



## Ruardean C of E Primary School

### Early Years' Policy

*Love of Learning – Love of Life – Love of One Another*

Matthew ch22 v33-40

<b>Policy Reviewed:</b>	<b>Bi-Annually</b>
<b>By:</b>	<b>SLT</b>
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<b>Policy Owner</b>	<b>EYFS Lead</b>

#### Related Policies/Documents:

- **Curriculum Policy**
- **Health and Safety Policy**
- **Teaching and Learning Policy**
- **SEND**
- **Safeguarding and Offer of Early Help**
- **British Values**

#### 1.0 Introduction

Early childhood is the foundation on which children build the rest of their lives. At Ruardean C of E Primary School we greatly value the important role that the EYFS plays in laying secure foundations for future learning and development as well as the importance of feeling safe and secure in oneself and their environment.

*"Love of Learning – Love of Life – Love of One Another"*

#### 2.0 Intent

- At Ruardean C of E Primary School we strive to provide our children with a broad, engaging and inclusive curriculum that stimulates and promotes their eagerness to learn.
- Our children are citizens who will make a valuable contribution to society and have a right to a voice in issues which affect them. It is our role, together with parents, to prepare the next generation for the unknown future.
- To facilitate and offer learning opportunities that offer consolidation, extension and challenge through a stimulating, varied and enabling environment.
- To encourage and foster an interest and curiosity in themselves, each other, their world and beyond.
- To provide practical, explorative, and challenging learning opportunities that reflect situations and experience in both theirs and the wider world.
- To foster and model an ethos that reflects our Christian Values and the core values of our school – respect, friendship, creativity, perseverance, hope and responsibility.

- To further support the development of a strong moral compass through our relationship with the local church, The Church of Saint John the Baptist, and our times of worship in school.
- We aim to develop positive relationships through different partnerships and experiences, all within a caring, respectful and professional environment.
- We aim to encourage parents to contribute positively and actively through special days and events (e.g. Mothering Sunday, learning about our past and present, asking parents to accompany us on trips, offer their help to enrich the curriculum etc).
- To recognise the “unique child” through planning, feedback, monitoring and assessment as well as everyday interaction and learning opportunities and experiences.
- To nurture and support our children enabling them to become confident, expressive, curious, independent and caring young people within our local community and beyond; children who demonstrate a positive attitude to learning and to one another; children who want to achieve their potential and more.
- To provide a safe and secure environment but one that also encourages them to be active participants and contributors, taking risks with their learning.
- To continue to establish and strengthen links between existing (on-site provider Acorns) and other pre-school settings enabling a positive transition to school.
- To foster strong and healthy relationships, working in partnership, with our parents and carers.
- The wellbeing of our children is paramount, and we aim for all our children to feel happy, secure participants in their world and the world that will await them.

### **3.0 Implement**

#### **3.1 Curriculum**

At Ruardean C of E Primary School we follow the EYFS framework which includes 7 areas of learning and development that are equally important and interconnected. The three prime areas are:

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

The prime areas are strengthened and are also applied through 4 additional areas:

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

Within these seven areas the statutory Early Learning Goals establish expectations for most children to reach by the end of the EYFS.

#### **3.2 Teaching and Learning Style**

### **3.2.1 Planning**

- Through planning provide a mix of activities for open exploration, consolidation and / or extension of knowledge and skills, more active learning opportunities where an adult can interact and respond and activities where a key skill or knowledge is modelled or introduced. This incorporates both the indoor and outdoor learning environment.
- Plan using the compiled Skills Progression Document which has been informed by the Development Matters and Birth to Five Years documents, as a guide for developmental progress, culminating in the assessment of the EYFS curriculum's Early Learning Goals. The skills progression document is also used to inform ongoing assessment of each child, informing areas that need to be addressed and aid each child's developmental progress.
- Planning to show clear objectives and differentiation; catering for all of our children's interests, styles of learning and abilities.
- Deliver daily Read Write Inc phonics sessions, differentiated to meet all of our children's learning stage.
- Plan to cover the prime times of the Christian Calendar (Harvest, Nativity, Easter) as well as providing opportunities to learn about other traditions, festivals and families.

