

Bledington Primary School

Early Years Policy



<p>Date of Ratification: 31.03.17</p> <p>Revised and updated 2.11.23</p>	<p>Signed: HEADTEACHER</p>  <p>CHAIR OF GOVERNORS <i>K Dainty</i></p>
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Please also refer to our Admissions, Equal Opportunities, Health & Safety, Safeguarding, SEND, Care & Control, Attendance and Behaviour policies.

All our policies are available at <https://www.bledington.gloucs.sch.uk/policies/>

Safeguarding Statement

At Bledington Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Bledington Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Bledington Primary School Early Years Policy

A copy of this policy is also kept in the digital EYFS Subject Leader Folder

Aims

- To offer a broad, balanced curriculum in the Foundation Stage at Bledington Primary School, which will enable pupils to achieve the Early Learning Goals (ELG) and provide the links to Key Stage 1 of the New National Curriculum.
- To build upon what children can already do and use this as the starting point from which to develop their learning acquiring skills, attitudes and practical abilities that will become a firm foundation for future learning.
- To develop the confidence of each individual and to encourage their independence.
- To involve parents as active partners in the learning process.
- To provide a safe, caring, attractive and well-organised environment which encourages active, enjoyable learning experiences. Children will be given time to adjust to new routines and to establish effective relationships with adults and their peers. A high value is placed upon play in Yellow Class with a balance of child focussed, child initiated and adult initiated activities provided daily.

Approach

This policy has been drawn up using the EYFS framework (September 2020) and through consultation with other EYFS members of staff and Y1 teachers at Bledington Primary School. It takes into consideration our Equal Opportunities, Health & Safety, Safeguarding, Behaviour, Care and Control and SEND policies.

Content

The curriculum planning for the Early Years follows a two-year rolling topic programme.

These topics dovetail the EYFS framework for Understanding the World, Expressive Arts and Design and PSED, with National Curriculum subjects, which are organised into a corresponding two-year cycle for science, history, geography, music, ICT, art and PSHE.

Opportunities for learning will be provided both inside the classroom and in the outside areas.

Organisation, Progression and continuity

Children in the Early Years will progress at different rates and their individual achievement will vary. Therefore, we will provide a broad and differentiated curriculum, which will enable individuals to make maximum progress in the following seven areas that provide a solid foundation for future learning: -

1 Personal Social & Emotional Development

One of the aims of this policy is to offer a broad and balanced curriculum, which allows a child to develop emotionally, intellectually, morally, physically, spiritually and socially which are crucial for children to lead healthy and happy lives. All aspects of development are equally important and a child's self-esteem, as a person and as a learner, are an essential factor in helping him/her to achieve his/her full potential. All children are supported and encouraged to become confident and independent learners showing appropriate self-respect, thus developing their self-esteem.

Pupils will be supported to manage their emotions and develop a positive sense of self through careful modelling and guidance. They will be encouraged to have belief and confidence in their own abilities, set themselves simple goal and encouraged to persist and show resilience when faced with a challenge. They will develop their ability to have focussed attention in conversation, discussions and during activities whilst responding appropriately.

Through supported interactions, they are encouraged to building effective and positive relationships (attachments) with their peers and adults. They will work as part of a group and independently, learning to take turns and share fairly. The children are encouraged to become aware and sensitive to the needs and feelings of others and to resolve conflict by negotiation rather than by physical means. This provides the opportunity for the children to express their feelings, reinforcing appropriate and acceptable way of behaviour, developing an understanding of what is right, what is wrong and why. They begin to develop their own personal values and an understanding of self and of others.

Pupils will be helped to learn the skills to manage themselves, concentrate and persevere in their learning and to seek help where needed. They have access to a range of equipment so that they can become independent and begin to take some responsibility for their own learning. There are many opportunities to select an activity of their choice, learning to make decisions and choices independently. A strong emphasis is placed on guiding pupils to manage themselves independently. This includes basic hygiene and personal needs, including toothbrushing, handwashing, undressing/dressing themselves, going to the toilet unaided, following day-to-day routines and understanding healthy food choices & sleep routines. They are encouraged and expected to treat living things, property and their environment with care and concern. They are involved in planning and agreeing a class "set of rules". This links to the school behaviour policy, which involves reinforcing values agreed by adults and pupils in the wider view of the school, our school ethos.

