

Ringway Primary School

Early Years Policy

The Future starts here

Our aim is to provide the foundations for a positive future for our pupils. A future where pupils learn to stay safe, to understand the importance of a healthy lifestyle , and to enjoy all they do. A future where they are both literate & numerate & can think critically. A future where they make a positive & respectful contribution to their culturally diverse community . A future where they show mutual respect & tolerance at a local, national & global level. A future where they aspire to be the best they can be & achieve their full potential

Created 16 to be reviewed 2019

Signed C of Gov.....

Headteacher.....

Ringway Primary School

Early Years Policy

This policy outlines the purpose, nature and management of the Foundation Stage at Ringway Primary School. It refers to the education of children from three to five years of age within a Foundation Centre. **We have provision for 26 nursery and 60 reception aged children**

Our philosophy:

We aim to provide an early years curriculum which will enable each child to develop emotionally, socially, physically, creatively and intellectually to their full potential and at their own pace. Each child is unique and is valued as an individual.

In the Foundation Stage, children learn best through play based activities and firsthand experience. Every child deserves the best possible start in life and their wellbeing is paramount. Children become independent learners through the provision of a balance of child initiated and adult led experiences. The environment plays a strong role as the third teacher and all adults are aware of their roles as facilitators of learning as well as supporters of learning whilst playing with and alongside children.

It is important to us that we don't view ourselves in isolation and that best practice involves working with families, the community and other professional agencies in the best interests of the child. Effective transitions help to ensure continuous progression.

Objectives:

- To provide a happy, caring, safe and secure environment for learning, meeting the individual needs and interests of the children.
- To develop warm and secure relationships between children and adults.
- To provide a high quality curriculum
- For the children to become aware of moral and social values.
- To encourage active learning through first hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication.
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- To value the cultural and social diversity within our school and community.
- To foster positive home school links and share a common sense of purpose with parents._

Admissions to the Foundation Centre

Children are admitted to F2 (Nursery) in the September of the school year in which they become 4 years of age. Places are allocated according to our admissions policy. They initially start on a part time basis in the morning or afternoon session, before progressing to full time when they are developmentally ready. The Local Authority manages the transfer of children to the Reception aged class (F3). **Parents are reminded that a place in the Nursery aged class does not guarantee a place in the Reception aged class.** Children allocated a (Reception) F3 place by the Local Authority will transfer to that class in the September of the school year in which they become 5 years of age.

Organisation:

The children are grouped into five groups according to stage of development and led by a key person. The day is planned with a regular routine of adult directed group times, child initiated free play and adult focussed activities (see Foundation Centre Daily Routine). Activities are planned following observation of children's interests and in consideration of the recorded next steps in learning for particular children.

Staff are deployed to manage the learning within the continuous provision in the indoor and outdoor areas as well as focussed activities for targeted groups of children.

Additional one to one or small group work is planned for those children who have SEN.

Planning:

Long term plans are made up of the continuous provision planning for all of the learning areas. Medium term plans highlight coverage of early learning goals for each half term, loosely based around a topic or theme. Weekly whole team planning meetings highlight areas of child initiated play that could be developed further and also, next steps in learning brought to light from observations and tracking systems. Activities are then planned for group times, adult focussed sessions or enhancements to the continuous provision.

Assessment:

Children's progress and development is assessed by way of planned and incidental, short and longer observations, carried out by all members of staff. These, along with photographic evidence and observations from home are compiled into a learning journey for each child, building up a picture, over time, of the child's development. Information from the learning journey is then added to the electronic Record of Achievement. This in turn provides baseline information, tracking evidence of development and summative evidence submitted to the local authority at the end of the Foundation Stage. **Baseline assessment takes place at the start of Reception for every pupil and must be completed by the end of September at the latest.**

Role of the Co-ordinator

It is the role of the Early Years Co-ordinator, under the guidance of the Head Teacher: -

- To organise the delivery of the Early Years Foundation Stage Curriculum and to ensure progression and development.
- To monitor planning and quality of delivery within the curriculum.
- To keep abreast of developments within early years and carry out INSET when required.
- To monitor and update resources and manage up a budget.
- To liaise with other agencies in the best interests of the child.

Agreed March 2014 to be reviewed March 2017