Penwortham Primary School

Early Years Policy

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people

Last Review Date : February 2017
Next Review Date : February 2019

Signed : .................................................. Date : ..........................
Headteacher

Signed : .................................................. Date : ..........................
Chair of Committee
Penwortham Primary School Early Years Teaching and Learning Policy

Successful teaching and learning enables all children to be effective learners; to have the confidence to take responsibility for their own learning; understand what it is they are learning and what they have to do to achieve the objectives of the lesson.

Aims:

- To provide consistency of teaching and learning throughout the Early Years.
- To enable teachers to teach as effectively as possible.
- To enable children to learn as effectively as possible.
- To provide a working environment that is stimulating, celebratory and interactive.
- To give children the skills they require becoming effective learners who relate new concepts to previous experiences.
- To provide an inclusive education for all children.
- To promote partnership between practitioners, parents and / or carers.

Statutory Requirements:

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics
- understanding the world; and
- expressive arts and design.

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an
ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. Practitioners involved in teaching and learning of the youngest children should focus primarily on the Prime Areas of learning which provide the basis for successful learning in the other four specific areas. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1. (Statutory Framework for the EYFS 2017)

**Characteristics of Effective Learning**

The EYFS also includes the characteristics of effective teaching and learning. The Nursery and Reception teachers plan activities within the Nursery and Reception classrooms with these in mind. They highlight the importance of a child’s attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- **Playing and Exploring** – children investigate and experience things, and ‘have a go’
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

**Assessment**

Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. To ensure we have evidence of a child’s progress in the EYFS we use a range of strategies which include children’s work, photos and observations which come together to create a detailed picture of the child. Children in Reception and Nursery are observed when they start to provide an on entry level and tracked throughout the Foundation Stage. At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either ‘emerging’, ‘expected’ or ‘exceeding’. This information is also communicated to parents and carers in the Reception child’s end of year report and can be discussed in the final Parents’ Evening in Reception.

**Behaviour**

In the Early Years we ‘Celebrate Success’. There is to be a focus on developing social skills, building respectful relationships and developing good behaviour to support our learning. Our youngest children are still learning all of the rules and routines associated with being in school and we do this through positive reinforcement of good behaviour. Class teachers will use the ‘Sun and rainbow’ chart to support behaviour management.

**Safeguarding in the Early Years:**
Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. All professionals should ensure that their approach is child centred: this means considering at all times what is in the best interests of the child.

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Staff members must immediately raise any safeguarding concerns with the appropriate safeguarding lead (Sandie Andrews, Litsa Savvides, Andrew Murning, Veronika Shelley or Abby Russell, without delay. Concerns must be raised verbally and logged.

For further information on Safeguarding and Child Protection, please refer to the Child Protection and Safeguarding Policy.

The Learning Environment
- Displays are to be of the highest quality. They stimulate and challenge and inform current learning as well as celebrate and consolidate learning that has occurred.
- Displays wherever possible will promote learning development through appropriate language.
- The classroom climate will be purposeful and orderly. There will be a sense of pace and rigour at all times with clear expectations relating to time output and behaviour.
- Children must feel safe and secure supported, valued and calm.
- All adults will model and communicate quality behaviour, attitude, and standards. They will support each other to enhance children’s learning.

This is achieved by all staff supporting each other through planning and the sharing of expertise.

- The classroom atmosphere will encourage children to ask questions of each other, the teacher and other adults.
- Wherever appropriate children will be encouraged to use their own initiative and take responsibility for their own actions.
- Consistent routines are established in the Early Years and built upon each year, specifically behavioural expectations.

Resources
- Quality resources appropriate to lessons are clearly labelled, tidy, accessible and safely stored.
- Children are expected to value and care for resources.
- Resources are regularly reviewed to match curriculum needs.
- Children with specific requirements are catered for.
- Human resources such as school staff, children’s families and other members of the community and experienced/skilful visitors are exploited to enhance learning opportunities throughout the curriculum.

**Partnership with parents and carers**

Parents and carers are a child’s first educator and therefore we work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. As well as the Nursery and Reception home visits and induction days we offer Stay and Play sessions in the Nursery and Parents are invited to Parents Evenings throughout the year. Parents are also invited to various workshops during the year to support them in helping their children at home. Parents also contribute to the profile of their child with ‘What is going well’ slips and ‘Wow’ moments.

**Equal Opportunities, Special Educational Needs and High Achieving Children**

- In order to provide an inclusive education for all pupils, staff acknowledge the need to plan for multiple intelligences and varied modes of learning. Teachers will use as wide a range of activities as possible in order to support pupils’ access to learning.
- In addition, the mode of working will be varied including independent work, working in pairs, groups and as co-operatively as possible.
- In order to achieve this staff are encouraged to be innovative, adventurous and to have the confidence to try out new approaches and ideas.
- Children are enabled to access the curriculum at the appropriate level by careful and sensitive grouping.

**Monitoring of Provision:**

- Teachers will be formally observed on two or three occasions a year. This will be conducted by members of the Senior Management Team. There will also be monitoring of planning, scrutiny of pupils’ work and pupil progress reviews over every year.

Abby Russell  
February 2017