

East Farleigh Primary School



Early Years Policy

We recognise that children are all individuals and that it is our duty to give each individual an education to help them to achieve their full potential in all areas of development, social, emotional, physical, intellectual, spiritual and moral.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

The Early Years Foundation Stage at East Farleigh comprises of one Reception class.

2. Aims.

- to provide high-quality care and education to promote effective learning and development in each child based on the EYFS framework.
- to provide a safe, secure and challenging environment, which will offer a wide range of learning experiences for all individuals,
- to ensure that each child is given the opportunity to experience the very best possible start to their education through developing a positive self-image, independence and concern for others.
- recognise the vital role that parents continue to play in the education of their children and encourage a working partnership between home and school.

3. Admissions.

Parents of prospective entrants may make an appointment to visit the school by telephoning or calling at the school office. A member of the leadership team will take the parent on a tour to show the school at work and to answer any questions.

It is our aim that all EYFS children should start school as soon as possible at the start of the academic year. With this principle in mind we will arrange an annual induction programme which seeks to admit the children as soon as possible at the start of the term. This process will be outlined at the 'new entrant's parents meeting' each year and will take account of individual circumstances and needs.

Parents may wish alternative entry arrangements to be utilised. The latest version of KCC's 'Admission to Primary School in Kent' guidance (2014) states that:

'To give as many children as possible at least eight terms in infant education, all schools must provide for the admission of children from the September following their fourth birthday.

Parents can request that their child's entry is deferred until later in the school year or until the term in which their child reaches compulsory school age. Parents should be aware that if they



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are offered a place and accept it, the child must be in school before the end of the academic year as the deferment cannot be continued into the next academic year from when the child was offered the place. In cases where the child has a birthday between the end of Summer term 2 and 31st August, waiting until they reach compulsory school age will mean the child misses reception year completely.

Parents have the right to start their child at school on a full-time basis from the September following their fourth birthday. Parents can also request that their child takes up the place part time until the child reaches compulsory school age. Some schools arrange for younger born children to start at the beginning of the January term and others offer part time for a few weeks because younger children may find the transition into school difficult.'

4. Pre-School Liaison.

We believe settling into school with eagerness and enjoyment helps to develop a lifelong love for learning.

During the term prior to starting school, the children are invited to the classroom for a story-time and an afternoon and morning visit. Parents are invited to an evening meeting at the school when a talk is given about starting school, the class routine, the Foundation Stage curriculum in its widest sense. At this meeting parents are given a pre-school pack giving information about starting school and Early Years Education. This gives parents an opportunity to talk informally to the Head Teacher, the Reception Teacher and Teaching Assistant.

During the week prior to the new entrants starting school, the class teacher and teaching assistant visit the children in their homes. This gives an invaluable opportunity to see the child fully relaxed and secure in the home environment, as well as giving parents and carers the chance to ask questions and discuss any concerns in complete privacy. The booklet 'All About Me' is completed at this meeting in discussion with both parent and child.

5. Inclusion.

All children will have equal access to the curriculum regardless of culture or religion, home language, family background, special educational needs, disability, gender or ability.

6. The Curriculum.

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (three Prime areas and four Specific) which are:

Prime

Personal, Social and Emotional Development
Physical Development
Communication and Language

Specific

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We also take part in Forest School sessions for two terms a year. This is an opportunity for us to:

- improve our learning experiences outdoors
- to encourage independence in children
- to encourage awareness of nature
- to develop skills that children can use as they move through the school and apply to other curriculum work.

7. The Environment

At East Farleigh, our aim is to provide an appropriate environment that is welcoming and stimulating, and which provides opportunities for direct experience, investigation and independence.

The classroom is arranged in the following areas:

- book/quiet area
- creative area
- role-play area
- construction area
- writing area
- computer
- outdoor area

Appropriate materials and equipment are readily available to the children. Equipment is appropriately labelled to promote independent learning, enabling children to select and return their own resources.

Displays are changed regularly in keeping with current topic work and the role-play area is changed approximately every half term.

The outdoor area is constantly evaluated and re-developed to provide a varied and stimulating environment and to mirror the areas of learning inside.

