



ST DUNSTAN'S, CHEAM, C of E PRIMARY SCHOOL

Policy Subject: EARLY YEARS EDUCATION

Date: January 2020

Review Date: January 2022

Vision Statement

**‘St Dunstan’s – a thriving Christian school, guided by the Good Shepherd,
founded on faith, inspiring the best in everyone.’**

For all members of our school family we celebrate:

- excellent achievement and progress in all that we do
- learning for life in all its fullness
- Christian values alive within our school
- being at the heart of our community

Policy Statement: -

“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.” DfES, 2017

Rationale

The Early Years curriculum promotes children’s social, emotional, spiritual, moral, physical and intellectual (cognitive) development and provides a sound basis for later education. At St Dunstan’s Cheam C of E Primary School, the Early Years Policy relates to children in both the Nursery and Reception classes and the children making the transition into Year One, as defined by the Foundation Stage.

Aims

At St Dunstan’s Cheam C of E Primary School our aim is to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. Our objective is to:

- ❖ promote all round development through a balanced and broadly based curriculum which responds to the needs and interests of the child;
- ❖ promote the spiritual, moral and religious education of the children in our care;
- ❖ provide a safe, secure and stimulating environment with motivating and enjoyable learning experiences that enable children to become confident and independent;
- ❖ establish and maintain partnership between the home and school and acknowledge the important role of parents/carers in their child's education;
- ❖ help children to have self esteem and confidence and to encourage the development of self discipline and independence;
- ❖ develop children's early knowledge, understanding, skills and attitudes;
- ❖ ensure continuity of approach for all Foundation Stage children in all Early Years classes, by regular staff liaison.

Broad Guidelines:

Starting School - Partnership with Parents - Nursery

1. At St Dunstan's, Cheam, C of E Primary School an evening 'welcome meeting' during the summer term before the child is due to start, provides information to all parents. The Nursery staff offer and plan home visits to exchange information with parents and to ensure smooth transition for the child as s/he joins the school. These are carried out at the beginning of the Autumn term, shortly before the child is due to start.
2. Parents/carers are invited to visit the classroom with their child and spend some time familiarising themselves with the classroom, staff and equipment. These 'Stay and Play' visits precede their first full session in school.
3. Nursery staff take into account the child's individual level of confidence, knowledge and competencies in order to plan the curriculum. Ongoing observations are made of the child's abilities and needs and these are recorded in individual records of progress, which are maintained throughout the child's time in Nursery.
4. Staff regularly meet with parents, sharing information relating to the child's health, well-being and happiness as well as formally reporting on progress and achievement at the end of their time in Nursery.

5. To keep the parents informed and so that they can better support their child at home, Parent Workshops are offered in Early Mathematics, Phonics and Fine Motor.

Starting School - Partnership with Parents – Reception

1. At St Dunstan's, Cheam, C of E Primary School, a 'welcome meeting' during the summer term before the child is due to start, provides information to all parents. The Reception staff explains the entry procedures. This includes the start dates, uniform, arrangements for medical concerns, and a brief introduction to Reception curriculum. Parents have an opportunity to ask questions and chat informally to the staff.
2. Children are invited to visit the classroom to meet their teacher. This visit takes place towards the end of the summer term. New children to the school are invited to meet their new peers and teacher. All children at St Dunstan's Nursery will have regular opportunities to explore the Reception classrooms when the door from Nursery to Reception is open and in the outside learning area.
3. Reception staff arrange the entrance procedure in order that each child has their first experience of Reception class in small groups. For the first day of term, 8 children from each Reception class attend in the morning and a further 8 in the afternoon. On the second day of term these children are joined by 7 more children in both the morning and afternoon sessions. This allows the children more time to familiarise themselves with their teachers, classmates, classroom and equipment.
4. Reception staff takes into account the child's individual level of confidence, knowledge and competencies in order to plan the curriculum. They liaise with Nursery staff to discuss the children's needs and obtain information on children joining the school from feeder Nurseries and playgroups. The Reception staff offer and plan home visits only for children that are new to the school. Observations are made of the child's abilities and needs throughout the year as defined by the Early Years Foundation Stage Profile.
5. Early in the Autumn term Reception staff hold a parents' meeting in the classroom, to outline school routines, expectations, curriculum and how the parents can support their child. In the Autumn and Spring term we hold parent consultation meetings to discuss the child's progress and development towards the Foundation Stage Profile Outcomes. This also gives the parents the opportunity to outline their child's interests and needs. Within the final term of Reception, we provide parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

Starting School - Liaison with Outside Agencies

Staff maintain contact with each other, health visitors, portage staff and local playgroup leaders or other agencies as necessary.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food and following set procedures when children become ill or have an accident. (Please see our separate policies and procedures on Health and Safety and Child Protection.)

