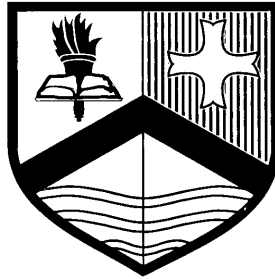


# Scraptoft Valley Primary School



## Raising Standards Teaching & Learning Appendix H Early Years

### Mission Statement

**Working together to give every child an excellent education in a caring environment**

## **Aims:**

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning.
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences.
- To enable each child, through encouragement and high expectations, to develop socially, physically, intellectually and emotionally.
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development.
- To encourage children to develop independence within a loving, secure and friendly atmosphere.
- To support children in building relationships through the development of social skills such as cooperation and sharing.
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

## **The Curriculum**

In Nursery and Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available to download at

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/299391/DFE-00337-2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf). This clearly defines what we teach. The following policy details the specifics of our setting.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected. Three Prime Areas; *which are the foundation of all learning* and Four Specific Areas; *which develop once the Prime Areas are secure*.

The **Prime Areas** are;

- Communication and Language – Listening and Attention, Understanding and Speaking
- Physical Development – Moving and Handling and Self care
- Personal, Social and Emotional Development – Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness

The **Specific Areas** are;

- Literacy – Reading and Writing
- Mathematics – Numbers and Space, Shape and Measures
- Understanding the World – People and communities, The world and Technology
- Expressive Arts and Design – Exploring and using media and materials and Being Imaginative

## **Characteristics of Effective Learning**

The EYFS also includes the characteristics of effective teaching and learning. The Nursery and Reception teachers plan activities within the Nursery and Reception classrooms with

these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- **Playing and Exploring** – children investigate and experience things, and 'have a go'
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## **Entitlement**

### **Nursery (52 places)**

- Children are usually admitted at the beginning of the Autumn Term after they have turned 3 years old. If the Nursery has availability at the beginning of the Spring Term, we will admit children who have turned 3 years old between September and December.
- Children requiring a place a Nursery place at SVPS register their details at the school office. Arrangements will be made to admit them immediately into the appropriate class or their names will be put on our waiting list.
- We have 2 Nursery classes both operating 2½ full day sessions (see below).

Orange class: Monday 9-3pm, Tuesday 9-3pm, Wednesday 9-12.

Yellow class: Wednesday 12-3pm, Thursday 9-3pm, Friday 9-3pm.

### **Reception (60 places)**

- Regardless of whether they have attended our Nursery, children are admitted into Reception in accordance with LA policy.
- Children who are aged 4 years old on or before August 31st are eligible for a full time place in Reception.

Many of our Nursery children transition into our Reception class, and we admit new children from other local schools/nurseries to fill our 60 place Reception classes.

## **Teaching strategies**

We ensure there is a balance of adult-led and child-initiated activities across the day.

Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible.

## **Play based learning**

Learning through play is an important part of our Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically

alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play.

### **Teaching**

We include direct, carefully planned, adult-led experiences for children in the form of structured adult-led teaching and group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood and taken on. Each day we follow a timetable with set routines in place. This looks different in the Nursery and Reception classes. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class or differentiated groups. In these slots we focus on our topic work, Maths, Phonics, and stories. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still etc.

### **Reading**

Reading and story play an important part of the day. We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics. We make sure there is always time for whole class story at the end of the day but also that there are many opportunities to enjoy books at other times. Every child has their own book bag and has opportunities for one-to-one reading time with an adult.

### **Planning**

We believe many children need to be given a starting point to learn new things and find topics are a great way to fire the imagination. We have annual topics for the Nursery classes and different topics for the Reception classes. The topics are flexible to ensure we also follow the children's interests, school themes and local or national events. Staff plan in more detail on a weekly basis, for both adult-led and child initiated learning opportunities. Although class teachers are responsible for writing plans, the EYFS plan as a team, with Teachers, Nursery Nurses and Support Staff all attending key stage meetings and giving an input whenever possible.

### **Classroom organisation**

Each classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. Classrooms have a writing area, maths area, creative area, book corner, role play area, construction/small world area, outdoor area and carpeted teaching area. A variety of activities are planned for and set up in the different areas each day. The adults move to whichever area their focus for the session/day is.

