



# **Alderby Steeple CE Primary School**

## **Early Years Policy**

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Early Years is the bedrock of all learning and is a critical stage of your child's development. Early Years at Alderby Steeple CofE school consists of two distinct phases:

1. Alderby Steeple Pre-School Pupils – (2 – 4 years of age)
2. Reception Pupils (4 – 5 years of age)

The Early Years Teaching Team will ensure that children are equipped with a wide range of knowledge and skills that provide the foundation for first-rate progress through their school life and beyond.

### **Early Years Curriculum Intent**

- Pupils will develop language acquisition and expand their vocabulary in order to become confident and effective communicators
- Pupils will extend their understanding in personal, social and emotional development in order to become resilient and self-assured learners
- Pupils will learn how to manage their feelings and behaviour in a range of situations
- Pupils will develop their knowledge in early literacy and mathematics
- Pupils will extend their physical key skills including fine and gross motor control
- Pupils will acquire a range of artistic knowledge and key skill application including: drawing, painting, collage, sculpture, textiles and printing
- Pupils will explore the world around them and deepen their understanding of living things and the environment
- Pupils will experience a curriculum immersed in story and literature
- Pupils will begin to transfer their knowledge into the wider environment especially the outdoors and become competent problem solvers
- Pupils will experience and extend their knowledge of phonics through a synthetic phonics programme

### **Alderby Steeple CE Early Years curriculum is delivered through:**

The Early Years curriculum is delivered through:

- Well planned and purposeful play-based activities

- Adult directed lessons and learning activities
- Opportunities for exploration, choice and decision making by the children
- Vocabulary enrichment activities and a vocabulary rich environment
- Non-verbal communication and vocabulary strategies to support the development of both receptive and expressive language
- An effective and validated synthetic phonic programme – Little Wandle
- An effective and specialist music programme delivered through Sing Education/North Yorkshire Music Service.

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 September 2021).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Ainderby Steeple CE Primary School children may join when they are two years of age in Pre-School or can join as a four-year-old child in Reception.

**The EYFS is based upon four overarching 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of learning and development in the Early Years; children develop and learn at different rates.

**A Unique Child**

Ainderby Steeple CE Primary School recognises that every child has the potential to be a competent learner who can be resilient, capable, confident and self-assured. The Early Years Team recognise 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 so it is essential that strong parental engagement is developed by the Early Years Team. We plan a range of educational events and invite parents and carers to observe these to support their knowledge of effective learning. 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 and successful learners.

All children and their families are valued within Ainderby Steeple CE Primary School. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Ainderby Steeple CE Primary 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 learning activities effectively to ensure that they meet the needs of all learners. In the Early Years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

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
- Monitoring children's progress and acting to provide support as necessary

### **Positive Relationships**

Ainderby Steeple CE Primary School 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:

- Communicating with parents about their child before their child starts our school;
- Inviting the children to spend time/meet the Teaching Team in the classroom before starting at school/Pre-School
- Inviting all parents to an open evening during the term before their child starts school
- Encouraging parents to attend consultation meetings across the academic year to share their child's progress
- Providing parents with a written report on their child's attainment and progress at the end of each school year
- Encouraging parents to contribute observations in the home school diary
- Sharing our approach to reading (Little Wandle)
- Issuing regular curriculum support

Staff develop good relationships with all children, interacting positively with them and taking time to listen to them. The EYFS teaching team will make contact with other settings to discuss new intake children.

### **Enabling Environments**

Ainderby Steeple CE Primary School 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.

### **Early Years – Learning and Development Requirements**

The EYFS learning and development requirements comprise:

- The seven areas of learning and development and the educational programmes
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year
- The assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)

### **Learning and Development**

Areas of Learning

There are seven areas of learning and development that must shape educational programmes at Ainderby Steeple CE Primary School.

#### **PRIME AREAS**

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

#### **SPECIFIC AREAS**

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

### **The Early Learning Goals**

The level of development children are expected to have attained by the end of the EYFS is defined by The Early Learning Goals (ELGS). Teachers are aware that the ELGS must not be used as a curriculum or be used to limit the wide variety of experiences that are crucial to child development e.g. from being read to frequently to playing with friends. The ELGs will be used to support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for Year 1.

