occurrences for their child to share at school. We will also put photographs or information in the home/school learning journey. When a child is in Reception, (or earlier if the child is ready) they will also be given a reading book and a sounds book.

Transition.

We endeavour to make all transition as smooth, positive and effective as possible. These include starting in the Nursery, transferring within the EYFS to full time school and then moving to Key Stage 1.

Starting in Nursery

- Parents/carers receive a letter offering a place for their child and inviting them to a New Parents Meeting
- The New Parents Meeting is an opportunity to meet staff and to be introduced to the Foundation Unit. A start date is agreed.
- On the start date, parent and child stay for a short visit. The child then begins to attend the session. We maintain a flexible approach where parents/carers are welcome to stay to help settle their child, the length of the child's session can gradually be increased and every effort is made to ensure the child is confident in the session.

Starting in full time school

- Parents/carers are invited by the Local Authority to express a preference for the school that their child will attend full time.
- Parents/carers receive a letter from the Local Authority offering a place for their child at Newham Bridge Primary School.
- Parents/carers will be invited to a New Parents Meeting at school and receive an invitation to stay with their child for a school dinner.
- The New Parents Meeting is an opportunity to meet staff and discuss changes that full time education offers.
- At the New Parents Meeting parents/carers are given a start date, which will be during the first week of the school term. The child then begins to attend full time sessions. There will be close liaison during this time between teachers and parents/carers to ensure that children settle quickly into school.

Transition to Year One

In Year One there continues to be opportunities for child initiated and independent learning. This ensures that children remain motivated, enthused and eager learners.

We promote continuity in learning by ensuring that Year One teachers are aware of each child's achievement and can implement the next steps in their learning. Reception and Year 1 teachers meet to discuss children, their records and achievements and their needs. Before the start of the new Year the children will have the opportunity to spend some time with their new teacher in their new classroom.

December 2014

L Richardson