### **3.2.2 Style and Delivery**

- Use open questioning, modelling, opportunities for listening, thinking, exploration and response.
- To offer a kinaesthetic approach to many learning opportunities, encouraging a variety of "talking" opportunities.
- To encourage, foster and develop learning and personal and social skills through play and exploration.
- Introduce, use, model and consolidate a broad range of vocabulary and language through everyday experiences as well as subject specific language.
- Use rhyme, song, music, stories and texts to extend language and awareness of language.
- Provide enhanced and continuous planned activities to explore, extend and support understanding.
- Identifying when child-initiated or adult-led activities are the most effective learning opportunities; make appropriate interventions that would extend and develop learning through play, talk or other means of communication.
- The features of effective teaching and learning in our school are also defined in our policy on teaching and learning.
- To encompass the morals and values of our school and the wider society through planning, play, discussion and activities.
- Use of RWI to teach and deliver daily phonics sessions (see Resources)
- Use of a "maths mat" to introduce, respond to and extend children's interaction and thoughts regarding maths concepts appropriate to the EYFS, complimenting the mastering mathematics (including KIRFS) and White Rose schemes.

### **3.2.3 Enabling Environments**

- Provide a stimulating, interactive and interesting environment.
- Provide opportunities, resources and space for children to explore as learners or to think critically and creatively about what they are faced with.
- Create an environment that encourages and supports independence and confidence e.g. picture labelling of drawers, accessibility of tools and equipment, familiarization with routines, displays to support independence and a sense of value.
- Foster and model an environment of respect and value where children feel confident to communicate their feelings, thoughts and opinions and listen attentively to others.
- Approach the outdoor classroom as a continuation of the indoor, providing quality experiences and opportunities for exploration and learning; adopting and encouraging a free flow approach to activities that are set or provided for.
- Use the outdoor learning and forest school area weekly, throughout the whole year. Therefore, fostering an interest in the natural world, allowing for child-initiated learning and risk taking, strengthening links with their local environment and providing plenty of opportunity for physical development and personal, social and emotional development (as well as all of the other areas of learning in the foundation stage).
- Offer spaces that allow for quieter or reflective times.

#### **3.2.4 Resources**

- Provide and encourage the use of a wide range of accessible resources that support and reflect the 7 areas of learning as well as developing a greater sense of curiosity, critical thinking and independence.
- Accessibility to song and books and identified quality texts.
- To plan for and provide enrichment opportunities through links with our community, families and relevant trips, as well as linking to important and relevant events through the school year.
- Use the classroom, outdoor classroom, outdoor learning area and local community to provide relevant and quality learning opportunities and experiences.
- Use and follow the RWI scheme to introduce and employ as secure approach to phonics.
- Encourage members of our wider community and school family to contribute to and participate in enriching our children's lives and extending their knowledge and understanding through giving talks, events, supporting trips, etc.

#### **3.2.5 Partnership and Transition**

- Develop and use partnerships between teachers and parents that will help our children feel secure at school and develop a sense of wellbeing and achievement.
- Use partnerships with parents to secure positive and clear communication with the sole purpose of the child. These include home visits prior to starting school, parent evenings, parent workshops, etc.
- Maintain and strengthen our positive relationships with pre-school settings, especially the on-site provider Acorns; gather information and

- understanding about the child, begin relationships with families, offer a smooth transition to our Reception Class at school, provide induction experiences (e.g. Forest School, Fizzy) employing staff to lead activities with the children from the on-site nursery prior to joining in September
- Use partnerships with outside agencies as well as specifically trained staff to support those children identified with additional needs – whether social, emotional, physical or learning.
  - Use partnerships with additional outside agencies that will provide enrichment of the curriculum.
  - Provide, when appropriate or relevant, workshops and meetings with families to share approaches to learning e.g. use of phonics and the RWI scheme
  - To establish a bond with our Year 6 pupils (Buddy system) that will strengthen a sense of belonging and security as well as friendship and role modelling throughout their first year of school. This Buddy System continues throughout the year in as many ways as possible.

