

Gorse Hill Primary School Early Years Policy

At Gorse Hill Primary School, we pride ourselves in working together to do our best. We aim to provide equal opportunities for all members of our school family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

This policy is based on requirements set out in the Statutory Framework for the Early Years Foundation Stage (September 2021) and should be read in conjunction with the Safeguarding, Special Educational Needs, and Teaching and Learning Policies.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the academic year in which a child has their fifth birthday.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. These areas are the main focus of the curriculum at Gorse Hill Primary during a child's time at Gorse Hill Primary.

The prime areas are:

Communication and language
Physical Development
Personal, Social and Emotional Development.

The prime areas are strengthened and applied through 4 specific areas:

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

We provide a broad and balanced Early Years curriculum: -

- based on first hand experiences and high quality purposeful interactions.
- that highly values play and recognises that for young children, play is a vital tool for learning. Adults in the setting support and extend play, with a particular focus on developing language and communication.
- through carefully planned adult or child-initiated activities and spontaneous child led learning opportunities.
- Learning is structured around the child development focus of the 'Development Matters' document, September 2020.
- Staff ensure that there is an excellent environment (indoor and outdoor) for learning and teaching and well planned and appropriate educational programmes provide rich, imaginative experiences that meet the needs of all children.
- Staff take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience.
- Staff considers special educational needs or disabilities of children in our care, identifying whether specialist support is required and linking with relevant services from other agencies where appropriate.
- Staff extend their own professional development regularly by attending CPD, which feeds into daily practice.

- By recognising that children learn and develop well when there is a strong partnership between home and school and there are regular opportunities to work in partnership with parents/carers e.g. workshops, open house events, stay and plays, performances, Target Tracker.

Alongside supporting children's development in the EYFS, through the seven areas of learning, we continually promote opportunities for children to understand, develop and demonstrate the characteristics of effective learning which we recognise as being essential to creating lifelong, motivated learners

- Playing and exploring – engagement
- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'
- Active learning – motivation
- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do
- Creating and thinking critically – thinking
- Having their own ideas
- Making links
- Choosing ways to do things

The Development Matters 2020 guidance and the statutory Early Learning Goals and Educational Programmes guide our long term planning.

In Reception, medium term planning is completed half termly through Knowledge maps and identifies the intended learning outcomes. Weekly Planning focuses on day-to-day organisation of activities. It takes into account that children's learning is not necessarily sequential and that they may need time to consolidate, repeat and extend their learning in their own way. All planning is evaluated on an on-going basis and adapted in response to the children's needs and interests.

Parental Involvement

We recognise the importance of working alongside parents and other significant adults during a child's education.

We do this through: -

- Offering all parents, the opportunity to receive a home visit from their new teacher and teaching assistant before they start school.
- Giving the children the opportunity to attend a mornings or afternoon, in school, with their teacher before starting school.
- Inviting new parents into the classroom in their child's first term (Stay and Play, Performances)
- Providing formal meetings for parents during the school year to discuss children's progress.
- Welcoming parents to discuss any concerns with the teacher and/or teaching assistants.
- Working to build good relationships with families to promote a regular two-way flow of information.
- Sending home 'School Story Books', during the holidays, for parents to read with their child before starting school.
- Regular communication via Class Dojo
- Sharing observations made in school via Target Tracker.

Statutory end of EYFS assessment

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels (emerging)

At this stage, parents will also receive an End of Year Report which will detail the child's achievements against the Early Learning Goals, a description of their Characteristics of Effective Learning and a personal teacher comment.

Moderation

At each of the three official assessment points across the year, staff get together to conduct internal moderation. At the end of the year this involves Year 1. When completing statutory end of EYFS assessments, staff attend external moderation events