The school grounds are also used to extend the children's understanding and knowledge of their environment, with weekly opportunities for supervised gardening, activities organised by Junior children, such as 'Infant Trail' and visits to the cabin, pond, willow arch etc.

8. Assessment.

Assessment and monitoring is an ongoing process in the Reception Class through teacher observation, pupil reviews, home/school link books, scrapbooks completed by children and parents and parental feedback given at formal and informal meetings. Class observations allow the teacher to respond immediately to a child's needs and to plan possible next steps in his/her development and learning, while receiving feedback from parents is considered of great importance to promote learning. The child's development is recorded in the Foundation Stage Profile, which is shared with parents throughout the year on termly review sheets. At the end of the summer term a progress report is sent to the parents and an opportunity given for discussion at a parent consultation evening.

9. Involvement of other people.

A teaching assistant works full time in the Reception Class. Her role is to support the class teacher, providing another adult to whom the children can relate. The teacher and assistant work, plan and assess as a team.

Parents of children attending the school are welcomed into the classroom and are invaluable in working with small groups or with individual children but children are expected to have a certain level of independence within the classroom setting.

Other specialists visit the children, such as fire fighters, road safety experts and so on. Governors often visit the school and their visits to the Reception Class help to raise an understanding of Early Years Education and the need to provide appropriate equipment.

During the course of the year the teaching staff may have cause to meet with a variety of outside agencies, such as speech and behaviour therapists, hearing specialists and other medical experts, who will be welcomed into the class to observe and discuss specific pupils as is necessary. Please see AEN policy for further details.

10. Parental Involvement

Positive partnerships with parents are established and sustained through a variety of strategies:

- new entrants evenings
- home visits
- tea parties for new parents
- parents and children invited to keep a scrapbook
- home/school link book
- invitations to 'open afternoons' in the classroom
- pupil/parent review sheets
- parent consultation sessions
- invitation to help in the classroom or school
- invitation to attend Christmas plays, class assemblies, church services e.g. Christingle
- open invitation to discuss concerns and satisfactions before and after school
- invitation to specific curriculum days
- invitation to help on class trips

11. Transition to Class 1.

Every care is taken to ensure that the transition from the Reception Class to Class 1 is smooth and care-free for the children. Our aims are to ensure that children:

- experience smooth transition periods
- children with identified needs experience a curriculum suited to their needs
- continue to have opportunities for structured play in Year 1 and child initiated sessions in term 1 of Year 1

Reception children are given every opportunity to take part in whole school events; we attend at least two assemblies a week, reception children play in the same outdoor area as the rest of the school during break times and eat with the rest of the school.

During terms one and two, Year R and Year 1 share child initiated time once a week, this allows a smooth transition between each class and an opportunity for every child to build a strong relationship with both class teachers.

- During the summer term, the Year 1 teacher will spend time teaching the current Year R for a few sessions.
- Reception children are invited to spend time in Class 1.
- The Reception and Class 1 teachers meet in the summer term to discuss the children and any specific transitional needs.
- The Class 1 teacher is very familiar with the EYFS Profile and continues with the Foundation Stage Curriculum for those children who have not achieved all Early Learning Goals (ELGs).

- Parents are given the opportunity to attend a meeting given by the class 1 teacher early in the autumn term. This meeting gives parents a clear idea of the format and strategies used in Class 1.

12. Health and Safety.

- The health and safety of the children are given are of paramount importance. The guidelines given in the school Health and Safety policy are followed in the Reception Class. The following additions are practised in the Reception class:
 - Healthy eating and a healthy life-style are promoted at all times
 - Good hygiene habits are taught from the start.
 - All children are given free access to fruit/vegetables, water and milk through the day.
 - The children are taken to their parents/carers in the Reception outdoor area at the end of the day. No child is allowed to leave without the appropriate adult.
 - Play equipment is regularly checked (see risk assessment).

13. Conclusion.

Through good quality Early Years practice, we aim to ensure that children are educated in a welcoming, stimulating environment, which is safe, secure, happy and caring – an environment which acknowledges children’s achievements and builds self-esteem.

This policy will be reviewed annually or as deemed necessary.

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May 2016