They are introduced to the rewards and sanctions system used throughout the school. They are also encouraged to show respect for people of other cultures and beliefs. They listen to stories from the Bible, other cultures and beliefs and are encouraged to respond to them, showing a range of feeling e.g. joy, sorrow, wonder.

2 Communication & Language

Language plays a central role in children's learning and development. Children are learning to use language and are learning about language by listening and speaking. Pupils are encouraged to ask questions and to extend their understanding by investigating answers and probing ideas. Listening to peers and to teachers is a skill that is important and pupils are always given the opportunity to develop their comprehension by listening, questioning and discussing ideas.

2.1 Speaking, Listening and Comprehension

Most children already possess considerable language ability when they enter school. We assess and build on this language ability to extend vocabulary and articulate their ideas and thoughts in well-formed sentence in appropriate tenses. In small and large groups, the children listen attentively and talk about their experiences. They discuss events in their own lives and describe things of interest to them. They are encouraged to use a growing vocabulary with increasing fluency to express their thought and convey meaning to the listener.

Pupils are encouraged to listen attentively and respond with relevant comments, questions and actions. They will be encouraged to clarify their understanding through guided questioning. They will listen to and are encouraged to respond to stories, songs, nursery rhymes and poems, expressing their own thoughts and ideas. They are given opportunities to make up their own stories, building up their confidence to take part in role-play and interacting with each other.

Skill and confidence in using language is encouraged in a language rich environment in which there is much to talk about, interested and interesting people to talk with, enough time to develop conversations satisfactorily – valuing what the child has to say, and a physical environment which is organised to foster and encourage talk. Children are encouraged to explain and also to express their feelings, ask questions and make connections, with modelling and support from their teacher.

Marvellous Me takes place on a rota basis and is an opportunity for children to show their speaking and listening skills on an individual basis. Children are encouraged to prepare an object and clues so that their friends can work out what the item is (that they have bought in) and to answer questions asked by their peers.

3 Reading & Writing

3.1 Reading

Bledington Primary School follows Twinkl Phonics Programme which progressively build up phonic knowledge linked to single letters and digraphs. They will be taught how to blend and segment words. Pupils are taught to recognise letters of the alphabet by visual recognition, the shape of the letter and letter sound. They will play games with language, such as rhyming words, initial sound games, word matching games. They are taught to recognise their own name(s), then some familiar words e.g. family names, and then essential words for use in early reading (sight words). Within the first few weeks of school children take home books to share with parents.

We provide a wide selection of books linked to our reading levels and library books, so there are many opportunities to share and enjoy books in school and learn to use and handle them carefully. They will learn that words and pictures carry meaning and that we read from left to right and from top to bottom. There are real day-to-day opportunities for reading, with appropriate adult interaction e.g. completing registers, the days of the week, labels around the classroom, sending notes. They will also develop their comprehension skills through retelling stories, answering questions and developing language skills.

Individual reading books are changed 2 times a week and pupils have the opportunity to select a book of their choice from our class library once a week. This allows pupils to read books more than once to help their fluency and comprehension skills. Parents and volunteer readers are invited to help with reading and we have a dedicated team who come into the classroom regularly to share books with the children.

3.2 Writing

Children are encouraged to make marks using a variety of implements e.g. pens, pencils, paintbrushes, sticks etc. They are allowed opportunities to try writing for a range of purposes e.g. lists, stories, instructions and diaries and gradually helped to understand the basics of writing structure of a simple sentence.

Letter formation will be taught linked to Twinkl Phonics initially and then Letter-Join. Pupils will develop their skills to produce correctly formed letters which start and finish in the correct place. This will take place 3+ times per week.

Teachers will use a variety of strategies to develop writing and spelling skills which include creating vocabulary trees, developing knowledge of sentence/story structures, modelling writing and spelling words by identifying sounds and representing sounds with a letter/letters. They will also encourage the children to help complete simple sentences which can be read by others for a variety of purposes.

