



BLETCHINGDON PAROCHIAL C of E (VA) PRIMARY SCHOOL

EARLY YEARS POLICY

“Learn to Believe – Aspire to Achieve”

At Bletchington Parochial CE (VA) Primary School we believe that everyone can reach their true potential. Through supportive, yet challenging teaching, we inspire our children to learn.”

Love

honesty

courage

respect

unity

Introduction

"Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up."

- "Early Years Foundation Stage Profile"

Department for Children, Schools and Families 2012

Principles

The EYFS is based upon four principles:

- **Unique child.** We recognise that every child is a competent learner who becomes resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.
- **Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- **Enabling environments.** We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.
- **Learning and development.** The Foundation class is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The class is set up in learning areas (where possible) where children are able to find and locate equipment and resources independently.

Early childhood is the foundation on which children build the rest of their lives. At Bletchingdon CE Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life as a whole and not simply preparation for the next stage of education.

All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to embrace the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that all adults, at home and at school, work effectively together to support the learning and development of the children in their charge.

Aims

It is every child's right to grow up in a safe and positive environment where they are encouraged to succeed, through a stimulating experience relevant to their developmental needs. The overarching aim of the EYFS is to help young children achieve these outcomes.

We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Bletchingdon CE Primary School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including those with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, thus fostering independence, self-discipline and self-confidence.
- Work in partnership with parents and guardians and value their contributions. Through this we endeavour to ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, achieve.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs that are inclusive.

Learning and Development

Learning and development is categorised into three prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

Additionally there are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Success in these prime and specific areas of learning can be achieved through characteristics of learning such as:

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

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. Certain subjects such as phonics will be taught discretely. All staff who work in the Foundation Stage are involved in this process.

The planning within the EYFS is based around the children's interests. These plans are used by the EYFS staff as a guide for weekly planning. However, we may alter these in response to the needs and interests of the children.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and recorded observations and this involves the teacher and other adults as appropriate. These observations are recorded and used to inform the Senior Leadership Team. Progress meetings are held with the headteacher. Parents and carers are given the opportunity to meet with the Foundation Stage Team each long term and, at the end of the third term, we provide a written summary in relation to the children's early learning goals to parents and carers. Parents and carers are given daily feedback through face to face conversation as well as our to and fro home –school link book. Parents and carers are invited to share their child's profile with them one morning a week. Transition meetings are held with the follow on class teacher.

Baseline assessing takes place in the first six weeks of a child's Reception year. This is not statutory for the academic year 2015-16 although the school has chosen to administer it. It will become a statutory requirement from September 2016.

Learning Through Play

At Bletchington Primary School, we do not make a distinction between work and play. We believe that, in the foundation years, children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

The Induction Process

During the Summer Term prior to starting statutory school the following September the following visits are conducted:

- Foundation staff will visit pre-school settings from which September's Reception intake will be taken.
- Each child and their parents and carers will be invited to spend three mornings (including two lunchtimes) at Bletchington Primary School in order to familiarise themselves with both the staff and the foundation class environment.

Induction into the nursery for our 3 – 4 year olds is conducted on more of an informal basis. Children are currently invited to join our nursery class in the term after their third birthday – January, April and September. Our Foundation Stage Teacher Mrs Seymour will offer the family a home visit prior to their child starting in order to 'get to know' them and address any questions or concerns the family may have.

Timings

Nursery Class	8.45 – 11.30 (morning session) 11.30 – 12.30 (lunch) 12.30-- 15.00 (afternoon session)
Reception Class	8.45 - 15.00

Nursery Funding

Children are entitled to fifteen hours of funded sessions per week at the beginning of the trimester following their third birthday. Funding is paid by the Department for Education (DfE) three times a year – 1st September, 1st January and 31st March. If, for example, your child turns 3 years of age on 6th January, the DfE will fund a nursery place from 31st March. However providing we have space we would be happy to allow your child to start after February half-term with you, as the parents, funding the hours until 31st March.

Can I book my child in for both morning and afternoon sessions?

Yes. At Bletchingdon Primary School we understand the need for flexibility so that parents can work as well as manage their family lives. You may choose (providing there is availability) which sessions your child attends. For example, you may choose for your child to attend all day Monday, Tuesday and Wednesday (15 hours) or perhaps Monday to Friday mornings (15 hours).

Wrap-around Care

If capacity allows, children may attend further sessions on a fee basis and this is known as Wrap-around. From September 2015 this cost will be £10 per session. We require one term's notice (approximately six weeks) if you wish to withdraw your child from Wrap-around Care so that we can reallocate the place. Since there are fewer children eligible to attend the Nursery Class in September there is more scope to offer Wrap-around sessions in the autumn terms.

However, as the academic year proceeds the Nursery becomes increasingly full of children entitled to their funded sessions. Priority has to be given to the entitled sessions and for this reason we can only allocate Wrap-around places on a term by term basis and cannot guarantee them for the whole year. By April the Nursery will be almost or full to capacity and therefore Wrap-around places will be extremely limited. During the course of the year it also becomes increasingly difficult to accommodate requests to rearrange sessions whether entitled or Wrap-around.

Home and School Links

We recognise that parents and carers are a child's first educators. As such we aim for the school and parents/carers to work closely together. This can have a very positive impact on a child's development but does

rely on a two-way flow of information and knowledge.

We will develop this working relationship between the school and parents and carers as follows:

- We will outline the school's expectations in our Home-School Agreement.
- We will hold a parent consultation at the end of term 1 to establish how your child is settling into the school environment.
- We will send home a "To and Fro" book designed to enable Foundation staff and parents or guardians to record outstanding achievements.
- We will publish a theme topic leaflet detailing the areas of learning and the overarching theme of the term or half-term.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- We will conduct further parent consultations in the spring term to inform parents and carers formally of their child's results and overall progress. This will be followed by a formal written report in the summer term and a further parent consultation if wanted.
- There will be opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning, for example through supporting cooking, computing or art activities.

Personal Care

"Personal" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene relating to toileting. Parents will be given a copy of our 'Personal Care Policy' and asked to give written permission for such care to be carried out.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Personal Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEN Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are positive role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Signed Louise Hatton (Headteacher)

Signed..... Lorraine Seymour (Foundation Stage Teacher)

Signed..... Kate Pick (Chair of Governors)

Date: Reviewed September 2015 in light of expansion of Early Years to include Nursery aged children

Further review September 2017

