



Early Years Policy

Reference: 2.30

Version: 1.2

Adopted: March 2019

Next Review: March 2022

LGB Chair Signature: Date:

Headteacher Signature: Date:

Western Primary School Early Years Policy

The School's Vision

At Western Primary School we seek to develop in our children a love of learning that will last a lifetime. We are committed to providing a stimulating environment, combining high standards and a broad, rich curriculum with the understanding that every child approaches learning in a unique way. In a happy and safe atmosphere, our children have the freedom to engage and discover with a focused and experienced team supporting every child in striving to meet and exceed their personal goals. Educating our children with a fusion of excellence and enjoyment, Western Primary School is privileged to be part of this crucial stage of childhood, encouraging our children in creating their own success stories.

Success at Western

Educating and investing in children, encouraging them to grow up to lead safe, happy, healthy and successful lives, is at the heart of what we do at Western Primary School.

As a school, we place great emphasis on the success stories of every child by targeting support through extended services, multi-agency working and by building effective relationships between school, parents, children, young people and the community.

Equal Opportunities

This school believes that all individuals regardless of gender, sexual orientation, race, abilities, cultural and social background should be given the opportunity to achieve their full potential. The school is committed to working towards equality and to combat discrimination, extremism/radicalisation and harassment.

Our curriculum promotes positive images through the themes pupils are learning about.

Through regular monitoring and evaluation of the school, we ensure that this statement remains constantly at the forefront of all we do.

Prevent

In order to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. For further information refer to RKL T Safeguarding and child Protection Policy.

Safeguarding

All staff have a responsibility for safeguarding the children in our care. All staff and volunteers will be DBS certificated and we will enable all our staff and those who work here to make informed and confident decisions regarding Safeguarding. We expect staff and volunteers to have read, understood and adhere to the Safeguarding policy and related procedures. All staff must familiarise themselves with Safeguarding in Early Years outlined in the Early Years Staff Induction Handbook.

Rationale

The Early Years supports pupils from the age of 2-4 (EY 1) to 4-5 years (EY 2). Pupils enter school with a variety of skills and knowledge. In the Early Years the children have opportunities to build on their experiences and understanding. Each child needs a well-planned and resourced curriculum to take their learning forward. The Early Years provides opportunities for pupils to succeed in an atmosphere where they feel valued. We offer children access to both the indoor and outdoor classroom and appreciate that the outdoors can provide a scale and freedom for a type of play that it is difficult to replicate indoors.

Aims

By following the Early Years Foundation Stage framework, we aim to lay a secure foundation for the future through learning and development that is planned around the individual needs and interests of each child, and informed primarily by the use of observational assessment.

Objectives

- To follow the school's Foundation Stage Philosophy.
- To ensure that all children feel secure, included and valued.
- To make sure early years experiences build on what children already know and do.
- Ensure opportunities for the children to engage in activities by adults and those they have planned or initiated themselves. Practitioners should observe and respond appropriately to the children's needs and use assessments made to inform future planning and provision.
- Well planned, purposeful activity and appropriate intervention will enhance the learning process in our Early Years.
- For children to have rich and fulfilling experiences the learning environment must be well-planned, organised and stimulating.
- No child should be excluded or disadvantaged.
- Parents and practitioners should work together in an atmosphere of respect.
- To use the outdoor environment daily as a context for learning throughout the year.
- To promote a healthy and active lifestyle.
- To use the local community where possible to enhance provision.

Transition

We strive to ensure that transition from home to school is stress free for the parent and the child through home visits for all of our nursery children. Where children attend an additional setting, sharing of information is encouraged. Transition to reception classes is seamless as the children have opportunities to integrate and experience EY2 throughout the year. Any children that are new to our setting in EY2 are visited in their existing setting prior to start. All EY1 and EY2 children have opportunities to visit the school before they commence their time here. Close liaison with Year One teachers ensure that the children's transition is smooth.

Parents

At Western we believe that parents have a major role to play in the development of their child's education. The use of an online learning journal enables parents to contribute regularly to their child's learning journey. In addition, we hold meetings for parents whose children are just starting school to explain our approaches to teaching and learning. Regular formal and informal opportunities are made for parents to liaise with the Early Years team.

Monitoring and Evaluation

This will include:

- Staff observations including scrutiny of journals and data analysis / evaluation.
- Discussions and feedback from children and parents.
- Discussion and review of the Early Years Policy regularly to ensure it meets the needs of the current children.

This policy has considered the implications and should be read in conjunction with the School's Equal Opportunities Policy, Special Educational Needs Policy and Health and Safety Policy and the EYFS.

Assessment

This is in accordance with the school's Assessment Policy.

Assessment in Early Years may include: photographs, observations, post it notes, examples of children's work, 'I can' statements, Tapestry online journal and Target Tracker.

Inclusion and Special Needs

All children, including those in all vulnerable groups and SEN, have their progress monitored accordingly to ensure access to a broad and balanced curriculum. The Special Needs and Inclusion Policies give details as to how provision maps are used to focus on individual needs for these children. TAs are sometimes used to support these children during lesson time or to give specific help with individual objectives.

More Able Children

Provision is made for more able children and will be recorded in line with the school's assessment and tracking policy.

Policy Reviewed ~ March 2016
Policy Reviewed ~ March 2019
Next Review Date ~ March 2022