4 Maths Development

We offer a wide range of mathematical experiences with a strong grounding in number which is the building block for mathematical foundations. We use a mixture of White Rose maths and NCETM Mastery for our learning steps and the development of mathematical mastery.

The children become familiar with number rhymes, songs, stories, counting games and activities. They will count, compare, sort, match, order and sequence using everyday objects and specific mathematical equipment such as Numicon and Cuisenaire. They will recognise and use numbers, initially 1-10 and then beyond; becoming familiar with larger numbers from their everyday lives e.g. counting the number of children having school dinners/sandwiches each day, counting the line of children going out to play etc. They will also recognise the patterns linked to numbers (subitise) such as spots on a dice and number of fingers held up.

Through practical activities, the children learn a deeper understanding of numbers, and begin to use the appropriate language involved e.g. being able to show an awareness of number operations, understand the composition of numbers learn to record numbers, developing and practising correct number formation. Pupils are introduced to the symbols used in mathematics linked to addition, subtraction, equals, more than and less than. They will be encouraged to use stem sentences when reading a calculation or mathematical sentence. Pupils will learn to improve their mental maths skills linked to number recognition, counting, number bonds to 5+ and double facts to 10.

The children are introduced to and encouraged to use the appropriate mathematical language, for shape and space (such as circle, triangle, rectangle, square). They have opportunities to work with two-dimensional and three-dimensional shapes creating their own pictures and models and they are asked to describe and talk about their work. The mathematical language of position and movement e.g. over/under, in front/behind, is reinforced through structured play activities. The children learn to recognise patterns, continuing and repeating patterns, and devising their own patterns. The mathematical language of measures is introduced and reinforced in both practical and recorded tasks. Children are encouraged to predict/compare/order/sequence in weight, length and time capacity.

Pupils will be taught to use their developing mathematical understanding to solve practical problems. They will be encouraged to share their answers and will start to develop oral reasoning skills in all areas. They will be introduced to pictorial ways of showing information and will use simple data collecting programmes on the computer to show their findings.

5 Understanding of the World

Young children have a natural curiosity of their own. We build on this curiosity by giving opportunities for first hand experiences which enable children to use their senses to make observations, notice similarities and differences, make predictions and test ideas. We provide a language rich environment for children to use new vocabulary through the continuous play activities.

Through the natural world, pupils explore and recognise features of living things, objects and events in the natural and man-made world. They talk about their observations, sometimes recording them and begin to ask questions to gain information about why things happen and how things work. Pupils will explore processes and changes in the natural world and similarities and differences in contrasting environments whilst using their first-hand experiences are supplemented with the use of books and pictures and they are introduced to the language of science.

In People, Culture and Communities, the children begin to develop a sense of place. They talk about where they live, their environment, a familiar place, showing an awareness of the purpose of some features of the area in which they live. Through our two-year rolling programme and structured play

activities, they also make and talk about an imaginary place, introducing and reinforcing geographical language. We also learn about different religions and cultures through the RE programme.

In Past and Present, pupils begin to develop a sense of time. They talk about their families and past and present events in their own lives. They are introduced to the language of time e.g. today, yesterday, tomorrow, a long time ago, now/then. Using evidence, artefacts (toys), videos, posters and pictures to reinforce the language. They also begin to develop an understanding of some historical events and characters through story telling.

At Bledington we are aware that children are growing up in the age of technology so we encourage and extend their competence and confidence in using technology (such as computers, iPads and smartboard) and use it where appropriate, to support their learning. Pupils will also learn about e-safety and sensible amounts of “screen time”.

6 Physical Development

Physical learning and experiences are concerned with developing fine and gross motor skills for physical control, coordination and mobility.

We provide large and small equipment giving children opportunities to develop precision, spatial awareness, dexterity and skills. Through dance, gymnastics and outdoor games activities the children learn to climb, run, jump, hop, skip, swing and balance with increasing skill. They become aware of their body and its movements, developing an awareness of space and others. They are encouraged to respond physically to stimuli such as sounds, stories, songs and music. They must learn to listen and follow simple rules and begin to accept responsibility for their own safety and that of others.

