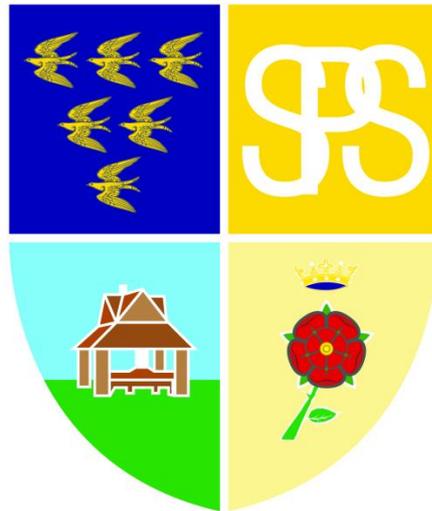


# Sedlescombe Church of England Primary School



## Early Years Policy 2019 - 2022

Adopted	January 2020
Review Cycle	Three Years
Review Date	Academic Year 2022-2023

## Sedlescombe Vision and Values



**Motto:**

**Learning, Loving and Growing Together with God**

**Values:**

<b>Aspiration</b>	<b>Honesty</b>	<b>Forgiveness</b>
<b>Courage</b>	<b>Thankfulness</b>	<b>Kindness</b>

**Vision:**

**Our school is a family with God at its heart.  
Christian values guide and inform all that we do.**

**We aim to:**

- Provide a welcoming, safe and nurturing environment where everyone is able to learn and grow as a unique individual.
- Encourage and support each other to be ambitious, resilient and independent lifelong learners.
- Develop enquiring minds and a love of learning.
- Value everyone and celebrate their beliefs, achievements, skills and contributions.
- Provide a curriculum that is creative, exciting, challenging and takes learning beyond the classroom.
- Reach the highest standards in achievement and attainment.
- Create a learning community where everyone is nurtured and challenged to develop academically, personally, morally and spiritually.
- Support each other to develop the skills, attitudes and values to grow into responsible members of our global community and God's world.

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## **Introduction**

“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 Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

(Early Years Foundation Stage Framework, April 2017)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. The children spend the final year of the EYFS in school as Reception children.

In our school, all children may join us in Class Mozart full time at the beginning of the school year in which they become five. Although parents of children whose fifth birthday falls in the Spring or Summer terms may start their children part time, or in the term following their fifth birthday if they so choose.

## **Aim**

At Sedlescombe Church of England Primary School we aim to provide the highest quality care and education for all our children thereby giving them the strongest possible foundation for their future learning.

We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and other professionals to meet their needs and help every child to reach their full potential.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings:

- ❖ 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

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- ❖ 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 learn and develop in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

This policy explains how our practice is underpinned by these four key themes.

### **The Unique Child**

At Sedlescombe Church of England Primary we believe that every child is unique and recognise that all children develop in individual ways, at different rates. It is imperative that their learning should be well matched to their developmental stage and our role as practitioners is to support, encourage, challenge and extend. Children have individual abilities and these should be identified and promoted as part of the learning process.

We 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;
- ❖ using a wide range of teaching strategies based on children's learning needs;
- ❖ providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- ❖ providing a safe and supportive learning environment in which the contribution of all children is valued;
- ❖ using resources which reflect diversity and are free from discrimination and stereotyping;
- ❖ planning challenging activities for children whose ability and understanding are in advance of their language and communication skills; monitoring children's progress and taking action to provide support as necessary;
- ❖ managing behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- ❖ maintaining records, policies and procedures required for safe, efficient management of the setting and to meet the needs of all of our children.

## **Inclusion**

We value the diversity of individuals within the school. All the children at Sedlescombe Church of England Primary Schools are treated fairly regardless of race, gender, religion or abilities. All children and families are valued within our school. We give our children every opportunity to achieve their best. In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural back grounds, children of different ethnic groups and those with English as a second language.

## **Welfare**

The welfare of our children is of utmost importance. We educate the children on boundaries, rules and limits and help them to understand the reasons behind them, managing behaviour effectively in a manner appropriate for the children's stage of development and individual needs.

Children should be allowed to take risks, but need to be taught how to recognise them and avoid hazards. We comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We ensure that the premises, furniture and equipment is safe and suitable for purpose and maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children in our care.

## **Positive Relationships**

At Sedlescombe Church of England Primary School we recognise the importance of building strong relationships between staff, children and parents. Our aim is to provide a setting which is underpinned by our Christian values of Kindness, Honesty, Courage, Forgiveness, Thankfulness and Aspiration.

- ❖ warm, loving and fosters a sense of belonging;
- ❖ sensitive and responsive to the child's needs, feelings and interests;
- ❖ supportive of the child's own efforts and independence;
- ❖ consistent in setting clear boundaries;
- ❖ stimulating.