### **Communication and Language**

- ELG: Listening, Attention and Understanding
- ELG: Speaking

### **Personal, Social and Emotional Development**

- ELG: Self-Regulation
- ELG: Managing Self
- ELG: Building Relationships

### **Physical Development**

- ELG: Gross Motor Skills
- ELG: Fine Motor Skills

### **Literacy**

- ELG: Comprehension
- ELG: Word Reading
- ELG: Writing

### **Mathematics**

- ELG: Number
- ELG: Numerical Patterns

### **Understanding the World**

- ELG: Past and Present
- ELG: People, Culture and Communities
- ELG: The Natural World

### **Expressive Arts and Design**

- ELG: Creating with Materials
- ELG: Being Imaginative and Expressive

In planning and guiding what children learn, the teaching team must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning 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

## **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.

## **Assessment**

In the EYFS, formative 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: professional dialogue, photograph or video evidence, concrete evidence. Each child's progress is also recorded against 17 assessment scales derived from the ELGs (Early Learning Goals). Assessment plays a fundamental role in helping parents, carers and teachers to recognise children's progress, understand their needs, and to plan activities and support. Formative assessment is an integral part of the learning and the development process. It involves teachers knowing children's level of achievement and interests, and then to shape teaching and learning experiences for each child reflecting that knowledge. Parents and/or carers are regularly kept up-to-date with their child's progress and development through parental meetings. Assessment is used to inform Year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

## **Safeguarding Within the Early Years**

Ainderby Steeple CE Primary School recognises that 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. Teaching staff must be highly alert to any issues of concern in a child's life at home or elsewhere and report these concerns in a speedily manner following the school safeguarding policy.

The school ensures that all staff understand the school safeguarding policy and procedures, and also ensures that all staff have up to date knowledge of safeguarding issues. In addition, all staff must comply with the Dales Academies Trust Code of Conduct Policy, Acceptable Use Policy, Whistle Blowing Policy. The school ensures that training is provided and enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.

Teaching staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice. Providers must ensure that those practitioners only work directly with children if medical

advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children, at all times.

The school recognizes that the daily experience of children in the Early Years depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. The school ensures that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues and is provided by the school's Headteacher or by a delegated senior staff member.

The school ensures that at least one staff member has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings.

### **Staffing**

Staffing in Early Years is in line with expectations with the Statutory Framework for the Early Years Foundation. Additional staffing capacity is issued, whenever possible, to the Early Years to offer additional support to the youngest children.

### **Key Person**

Each child must be assigned a key person. Their role is to help to ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

### **Pupil Lunch and Refreshments**

All reception children are entitled to a free school meal and this is provided by the school kitchen (Mellors). Parents may opt to send their child to school with a healthy packed lunch. Reception children, aged 4, receive fruit and milk on a daily basis. Children aged 5 years and above can receive milk at a subsidised price of around £18 per term. We encourage children to attend school with a water bottle so that they can freely access water throughout their time in school. Nursery children receive fruit and milk on a daily basis. They are also invited to attend school with drinking water in a water bottle.

### **Pupil Medicine**

Ainderby Steeple CE Primary School promotes the good health of children attending the setting. Early Years follows the School Medical Policy. See policy documentation.

### **Technology**

Ainderby Steeple CE Primary School operates an Acceptable Use Agreement which outlines the use of technology within the school. See Acceptable Use Agreement documentation.

### **Code of Conduct**

Ainderby Steeple CE Primary School operates a Dales Academies Trust Code of Conduct Policy which outlines expected staff behaviour.

### **Personal Devices**

The personal use of mobile phones during working hours should be undertaken with discretion and be primarily restricted to dealing with emergencies. Employees should not make or receive calls or texts during work time where pupils are present. Mobile phones should be on silent at all times whilst in school and should not be left on display, with the exception of places determined by the Trust.

Employees are not permitted to use their personal devices for making voice or video recordings within school or taking photos of pupils. If there is a requirement in the individual's role to take photographs of children for Trust purposes, this should be carried out using Trust equipment which will be provided with the agreement of the Headteacher/senior manager and in line with the agreed Trust procedures and where appropriate permissions have been sought.

### **Lockdown Policy**

Ainderby Steeple CE Primary School operates a Lockdown which outlines the lockdown procedure within the school. See policy documentation.

### **Child Protection and Safeguarding**

Ainderby Steeple Primary School operates a Child Protection Policy. See policy documentation.

Written by	Rachel Peart Sarah Kelly
Ratified by Governors	January 2023
Date for Review	January 2025
Signed – Head Teacher	<i>Rachel Peart</i>
Signed - Chair of Governors	John Kelly