

PADNELL INFANT SCHOOL

BOARD OF GOVERNORS



EARLY YEARS POLICY

Name of Unit/Premises/Centre/School	Padnell Infant School
Date of Policy Review	May 2024
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Name of Headteacher	Mrs Mandy Grayson

Administration Record

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1 Purpose

- 1.1.1 Early childhood is the foundation on which children build the rest of their lives. At Padnell Infant School, we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.
- 1.1.2 The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the reception year. All children begin school with a variety of experiences and learning.
- 1.1.3 It is the privilege of the practitioners working in Foundation Stage to take on the task of building upon that prior learning and experience. Foundation Stage team work effectively together to support children's learning and development.
- 1.1.4 This document outlines the philosophy, aims and principles of early years teaching and learning in the Foundation Stage (Year Reception (R) at Padnell Infant School. The document underpins practice in all areas of provision.

2 Early Years Foundation Stage

- 2.1.1 “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.
- 2.1.2 The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.” (Department for Education (DfE), 2021)
- 2.1.3 The EYFS is based upon four principles:
- The Unique Child;
 - Positive Relationships;
 - Enabling Environments;
 - Learning and Development.

3 The Unique Child

- 3.1.1 At Padnell Infant School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

4 Positive Relationships

- 4.1.1 At Padnell Infant School we recognise that children learn to be independent confident learners from secure relationships with their peers and adults. We aim to develop caring, respectful, professional relationships with the children and their families.

5 Enabling Environments

- 5.1.1 Additionally we believe that the environment plays a key role in supporting and extending the children's development. Through observations, we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.
- 5.1.2 We also plan and consider the Learning Environment. The Reception Unit is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The Unit is set up in learning areas, where children are able to find and locate equipment and resources independently.

6 Learning and Development

- 6.1.1 The early learning goals and the educational programmes are set out in the "Statutory Framework for the Early Years Foundation Stage" document (DFE, 2021).
- 6.1.2 The seven areas of learning and development are:

Prime:

- Personal, Social and Emotional Development (PSED);
- Communication and Language (CL);
- Physical Development (PD).

Specific:

- Mathematics (M);
- Literacy;
- Understanding of the World (UW);
- Express Arts and Design (EAD).

6.1.3 At Padnell Infant School we believe that once the children are secure in the Prime areas of learning they will be prepared to access the Specific areas.

6.1.4 However, all areas are important to ensure the development of the 'whole child'. We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child initiated activities. The balance of these activities changes as the year develops and children's concentration skills grow.

7 Observation, Assessment and Planning

7.1.1 Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All practitioners who work in the Foundation Stage at Padnell Infant School are involved in making observations of the children's new learning.

7.1.2 The planning within the EYFS is based around the children's interests and development needs. These plans are used by the EYFS team as a guide for weekly planning; however they may alter these in response to the needs (achievements, next steps and interests) of the children.

7.1.3 During the first six weeks of the Autumn term, children complete the short Statutory Reception Baseline Assessment alongside their class teacher.

- 7.1.4 There is no longer a requirement to keep lots of assessment evidence in the EYFS and to share this with parents via a journal or platform. However, here at Padnell, we believe that regular assessment is required in order to ensure that future planning reflects identified needs and progress is maximised. We do this using observations, photographs and iDoceo, a digital mark book and using Twinkl phonics. Occasional celebrations will be shared with parents via Tapestry, our on line platform.
- 7.1.5 These observations are used to inform the end of Foundation Stage assessment against the Early Learning Goals and the Characteristics of Effective Learning (DfE, 2021). Within the final term of the EYFS, we provide a written report against the Early Learning Goals to parents.
- 7.1.6 Parents are given the opportunity to meet the Reception team at various points throughout the year for shared learning events. There are also three opportunities for parents to meet their child's class teachers on more formal occasions.

8 Staffing and Organisation

- 8.1.1 At Padnell Infant School, we have three reception classes that can admit up to 30 children per class. Each classroom has the equivalent of a full time Learning Support Assistant as well as a class teacher providing the statutory 1:15 ratio. The children have a classroom base and all classes have access to the outdoor learning garden throughout each day.

9 Learning through play

- 9.1.1 "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." ("Early Years Foundation Stage", DfE, 2021).
- 9.1.2 At Padnell Infant School, we support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves and modelling by example.

10 Induction to Reception

- 10.1.1 During the summer term, children who will be starting school in September are invited to a range of transition events including stay and plays and visits to their classroom.

- 10.1.2 Parents/guardians are given a pack which outlines the reception curriculum and school routines, along with other necessary documentation.
- 10.1.3 Transfer records from pre-school settings inform reception practitioners about the new intake. Where possible, visits to other local pre-school settings are made in order to aid the induction process further. If a visit cannot be made a telephone call will be made. For children with additional needs our SENDco always completes additional meetings involving external agencies and the parents to ensure we can provide for them on arrival.
- 10.1.4 In September, there is a staggered intake for children. Initially children come into school in small groups with their parents/carers which allows parents/carers to meet other parents/carers in the class and to spend an allocated time with the class teacher to discuss their child. These smaller groups then merge into two groups before children attend as a whole class. This practice is reviewed each year to meet the needs of the cohorts and their families.
- 10.1.5 The aims of this transition are to:
- Allow the children to adjust and feel secure in their new environment;
 - Allow the practitioners to get to know the children individually and establish good relationships with both children's and parents/carers;
 - Allow the reception teacher to carry out initial assessments.
- 10.1.6 Parent workshops are also held in the first weeks of the children's first term by the Foundation Stage Leader/Subject Leaders to introduce parents/guardians to the school and reception procedures. Through this meeting the school's expectations and routines are communicated as well as ways in which parents can help their child. Regular year group specific newsletters are provided.

11 Reception to Year 1 Transition

- 11.1.1 Reception and Year 1 teachers have worked together to make the transition from the EYFS to Key Stage 1 as smooth as possible.
- 11.1.2 At Padnell Infant School:
- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the reception year.
 - Reception practitioners plan longer more structured activities to be undertaken during the summer term; encouraging less dependence on adult support.

- Reception children meet Year 1 teachers during assemblies and other whole school activities during the reception year.
 - End of Year assessments against the Early Learning Goals and the characteristics of effective learning are shared and discussed.
 - Reception and Year 1 teachers meet to discuss individual needs of children in July.
 - Reception children engage in a supportive transition to start year 1. This includes a series of visits to their new environment and also to meet new staff. This is in addition to the whole cluster transfer in July. Individual children may also benefit from additional visits or social stories.
 - Year 1 classrooms include learning areas similar to the reception classrooms: e.g. role-play, writing table.
- 11.1.3 Provision in Year 1 is made for those children who have been assessed as 'emerging' in one or more of the Early Learning Goals.

12 Home/School Links

- 12.1.1 We recognise that parents/guardians are the child's first and most enduring educators.
- 12.1.2 When parents/guardians and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.
- 12.1.3 We aim to develop this by:
- Sharing children's learning and achievements via an on-line journal.
 - Year R Newsletter providing ongoing updates and information about school life as it becomes relevant throughout the year.
 - We hold further events and curriculum workshops to guide parents in supporting their child's learning at home and celebrate their achievements in school.
 - Operating an "open door" policy, whereby parents/guardians can come and discuss concerns and developments in an informal manner. For safeguarding reasons we encourage this to be at the end of the day after all children have been re-united with their adults.
 - Encouraging parents/guardians to listen to their child read each night and to comment on reading progress in their reading record.

- Discussing children's individual targets with parents/guardians parents' evenings three times a year.
- Encouraging parents to participate in collaborative home learning linked to topics over the half term.