



School Policy



Early Years

Autumn 2020

Policy Contents

- Curriculum Vision and Equal Access Statement
- Aims
- Approach – ICT
- Planning, Assessing and Recording
- Progression and Continuity
- Health and Safety – Risk Assessments and Safeguarding
- Roles and Responsibilities

Vision *"Growing Together"*

At Lightmoor Village Primary School we aim to ensure that every child within school is able to look after themselves and others and knows how to keep safe. It is our hope that all children recognise that staff within the school setting can be approached and that they will work hard to ensure every child feels safe. It is our role to support in preparing children for life in modern Britain by equipping them with life skills to protect themselves and approach adults with concerns.

We recognise that the world, and our understanding of it, is rapidly developing and believe that the curriculum should be flexible and adaptable to ensure that the skills our children develop can be applied to new and relevant learning throughout their lives, enabling them to embrace new technologies and challenges. Our skills based curriculum will provide inspirational contexts, ensuring children's interests and talents are at the heart of their learning journey.

We will offer an understanding and enjoyment of the world, with its diversity and richness in physical, social and imaginative forms; empowering them with social and emotional skills. We will provide a safe learning environment, where pupils feel secure, valued and confident to fulfil their potential.

We aim to cater for a child's individual needs, interests, talents and abilities and these will be developed throughout a broad and varied curriculum, to enable them to reach their full potential. Our aim is that the ethos behind the Early Years Foundation Stage Curriculum should be continued throughout a child's education at Lightmoor Village Primary School. We believe a child-centred, fully immersive curriculum will enable all children to develop as independent, resilient learners throughout their time at our school and beyond.

We hope that the positive attitudes and high standards learnt during their time with us will help develop important aspects of each child's character. The curriculum will support the traditional values of fellowship, responsibility and consideration of others regardless of race, religion, gender, ability and/or socio-economic factors.

We work in partnership with Bournville Village Trust to enhance and develop our service of the community. The school is at the heart of the community and we aim to use and develop the skills, talents and experiences they have for the benefit of our learners. We recognise the important role that our parents play as our pupils' first and most enduring educators and we value the contributions they make.

Equal Access Statement

Upon admission to Lightmoor Village Primary School all children and their families are welcomed irrespective of ethnicity, religion, disability, gender or social diversity. All members are treated equally within our learning and teaching environment, which is created on the basis of mutual respect, empathy, tolerance and care.

Also, having considered the term "inclusive" in its fullest sense we have established, and will maintain, a high level of provision for all our pupils. They will be provided with a comprehensive range of essential and extended learning opportunities throughout their school career.

By equipping them with essential life skills, our constant ambition is to both singularly and collaboratively, look for, identify, fulfil and extend potential.

Aims

- To provide quality learning experiences for all the children across the seven areas of the curriculum. Learning will be achieved through practical and play activities, which are structured, balanced and relevant to the child and related to the real world.
- To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "What the child can do" will be our starting point. We provide early interventions for children requiring additional support.
- To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
- To provide a curriculum which provides equal learning and development opportunities for all the children with play as the vehicle for learning.
- To work in partnership with parents and the wider community to support and enhance the development of the children.
- To provide opportunities for the children to develop their skills both indoors and outdoors and to take part in Forest Schools.
- To create confident and independent learners who are able to access their own learning and manage their own needs.

Approach

In the Early Years Foundation Stage (EYFS) class at Lightmoor Village Primary School we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment.

We plan an exciting and challenging curriculum based on our observation of children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards exceeding the EYFS curriculum.

Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities both Adult Led and Child Initiated.

Children are taught as a whole class for short, regular sessions during the day and are then given opportunities each day to work both with an adult and to access their own learning and work independently within the environment.

At Lightmoor Village Primary School the children are in charge of their own learning and they are encouraged to select activities of their choosing from around both the indoor and outdoor environments. Adults plan stimuli each week for the different area of the environment to try and focus and give learning a new direction. Throughout the year the Foundation Stage children also take part in a Forest School sessions.

"Forest Schools, is an inspirational process, that offers children and young people opportunities to achieve, develop confidence and self esteem, through hands on learning experiences in a local woodland environment"

(Definition by 'Forest Schools England')

Play Policy

The fundamental way in which children learn is through play both indoors and outdoors and this is how we approach our Early Years Foundation Stage Curriculum.

***Adults who criticise teachers for allowing children to play are unaware that play is the principle means of learning in early childhood
(Davis, 1990)***

When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the seven areas of learning, working towards achieving the EYFS objectives.