Pupils will also focus on their fine motor skills through handling, using and manipulating appropriate tools e.g. scissors, a sewing needle and malleable (playdough) materials with increasing control. They explore and select materials and equipment offered by any adult on as a repeated, new or varied opportunity to explore, play and develop skills. They will learn how to hold a pencil effectively using a tripod grip in almost all cases. Pupils will also talk about these experiences; understanding the purpose and importance to allow children to develop control and confidence.

7 Creative Arts

Pupils need the opportunity to develop their artistic imagination and represent their ideas, feelings and perceptions of their world in a non-verbal way. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. This is crucial to develop their understanding, self-expression, vocabulary and ability to communicate through the arts.

Through art, music, dance, stories and imaginative play, they develop an increasing ability to use their imagination to listen and observe. The role play area is changed regularly and appropriate play is modelled and supported by adults. Pupils are encouraged to invent, adapt or recount narratives and stories with peers and teachers. They will have the opportunities to make their own props to support their characters/narrative. Pupils have a weekly music lesson where they learn the different elements of music such as technical language, the beat/melody of a piece of music, playing and singing in unison and percussion instruments.

Pupils are encouraged to explore using a wide range of materials e.g. painting, collage, drawing, suitable tools, percussion instruments and other resources to express their ideas and to communicate their feelings on offer. Pupils are encouraged to learning the names of the colours and know how a colour is mixed from primary colours. Some emphasis is placed on improving their “colouring in” skills therefore developing their fine motor skills/pencil control. They are encouraged to

share their creations, explaining the process they have used. There are many opportunities to develop their creative skills e.g. drawing a recognisable person, observational drawings of a toy, painting, collage and junk modelling. They also explore the works of art by famous and local artists which will be used as stimuli or focus within a topic.

8. The Environment

We aim to make the EYFS environment a place which will

- be attractive and welcoming to children and parents
- be a place where the children feel safe, secure and confident
- be stimulating and exciting
- be a place where the children's work is valued and displayed attractively
- be a place where children can play individually or in small groups in quiet, noisy and messy
- provide continuous learning activities, directed learning activities or child led learning activities
- have adequate sanitary facilities
- have access to an outdoor area to provide opportunities to develop gross and fine motor skills
- be a place where talk and questioning are encouraged

9. Parents

Parents are children's first and most enduring educators. When parents and practitioners work together in EYFS settings, the results have a positive impact on the child's development and learning. Therefore, we seek to develop an effective partnership with parents.

We actively encourage parents/carers to: -

- enter into a partnership with the school
- understand that the education of their children is shared by home and school
- feel welcome in the school at all times
- share their expertise to enhance the learning opportunities provided within the school
- have access to information concerning the school curriculum
- share in their child's progress and achievement.
- Contribute using WOW vouchers or via our Seesaw platform.

10. SEN

We believe that all children are entitled to a learning environment in which they are encouraged to reach their potential in a supportive atmosphere which fosters a growth towards independent learning appropriate to their age and stage of development.

We aim to identify children with special needs at the earliest possible stage and differentiate their activities accordingly.

If we feel that if differentiation alone is not sufficient support, then we have a SEN teacher who can offer support and will follow the appropriate graduated pathway.

Support and advice to staff, children and parents/carers are given by additional outside agencies e.g. Educational Psychologist, Learning Support Service, Speech Therapists and others as outlined in the school's SEND policy.

11. Inclusion (Equal Opportunities)

At Bledington Primary School, we provide equal access to the curriculum for all pupils, regardless of ability, race, disability or gender. Children with SEND will be given support as appropriate to enable them to benefit from the curriculum.

Assessment, Monitoring and evaluation

Children are assessed using EYFS Framework and school developed checklists. They are monitored throughout each term using observations, anecdotal comments, teacher/teaching assistant notes, one to one checks and group analysis. Pupils are tracked from their Baseline (Sept) to Christmas (Dec) to Easter (March) and then to final scores in June. Teachers moderate within school with the EYFS TA and HT. They attend cluster moderation opportunities within the North Cotswolds and any GCC moderation events to ensure that all assessments are robust.

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