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Our learning is based on establishing positive learning behaviours. At Sedlescombe Church of England Primary School we have six key learning behaviours. These are: Cooperation, Courage, Independence, Aspiration, Creativity and Curiosity.



### Parent Partnership

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We understand the role that parents have played, and their future role, in educating the children. We do this through:

- ❖ offering visits to school for all children prior to their starting school;
- ❖ inviting parents and children to an individual appointment in September before they start school officially;
- ❖ giving children the opportunity to spend time with their teacher before starting school;
- ❖ inviting all parents to an induction meeting during the term before their child starts school;

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- ❖ offering parents regular opportunities to talk about their child's progress in Mozart class;
- ❖ encouraging parents to attend formal parent meetings in Term 2 and 4 to discuss progress and sending weekly newsletters, text reminders and termly class newsletters;
- ❖ arranging a range of activities throughout the year that encourage collaboration between child, school and parents e.g. weekly parent reading sessions, class assemblies, Nativity play and Sports Day;
- ❖ encouraging parents to contribute to their child's Tapestry online learning journey and add comments relating to the children's achievements outside of school on Tapestry or on WOW slips.

### **Transitions**

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and child-minders. We have good links with local pre-schools and toddler groups and we aim to visit as many as possible in term 6. If this is not feasible, we aim to make contact with pre-school/nursery staff to discuss new intake children and how we can best suit their needs during the transition period.

In the final term in Reception, the Year 1 teacher will meet with the Early Years teaching team will meet and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

### **Enabling Environments**

At Sedlescombe Church of England Primary School we understand that the learning environment plays a key role in supporting and extending children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences for the children.

### **Observation, Assessment and Planning**

Staff are skilled at observing children to identify their achievements, interests and next steps for learning. The observation, assessment and planning process is seen as a continuous cycle.

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**Observations:**

Observation is the practice of looking at and listening to children to find out how they are developing, what they like doing and what they are learning through their play and the experiences on offer. Observations of children are vital because each child has a unique set of abilities and talents and observations in different situations capture this first hand. Observing what children choose to do, what their interests are and who and what resources they enjoy playing with, provides adults with reliable information about children as individuals. Observation also provides opportunities to gauge children's needs and so more accurately plan next steps in their learning.

Observations take place on a regular basis as part of daily routines at Sedlescombe Church of England Primary School. Further guidance on how to make useful and accurate observations that provide accurate assessment information and that can be used to judge a child's next steps in their learning can be found in Appendix 1: Expectations of EYFS Evidence Gathering.

**Planning:**

The planning objectives within the Foundation Stage incorporate the Development Matters Statements from the Early Years Foundation Stage document. Planning supports the whole school 'Learning Journey' approach with six termly themes, strongly linked with literacy. Dynamic weekly plans are produced to give a broad overview of objectives to be taught in all areas of learning. These are a working document that is adapted and changed in line with the children's responses to the learning experiences and pace of learning. Objectives on weekly plans are clearly marked to show planned objectives for whole class, group and individual learning.

Quality texts are used to develop and foster a love of reading and books are shared with children from the moment they enter reception. Phonics is taught daily from the very beginning of reception in line with the current Phonics Policy (available on the school website).

The EYFS Maths number curriculum is taught using Number Blocks and is based on the Teaching for Mastery approach to learning.

**Assessment:**

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 observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual Learning Journeys and on Tapestry.

At the end of their foundation year in school the children's progress is recorded against the 17 Early Learning Goals. The children are judged to be in one of three bands for each Early Learning Goal – emerging (1), expected (2) or exceeding (3).

In Term 6, we provide a written summative report to parents, showing their progress in each of the Early Learning Goals. We give a reasonable opportunity for the parents to discuss these judgements with the Reception Class teachers.

### **The Learning Environment**

Our Reception classroom 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 classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. We plan for our environment using a free flow approach, where by children have constant access to outdoor and indoor environments. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors and indoors which help the children to develop in all 7 areas of learning.

### **Learning and Development**

At Sedlescombe Church of England Primary School we recognise that children learn and develop in different ways and at different rates. There are seven areas of learning and development that shape educational provision in Early Years settings. We value all areas of learning and development equally and understand that they are interconnected.

There are three prime areas which underpin the four specific areas:

#### **Prime Areas**

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

#### **Specific Areas**

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

Learning is planned for in all areas through purposeful play with a balance of child-initiated and adult-led activities. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play and by taking part in play which is guided by adults. Through this play the children explore and learn to make sense of the world. They practise and build up ideas and have the opportunity to think creatively alongside

other children as well as on their own. They communicate with others, learning to negotiate as they investigate and solve problems.

We ensure that the three characteristics of effective learning, our learning behaviours and Christian Values are at the heart of everything we do in Class Mozart.