Through play in a secure environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning
- Narrating children's play
- Asking questions about children's play

Planning, Assessment, Recording

Planning

When planning activities and themes the ideas of the children are taken into account. The Reception teacher will plan topics and activities from the children's interests taking into account their thoughts and feelings and previous experience.

The planning takes place on a half-termly basis where the practitioner identifies the areas of learning to be covered during the half term to ensure that all skills are covered. Flexible planning takes place to tailor the children's curiosities and fascinations. All planning will ensure stimulating and challenging tasks based on prior knowledge, skills and understanding.

Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum as appropriate.

Assessment

Children are assessed against the Early Years Foundation Stage Profile. The Reception Class Teacher will visit the children and their parents/carers in the home settings. This gives the parents/carers an opportunity to talk about their child, ask any questions and for the child to meet the teacher in their own environment. At this point the teacher shares information about expectations in Reception and gives the child a goodie bag with activities to do over the summer and games to play. The nursery in the local community will also be visited where the majority of the children attend.

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Using an iPad we record observations using the Tapestry program and match up the relevant objectives in this way. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal learning journey, which are shared with parents. These on-going observations are used to inform the EYFS Profile/developmental matter bands. All children take part in adult led tasks and each child is assessed on this weekly and 3 focus children will be selected each week. Adults will focus on observing these children in all areas of learning. The class teacher will then meet with the parents/carers the following week at a convenient time. This allows for a more in depth report on children's as individuals. It also means staff will be able to review more regularly with parents.

The Early Years Foundation Stage Profile is completed at the end of the Reception year for every child. Staff completing the profile will attend annual moderation meetings. This document is used alongside the teacher and other adults, observations, knowledge about the child and the Learning Journey to reach judgements about where the child has attained developmentally.

A completed EYFS Profile consists of 20 items of information: the attainment of each child assessed in relation to the 17 ELG descriptors, together with a short narrative describing the child's three learning characteristics.

The learning characteristics:

- playing and exploring
- active learning
- creating and thinking critically

The class teacher will make a judgement for each ELG as to whether the child's learning and development is best described by:

- the description of the level of development expected at the end of the EYFS(expected);
- not yet at the level of development expected at the end of the EYFS (emerging); or
- beyond the level of development expected at the end of the EYFS (exceeding).

When a child is coming to the end of their Reception Year, meetings are held between the Reception and Year 1 teacher where assessments sheets are shared alongside discussions about each child. The year 1 teacher will take the child from where they finish the EYFS at either Emerging, Expected or Exceeding.

Recording

Every child has a 'Learning Journey' and a literacy book which contains examples of their achievements and work throughout the year. Tapestry is used for photographic evidence and children's work during child initiated time and adult led sessions is also kept and stored in their Learning Journeys. The Learning Journeys are not sectioned into areas of development but worked through in date order to show progression.

Parents have free access to their child's Learning Journey and tapestry all year round and are actively encouraged to contribute to these with their own notes and observations from home.

Progression and Continuity

There are clear expectations for progression through the Reception class and throughout school at Lightmoor. All pupils' individual abilities are taken into consideration and they are offered activities that are at an appropriate level to meet their developmental needs. Therefore some younger pupils are provided with similar or the same activities as some older pupils to meet their needs and vice versa.

After each activity adults record the children's achievements and then these are transferred into their Learning Journeys or Tapestry. The teacher then plans for the child's next step based on what they have observed. This enables the following weeks planning to be pitched correctly in order for progression.

Health and Safety

As a school we follow the Telford and Wrekin Risk Assessment Format and risk assessments are carried out on any activities that could put children at risk, beyond the usual school based activities. The class teacher is responsible for completing the risk assessments prior to an activity or trip. Copies of risk assessments are shared with participating adults and stored centrally on the main office.

Safeguarding

It is within our whole school safeguarding policy that staff are not to use any of their personal equipment for photographing children or emailing images of children. School cameras and iPads and Ipods should be used only and electronic images of children are to be kept within the school grounds.

All personal recording and photographing devices are locked in the staff room in personal lockers at the start of each day.

Roles and Responsibilities

It is the responsibility of the subject leader to follow the principles stated in this policy. There is a named governor responsible for the subject. This governor has the opportunity to understand and discuss subject policy and practice, acting as a 'critical friend' to the subject leader and providing feedback to the whole governing body. This supports the development and progression of the children's learning in this area, thus maintaining high standards.

The Head Teacher and subject coordinators carry out monitoring of the subject through observation and discussion as part of the whole school monitoring cycle.

This policy will be reviewed in line with the monitoring cycle.