

Gorse Covert Primary School



Name of policy: Early Years Policy

Date Approved by Governors: _____

Signature of chair of governors/governors' committee: _____

Date for next review: January 2018

Early Years Policy

Introduction

The Early Years Foundation Stage (EYFS) education provides the foundation for the National Curriculum. 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. The quality of learning children experience in the early stages influences both their future attainment and their desire to learn.

The 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 all children are ready for school and it gives the children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

At Gorse Covert Primary School we aim to make the EYFS environment a welcoming place. We try to create an atmosphere in which effective learning can take place by considering the individual needs, interests and stage of development of each child in our care. We use this information to plan a range of challenging and enjoyable experiences for each child in all areas of learning and development through continuous and enhanced provision. The Early Years department is well resourced and the children have the opportunity to learn both indoors and outdoors.

Aims

The range of activities and experiences offered is concerned with the child's social, emotional, physical, aesthetic and intellectual development. In meeting these needs the aims are to:

- Provide security and safety
- Encourage a sense of self-confidence and self-esteem
- Foster positive attitudes to learning
- Nurture and foster an awareness of the needs and feelings of others
- Ensure that all children have the time in which they can actively explore their environment, set and meet challenges, make discoveries and solve problems
- Establish good relationships between home and school
- Provide activities necessary for the children to acquire the attitudes, skills and concepts outlined in the curriculum guidance for the EYFS. Some may achieve beyond these goals

Broad Guidelines

There are seven areas of learning in total. The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. They are:

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

The four specific areas, through which the three prime areas are strengthened and applied are:

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

THE PRIME AREAS

Communication and language

There will be opportunities for all children to talk and communicate in a wide range of situations and to listen to and respond to both adults and other children. They will be able to practise and extend their range of vocabulary, developing their confidence and skills in expressing themselves.

Physical Development

The children will have opportunities to practise and develop their fine and gross motor skills and to develop their co-ordination, control and movement. They will increase their understanding of how their bodies work and what they need to do to stay healthy and safe.

Personal, Social and Emotional

We aim to support the transition from pre-school to the school setting (refer to the induction policy) and promote an inclusive ethos with opportunities for each child to become a valued member of the class so that strong self-image and self-esteem are fostered. The children are encouraged to form positive relationships and learn about having respect for others. The children are encouraged to form positive relationships and learn about having respect for others. They are helped to learn more about their feelings and how to express them in an acceptable way. The children will be encouraged to interact with others, to co-operate and share resources. They will be encouraged to develop independence and a sense of responsibility.

THE SPECIFIC AREAS

Literacy

The children will have access to a wide range of reading books, poems and other written materials. They will practise and develop their listening skills as they are encouraged to link sounds and letters and begin to read and write.

Mathematics

There will be opportunities for all children to develop their understanding of number, simple calculation, shape, space and measure by providing a broad range of contexts in which they can explore, learn, practise and talk about what they are doing.

Understanding The World

The children will be encouraged to investigate their physical world and the local community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design

The children will have the opportunity to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities.

Equal Opportunities and Inclusion

All activities in each of the areas will be planned to encourage full participation by children irrespective of ability, ensuring that individual potential is met (refer to the Inclusion Policy).

Assessment

Ongoing assessment is an integral part of the learning and development process. Assessment from any prior settings will be taken into consideration and each child will complete an individual baseline assessment on entry to the setting (within the first 3 weeks). Each child will be observed several times a term to help plan the next steps of learning. Each child's progress will be recorded in his/her EY Profile. Parents are kept informed of their child's progress a minimum of once per term.

Home/School Links

The school aim is to foster good links with parents and guardians. Parents will be helped to understand the EYFS Curriculum. They will be informed of the progress of their child through informal chats and more formal consultations. Most parents meet their children at the end of the day so interaction between parents and teachers is ongoing allowing for good relationships to develop. This supports good communication ensuring that any minor problems can be quickly remedied. Once the children have settled into school the parents are invited in to attend workshops about reading and maths.

Transition

Close links are fostered through staff visiting children in their playgroup setting and the children visiting the school during the summer term prior to their autumn start date.

Safeguarding in the Early Years

All staff and volunteers in the Early Years department have had safeguarding training and understand how to identify and report any concerns. Further information can be found in the school's Safeguarding policy.

Use of Mobile Phones

To protect children we will ensure that personal mobiles:

- Are stored securely [say where] and will be switched off or on silent whilst staff are on duty.
- Are not used to take pictures of the children attending the setting.
- Will not be used to take photographs, video or audio recordings in our setting without prior explicit written consent from the setting and parents and carers.

Use of Cameras

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to

children through taking or using images, we must ensure that we have safeguards in place. To protect children we will:

- Obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications).
- Ensure the setting's designated camera is only used in the setting and any images taken will not be emailed as it may not be secure.
- Ensure that children are appropriately dressed, and only use the child's first name with an image.
- Ensure that personal cameras are not used to take photographs, video or audio recordings in our setting without prior explicit written consent from the setting, for example, for a special event, such as a Christmas play.
- Ensure that all images are stored securely and password protected.
- Ensure where professional photographers are used DBS's, references and parental consent will be obtained prior to photographs being taken.
- Ensure 'acceptable use' rules regarding the use of cameras by children are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny.

Safer Recruitment

All staff in the Early Years department have been checked according to our 'Safer Recruitment' procedures as set out in the policy which follows government guidelines. These checks include; disqualification by association; prohibition from teaching; DBS checks and pre-employment checks.

Conclusion

By the end of their first year in school the children will have benefitted from a well planned, highly resourced and active curriculum which has paid attention to the seven key areas of the EYFS. Children will be ready to move to KS1 with confidence and an enthusiasm for learning. They will be able to converse with the adults and children in school and be happy, safe and secure in their work and play.