- ❖ **Playing and Exploring** - Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn 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. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.
- ❖ **Active Learning** - Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning. They are encouraged to concentrate and keep on trying if they encounter difficulties, and celebrate and enjoy both their own and their peers' achievements.
- ❖ **Creating and Thinking Critically** - Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

### **Monitoring and Review**

It is the responsibility of the EYFS teachers to follow the principles stated in this policy. The governors responsible for the Quality of Education will monitor the implementation of this policy.

The Headteacher and subject leaders will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Reviewed By: Michelle Riseborough (Infant Leader)

Date: January 2020

## Appendix 1:

### Expectations of EYFS Evidence Gathering

Evidence can be gathered and evidenced on Tapestry, in Learning Journey books or Maths books.

Evidence can be photographic, videoed, written observation by adult with child voice annotated, an annotated piece of work directed by teacher or child initiated independent evidence produced during free flow sessions.

When making an observation the following expectations must be adhered to:

- Always use **green** pen
- Only record evidence of **new learning**
- Record pupil voice using speech marks “ ” to show what learning has taken place and the child's understanding.
- Question to move child's learning or thinking on even further e.g.:
  - How do you know that?
  - Why do you think that's happened?
  - Tell me about what you've made?
  - Where could you look?
- Record evidence on Tapestry of and learning relating to:
  - characteristics of effective learning
  - **new learning**
  - physical learning e.g. doing buttons for the first time
  - creative learning e.g. a photo of a really tall tower a child has built with a child voice quote about how they are going to measure it, make it taller , problem solve
- When recording on Tapestry one observation may cover many new aspects of learning. For example one video with questioning to gently nudge the learning on could result in making a judgement against a number of objectives.

#### Example Observation:

Sid spent a long time building his three story garage; he wanted to fit more cars into it but the top kept falling down. CEL, Perseverance, Concentration

Wow that's amazing, tell me about what you've built?

“ It's a garage, but it kept crashing, so I found this long bit of wood and put it on top then it didn't fall down any more” Problem solving reasoning, Maths shape and space 40 -60 D

What are you going to do now?

"I am going to measure it with this tape" Maths shape and space 40 -60 D

"It's not working it's too short, have we got another one?"

Sid went to find one then began measuring with a longer tape.

"It fits 20 cars in I think" Sid counted accurately 18 cars.

"I haven't got enough yet, I need to get some more"

Speaking and Listening ELG E

How many more will you need, Sid counted again "I need two more" Maths  
Number 40 -60 S

### **Capturing Evidence on a Worksheet:**

- Where a worksheet is used to show a child's learning and next step, it should be annotated afterwards by the supporting adult. Look at the following example:

Date: dd/mm/yy Sid completed these number sentences independently without any help. (I - Independently)

Next Step to write 3s the correct way round

3 3 3 3 3 3 3 3 3 3 3 3

### **Next Steps in Learning:**

- Be aware of the children's next steps and look out for them and support their next steps, reminding them of them verbally or by modelling:
  - " Oh , I can't remember which way round my b should go, I know I'll look at the bed to help me"
  - "Remember we are looking to see if you have remembered which way round your d and b go. Where could you look to check before you write?"
- **Then look for evidence that they are doing it independently.**
- Collect evidence from child initiated play when you spot a child's next step. A letter written to someone in the role play, written number sentences, drawing using shapes or skill learned in class learning. Photocopy the evidence for their book and annotate in green with the:
  - Date,
  - EYFS level,
  - Situation,
  - Child voice

For Example Sid was writing number sentences independently in the maths corner. "Wow! Tell me about what you've done?" Record the following evidence:

Sid 25.12.19 CI (Child Initiated)

Sid was writing number sentences independently using Numicon to help him after our lesson this morning. (situation)

“I got the yellow one and it was three, then I got another yellow one and it was three. Then I counted all of them and it made 6.” (pupil voice)

Number 40 – 60 D (EYFS level)

- Phrase wording in a positive manner “Sid was able to sound talk the words with support from TA” rather than “Sid couldn’t do this”
- Use the EYFS cards to decide on the level the child is working on in line with their next steps.
- Be aware of intervention groups for children who are needing boosters to bridge gaps. These children need more focused learning and support.
- Ensure evidence recorded is moving the child’s learning onto the next step.
- Use area and age for example: 40-60 or ELG to record the new learning.
  - E = **Emerging** - just moving into this level of learning
  - D = **Developing** their understanding of this level of learning is developing
  - S = **Secure** within this level of learning

For example:

Writing 40-60 D: Sid was able to hear the initial sounds independently and hear some final sounds with a little help.

“I know that chip has got the ch sound in it because we did it this morning in phonics and I can see it there on the wall”.

Sid pointed to the ch on the phonics working wall.