## **4.0 Impact**

### **4.1 Observation, Assessment, Evaluation**

Ongoing assessment is an integral part of the learning and development process, informing planning, next step learning, and identifying the needs of the child for future learning.

- A Government Baseline assessment and a school class-based baseline are taken during the first few weeks of the starting school term, which is used to provide a holistic overview of each child.
- Teacher assessments are based on observations of what our children are doing in their day-to-day activities as well as notes taken from all adults involved with the learning experiences that we provide. They are gathered from a wide range of learning and teaching contexts. These inform learning and assessments and allow for continual reflection to improve and enhance practice, provision and next step learning.
- Learning journey diary and pupil books are kept informing the next step learning and ongoing assessment. At Ruardean C of E Primary School, we use annotated floor-books, teacher knowledge of the child as well as a Learning Journey Exercise book which is used largely for end of topic / key pieces for assessment. These are used to reflect upon and inform the End of Key Stage Foundation Stage Profile.
- Through feedback given and gathered (verbal, noted, observations) recognition of the progress being made and future learning needs are identified.
- Through continual day-to-day observations and evaluation, challenge/ next step learning / or need for intervention are also identified – these are reflected in the differentiated provision.

### **4.2 Monitoring, Recording, Reporting**

- Training needs are reviewed and identified for all adults involved in EYFS.

- Parent consultation meetings and reports inform of progress and identify areas for development, as well as building positive and active relationships with families.
- Half-termly analysis of progress is made and shared with key staff members indicating a breakdown of data for the cohort. This is used to inform interventions and next steps.
- Evidence is collected and reflected upon to support pathways to, and achievement of, the ELGs for the Foundation Stage Profile, summarizing learning progress and informing judgements. This is supported by the teacher's professional judgements and knowledge of the child. The reporting of end of key stage data is a statutory requirement.
- Subject area monitoring and SEND monitoring, in addition to performance management meetings, occur throughout the year providing aspirational targets and reflection on the quality of teaching and learning.

### **4.3 Transition**

- Positive transition impacts and develops relationships and wellbeing of all parties.
- Home visits occur during the first weeks of staggered schooling to build a relationship with parent and child.
- Introductory visits to school, induction sessions provided by school, workshops and parent meetings, staff visits to, and liaisons with, pre-school settings begin to establish a positive relationship with the child face-to-face as well as begin to build links with families; all having a positive effect on wellbeing, and a sense of ease of transition.
- Meetings to share and talk about pre-school learning journeys, transfer records and observation records inform a sense of the unique child, in preparation for starting school; a foundation to build upon.
- During the Summer term, there are transition days to "meet the teacher" in Year 1 as well as for the new intake into Reception.
- Weekly Forest School sessions throughout the year also foster relationships with mixed age groups and teaching staff.

### **5.0 Equal Opportunities and inclusion in EYFS**

In our school we believe that all our children are special. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

We set realistic yet challenging expectations that meet the needs of our children. We help them to do this by planning to meet both the needs of boys and girls, children with special educational needs, children from all social and cultural backgrounds, children from different ethnic groups and those from diverse linguistic backgrounds. There are also catered for learning opportunities to enrich, and add, to the learning experiences of our Pupil Premium children.

### **6.0 Health and Safety**

Risk assessments are completed and reviewed annually. See the school's Health and Safety policy.

## **7.0 Safeguarding**

See Safeguarding Policy.

### **Resources**

<https://www.ruthmiskin.com/>

Reading Policy