Curriculum Planning

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context. We welcome and actively encourage parents to participate confidently in their child's education and care
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment

- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Provide a secure and safe learning environment indoors and out

- 1 Activities are planned by the staff working together, based on the understanding that young children learn best through first hand experience and purposeful, worthwhile play. This planning and philosophy is underpinned by the Early Learning Goals, which are statutory for children throughout the Foundation Stage. At St. Dunstan's we believe the spiritual and moral education of a child is fundamental to the development of the whole child.
- 2 We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. Curriculum planning takes into account and meets the needs and interests of the individual child, including Special Educational Needs (SEN) and English as an Additional Language (EAL), as well as promoting equal opportunities and diversity. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. (Please refer to our Special Needs, Equal Opportunities and Race Equality Policies)
- 3 Knowledge, understanding, skills and attitudes are developed through an exciting and challenging curriculum which is based on our observation of the children's needs, interests, and stages of development across the seven areas of learning and enables them to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and interconnected. They frequently overlap to reflect the holistic way that children learn.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

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

Staff working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years and grow in confidence and ability within the three prime areas.

Children are also supported through the four **specific** areas, through which the prime areas are strengthened and applied.

Specific areas:

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

We acknowledge that each child is unique and that they learn in different ways. Our teaching reflects the three characteristics of effective learning:

- ❖ playing and exploring
- ❖ active learning
- ❖ creating and thinking critically

In addition to these seven areas at St Dunstan's School we plan and deliver a progressive programme of Religious Education.

The Early Learning Goals provide a basic curriculum structure, through which knowledge, understanding and skills are developed. The Early Learning Goals link into the Key Stage One curriculum. In the second half of the Summer Term, the children are prepared for the transition into Year One.

- 4 In the Nursery long-term plans and half-termly themes are displayed for parents' information and reference. Regular letters keep parents informed about topics, activities within the class and events. In Reception parents are regularly updated by letter about topics, sounds, words and activities that the children are undertaking. We acknowledge that parents are the primary educator of their child and have a huge impact on their learning. We value parents' contributions to their child's learning journey and encourage them to supplement our observations with parent voice slips, which provide us with a valuable insight into their child's learning at home.

The Learning Environment

A well-planned and highly organised learning environment, indoor and outdoor, is essential in the delivery of an effective curriculum. The Early Years areas are carefully designed to be welcoming, attractive and aesthetically pleasing and to provide safe areas for play and learning.

We are fortunate to have a large purpose built Outdoor Learning Environment which all Foundation Stage children can access throughout the day. The children also access the Infant resource area where children can extend their learning through activities such as reading, cooking, maths, literacy games and computer skills.

(Please refer also to our Teaching and Learning Policy)

Resources and Equipment

At St Dunstan's Cheam C of E Primary School, we use a wide range of equipment and materials in a planned and progressive way to stimulate and advance children's physical, intellectual, spiritual, emotional and social growth.

When resources are purchased, care is taken that they reflect today's multicultural society and are consistent with the school's values and our equal opportunities policy.

Children are encouraged to be independent in their self help skills and routines, to be confident and to progress at their own rate. The environment is planned to stimulate learning and promote enquiry.

Equipment is generally accessible so that children learn to select and put away materials. It is regularly checked for cleanliness and safety.

Opportunities for learning are continued at home. In Nursery children are encouraged to bring in items from home to enhance our theme based curriculum. The Nursery library provides opportunities for the children to change books weekly. In Reception children are encouraged to bring in artefacts to develop our topics, and favourite items are shown and discussed at our weekly showing time. At home children reinforce their learning through weekly homework to practice sounds and handwriting. They participate in the Home/School reading scheme and have the opportunity to borrow books from the school library.

The Role of Adults

In the nursery classes, the ratio of trained adults to pupils is at least 1:13. In the Reception classes, the ratio is 1:15, reflecting our commitment to providing a sound foundation and enhanced learning opportunities for children's educational development. All staff are involved to a greater or lesser degree with the planning and delivery of the Foundation Stage including:

- ❖ planning the classroom and weekly activities
- ❖ selecting equipment
- ❖ making home visits and communication with parents
- ❖ working with children in all areas of the curriculum
- ❖ observing and assessing children and recording their progress
- ❖ liaising with main school staff and taking an active part in whole school meetings.

The class teachers have overall responsibility for ensuring the effective delivery of the Foundation Stage curriculum.

Students/Helpers

Students from the local colleges provide valuable help and themselves gain practical experience in the Foundation Stage. Parents and other adults with DBS clearance regularly help in the Reception classes and the school welcomes this support. (Please refer to our Guidance for Helpers booklet.)

Observation, Assessment and Recording of Pupil Progress

Children's learning is assessed through observation and through everyday adult/child communication and interaction. Observation enables staff to establish what children know, understand what they can do and identify next steps in their learning.

Through assessment and record keeping, the Early Years staff provide children, parents and future teachers with a systematic record of each child's achievement and progress. In Reception Classes this is recorded in accordance with the Early Years Foundation Stage Profile.

At St Dunstan's Cheam C of E Primary School, we acknowledge that learning takes place in a variety of environments and we invite parents to contribute to their child's learning journey recording significant learning and experiences that have taken place outside the classroom.

(Please refer to the school's Assessment Policy.)

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NB Please see the school's RE policy which refers to the SDBE guidelines.