



**Barcombe      Hamsey      Plumpton**  
**Skylark Federation**

## **Early Years Policy**

**BARCOMBE**

**Reviewed and approved by FGB: 22.11.18**  
**Review: Autumn 2021**

Signed .....Chair of Governors      Date .....

Signed ..... Executive Headteacher Date .....

## **Early Years Policy-Barcombe CE School**

**November 2018**

### **Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents/carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

### **Legislation**

This policy is based on the requirements set out in the *2017 Statutory Framework for the Early Years Foundation Stage (EYFS)*

### **Our Vision**

At Barcombe CE Primary School we aim to provide every child with the skills to become a happy, independent and curious life-long learner. Our priority is that our provision enables a high level of engagement and active learning through a range of skill-based activities.

### **Our Principles**

At Barcombe CE Primary School we strive to meet every child's entitlement to develop a love of learning that will enable them to have the best possible future life chances.

The Statutory Framework for the Early Years Foundation Stage states four, guiding principles which should shape practice in the early years. These are:

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured;
- Children can 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/carers;
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years' provision, including special educational needs and disabilities.

The ways in which the child engages with other people and their environment underpin learning and development across all areas. Adults and the considered use of the environment support the child to remain an effective and motivated learner.

## **Learning and Development**

Learning and development is categorised into three prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

Learning and development is categorised into four specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Achievement of these prime and specific areas of learning is through the characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

## **Our EYFS Curriculum**

- Is at the heart of our learning journey approach
- Is distinctive, innovative and strategically planned
- Is reviewed in the light of national developments, new thinking, and research and development
- Introduces challenging, engaging and real life problems
- Strives to encourage and develop a love of learning
- Enables learning to happen within a child-centred approach
- Ensures resources and equipment are available to support learning at every stage of development
- Ensures resources and equipment are available to support learning in every area of the EYFS curriculum
- Ensures all areas of learning are regarded with the same level of importance and are interlinked wherever possible
- Includes fundamental British Values to teach children a sense of self and belonging; enabling them to learn and appreciate the values that make good citizens
- Ensures that children learn to live together peacefully, with each of them playing a valuable role in the multi-cultural world in which they live

## **The Enabling Environment**

The Reception area is carefully planned to ensure all areas are used to enable learning for every child. The children have the choice of where they choose to learn (using the indoor and outdoor environments). All activities are based on current assessment and all have a main learning intention that can be assessed with/without adult support.

Our basic provision is linked to the age-related expectations of the cohort.

We encourage child-initiated activities and adapt our continuous provision accordingly.

We enhance our provision through objects, prompts, conversation and questioning.

## **Planning**

We use the development statements in Development Matters to identify next steps for each child to deepen, challenge and extend their learning. During planning sessions, discussion takes place to ensure activities allow for characteristics of effective learning to be demonstrated and embedded.

Planning is based on children's interests. Our long term plan states the learning journeys followed throughout the year. These are subject to change according to cohort interests.

Activities based on skills may be led by adults in the classrooms. These activities let learning happen through creative opportunities, a supportive environment and a sound pedagogical understanding.

Appropriate resources in the Reception environment are stimulating and relevant. The resources are provided to create rich learning opportunities through a range of highly-structured, adult-led or child-initiated learning.

Child-initiated activities may be instigated when a child brings something to the setting; this might lead to the provision of resources, stories and pictures to support this interest.

A whole class focus is linked to activities within the EYFS setting. These are adapted continuously to meet the needs of the unique child. Attention to children's adaptation of activities is encouraged and creates extended learning opportunities.

Children are encouraged to extend themselves through self-selecting tasks and activities. The activities offer opportunities for extended learning and are structured to develop their learning.

Planning takes into account children with individual needs in line with our SEND Policy. Opportunities to develop and enhance the skills of gifted and talented pupils are provided within the classroom and through the provision of specific projects and activities.

## **Assessment**

On-going formative assessment is at the heart of our effective early years' practice.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and visual (recorded through photographs, for example) this involves the Class Teacher and other adults as appropriate.

Our baseline assessments inform us of our cohorts' emotional and social needs, as well as academic attainment, at point of entry. This information is analysed within our EYFS team and is shared with our Senior Leadership Team (SLT).

We ensure that our end of year EYFS assessments are reliable through:

- Our knowledge of the child gained through observation and interaction
- Our environment enabling the child to flourish to their full capacity
- The involvement of a range of contributors (parents, other relevant adults and peripatetic teachers, for example)
- Moderation across our EYFS federation team
- Moderation with pre-school colleagues, Year 1 Class Teachers, and the Local Authority

Parents and carers are given the opportunity to meet with their child's Class Teacher twice a year in a formal parents' consultation. They receive a written report on their child's progress and achievements at the end of the academic year (including their Early Years Learning Goal Achievements). Throughout the year parents/carers are invited to see their children's work. More informally, we meet with parents/carers throughout the school year, as and when required/requested, to discuss their child's particular needs.

## **Transition to Barcombe CE Primary School**

Planning for a smooth and thorough transition starts as soon as possible and we in advance of the September start date.

At Barcombe CE Primary School we have created good links with our main feeder nurseries. We endeavour to build new relationships with pre-school establishments that are new to our school and for children in their care.

To ensure the best possible transition we:

- Value the parent as the first educator of their child
- Make contact with every feeder pre-school within our new intake to discuss essential information on every child
- Visit as many pre-schools as possible to meet children in a familiar setting
- Share important information about our school during New Parents' Meetings (June)
- Hold joint activities with our main feeder nursery

- Use written information sent by pre-schools to inform early planning
- Hold a series of welcome/taster sessions for parents and children in June and July
- Share information in a transition meeting with key adults for children with additional needs
- Meet with every parent and child (where possible, in the home setting) before beginning school to share important information from home and school
- Stagger entry of whole cohort in September to enable a calm and more individualised start to school

### **Transition to Key Stage One**

Our Reception Class Teacher works closely with our Year 1 Class Teacher to ensure a smooth transition for all of pupils into Key Stage One.

### **Working in Partnership**

We value the benefits of working in partnership; we appreciate that they have a huge impact on the effectiveness of our EYFS setting.

We value our partnerships and endeavour, actively, to maintain these by sharing information, ideas, expertise and the knowledge within our team and with parents/cares, colleagues and other professionals.

Within our role of enabling partnerships we:

- Meet regularly as an EYFS federation team to discuss assessments, planning, individual children and research/new initiatives
- Hold parent workshops on relevant areas of children's development (for example, phonics and reading)
- Work closely with local pre-school providers
- Share practice and ideas within our local EYFS Hub

### **Our Reception Team**

Our Reception federation team consists of experienced teachers who are skilled in early years teaching. They understand the needs of the young child and how best to create an environment to enable a love of learning.

Our aim is that every adult in our setting is working towards the same goal; to ensure every child achieves success by learning through play and enjoyment.

## **List of Statutory Policies and Procedures for the EYFS**

This checklist identifies the policies and procedures that we must have according to the EYFS Statutory Framework.

<b>Statutory Policy or Procedure for the EYFS</b>	<b>Where it can be found</b>
Safeguarding policy and procedures	See Child Protection and Safeguarding Policy
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy and procedures	See Supporting Children with Medical Conditions Policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Child Protection and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding Policy; See Children Missing in Education Policy
Procedure for dealing with concerns and complaints	See Complaints Policy and Procedure