



Langrish Primary School: Early Years Policy

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. ('The Statutory Framework for the Early Years Foundation Stage.' DfE 3rd April 2017).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. All children join Langrish School at the beginning of the school year in which they are five. Our PAN is 30.

The EYFS is based upon four principles:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- **children develop and learn in different ways and at different rates.**

A Unique Child

At Langrish School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are introduced to different learning behaviors which are reflected throughout the rest of the school. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. Children begin to understand the concept of the growth mindset. The children are taught how to learn and how to become successful learners.

Inclusion

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Langrish School are treated fairly regardless of race, religion or stage of learning. We do not group children based on notions of fixed ability. We teach the children that practice and effort lead to learning and improvement. Teachers plan low threshold, high ceiling tasks which enable all children to access the learning and to achieve as highly as possible. In Reception, the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Equality Policy and SEN Statement.

In the EYFS we have realistic and challenging expectations and meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued

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- monitoring children's progress and taking action to provide support as necessary

It is vital that all children in the school are safe. Through PSED, we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world. All areas of the Early Years classroom and outside areas are risk assessed regularly.

Positive Relationships

At Langrish School, we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise the important role parents play in educating the children. We do this by:

- talking to parents about their child before their child starts school;
- inviting the children to spend time with their teacher in the classroom before starting school
- inviting all parents to an induction meeting during the term before their child starts school
- encouraging parents to attend consultation meetings in the first two terms to discuss progress
- providing a written report at the end of each school year
- encouraging parents to contribute observations for learning journeys through proud clouds and learning comments
- sharing our approach to learning through Meet the Teacher meetings
- sharing our weekly learning on our class web page
- identifying a key person for each child from the Reception teaching team who ensures that every child's learning and care is tailored to meet their individual needs

We have good links with the local feeder playgroups and visits are undertaken by the EYFS teacher to meet with staff to discuss new intake children. Home visits also take place every September.

Every member of the EYFS classroom is paediatric first aid trained. There is a first aid box accessible at all times and accidents are recorded in a first aid box. All staff receive annual safeguarding and Prevent updates from the DSL. Staff attend relevant training from county, including moderation briefings and Headteacher updates led by Hampshire County Early Years Team.

Enabling Environments

At Langrish School we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child initiated activities reflecting the topic where they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. This includes a rolling snack bar where children can access water, milk and fruit. A daily visual timetable is provided to ensure all pupils are aware of the routine for the day and the areas to be accessed.

Observation, Assessment and Planning

Planning within Reception is written weekly based upon children's interests and seasonal topics. A weekly focus is based on the learning objectives linked to the EY curriculum and shared with all staff. First hand experiences are provided with opportunities for challenges appropriate to the development of the children.

In the EYFS, assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded in a variety of forms on Target Tracker and in individual Learning Journeys. Termly judgments are moderated in Pupil Profile meetings with a member of the SLT. Each child also has their own English and Maths books for precision teaching opportunities. Each child's progress is recorded against 17 assessment scales derived from the ELGs (Early Learning Goals)

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The Areas of Learning and Development

At Langrish School we recognise that children learn and develop in different ways and at different rates. All areas of learning and development are treated equally and it is understood that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning.

The EYFS is made up of seven areas of learning:

Prime Areas

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

Specific Areas

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

These areas are delivered throughout each topic and linked closely together. All areas are delivered through planned, purposeful play and a mix of adult led and child initiated activities. Planning opportunities also reflect the different ways that children learn. These Characteristics of Effective Learning are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

The Reception class has its own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together. Learning also regularly takes place on the playground area and in the copse, through weekly Forest School sessions.

Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.