The outdoor area is an important part of the classroom with many children choosing to learn outside for much of the day. We try to ensure that the range of activities outside reflects the different curriculum areas. In Nursery, physical activity often dominates, with climbing, running, cycling and other active games being key, often using the KS1 playground on the opposite side of the school to do this. The Reception class has a small outdoor area outside the classroom and use a wristband system for free-flow access to the outside area during 'choosing' times. The Reception children often have more physical play during PE lessons, lunchtimes and occasional extra sessions on the Trim Trail or in the KS1 playground.

### **Assessment, observations and Learning Journeys**

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. To ensure we have evidence of a child's progress in the EYFS we use a range of strategies all of which come together in their individual Learning Journeys. We are very proud of our Learning Journeys: these are a collection of children's work, photos and observations which create a detailed picture of the child. Parents have access to the Learning Journeys which are stored in the classroom. They are encouraged to contribute through the use of WOW moments. WOW moments are where significant events that happen at home can be recorded, they are given to parents at parents evening and are available from the class teacher if they require more. They can be taken home to complete or can be completed with the support of a member of staff. The Learning Journeys are given to parents when their child enters Year 1 or leaves our setting

### **Baseline**

On entry to Nursery and Reception we carry out baseline assessments for each child. Throughout the Early Years the class teacher submits end of term assessment data showing each child's development across the seven areas of learning. At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging', 'expected' or 'exceeding'. This information is also communicated to parents and carers in the Reception child's end of year report and can be discussed in the final Parents' Evening in Reception.

### **Partnership with parents and carers**

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting.

Over the first few days at school we encourage parents and carers to stay for as long as they wish in the classroom to ensure the transition to the school goes smoothly. We offer a staggered entry into Nursery. During the first term parents are invited to a parents' evening where the settling in period can be reviewed.

As well as Nursery and Reception induction meetings for parents, and open afternoons for new Nursery children we offer parent workshops each half term, weekly reading mornings and other sessions for parents, such as our successful reading courses. We also welcome parents and carers so join us on trips throughout the year.

## **Health & safety and safeguarding**

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/299391/DFE-00337-2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf) and our school Safeguarding Policy, and Health and Safety Policy.

## **Mobile Phones**

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. Photograph observations of the children are taken using a school camera. These photographs are used in children's Learning Journeys, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial welcome pack.

## **Snacks and Food**

All of our Early Years children receive free fruit and milk from a Government scheme. All children in Nursery eat in the classroom at lunchtime, with a choice of a hot dinner or they can bring their own packed lunch. The Reception children also have a choice between a hot dinner (Universal Free School Meal scheme) or can bring a packed lunch.

## **First aid**

We take all accidents seriously and always log injuries. If needed, we will phone home immediately if a child has a serious injury or bangs their head. All Early Years staff are paediatric first aid trained.

## **Toileting**

We encourage all children to start school without nappies but will support any children struggling with this. We acknowledge that young children often have toileting 'accident' and have stocks of spare clothes and change anyone who needs it. We ask parents to help keep our stocks of clothes high by returning anything their child has borrowed.

## **Special Educational Needs and Disability (SEND)**

Each child in the Foundation Stage regardless of age, race or gender has an entitlement to be taught at an appropriate level to fulfil their potential in working towards the Early Learning Goals. Children with SEND are identified as early as possible and their needs addressed in accordance with the school's SEND Policy and with reference to the SEND Code of Practice.

## **Inclusion**

Every child at Scraptoft Valley Primary School has the right to be included in all learning opportunities. Although this may be explicit in our Special Educational Needs and Disability (SEND) and Equal Opportunities Policies, our approach in any curriculum area is to prepare every child with the necessary skills, knowledge and attitudes to equip them for a positive role within society. Inclusion should create in every learner, self-confidence and self-esteem so they can facilitate their own development.

## **EQUALITY AND DIVERSITY STATEMENT**

**(Please refer to our Single Equality Policy and equality objectives)**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

## **Review**

This policy will be reviewed every three years or revised in the light of any new legislation.