

Queens Drive Primary School



Early Years Policy

May 2022



Policy: Early Years Introduction

The Early Years policy at Queen's Drive reflects the value and importance of Early Years education, both during and beyond the Early Years Foundation Stage. It provides a framework for staff which gives guidance on practice, and outlines procedures for planning, teaching and learning, monitoring and evaluating the curriculum. The policy contributes towards raising educational standards within the school and ensures that the needs of the youngest children are met within the context of whole school policies, curriculum planning, agreed teaching approaches and organisational structures. This Policy will focus on the planning, learning, and teaching of the curriculum to fulfil the requirements of the 'Statutory Framework for the Early Years Foundation Stage' 2021.

Early Years in this setting consists of those children attending school in Reception. There are 60 Reception places available each academic year, admissions into Reception are all handled by pupil admissions at Lancashire County Council.

The Early Years Policy addresses all aspects of the needs of young children and ensures that:

- Staff and Governors are aware of the Early Years Foundation Stage Principles underpinning the experiences of the children working within the EYFS.
- All children will have a Key Worker who is responsible for their welfare and their individual education.
- Early Years education is valued, seen as the foundation for education and the beginning of a continuum of learning throughout the Primary phase.
- The curriculum experiences of children are appropriate to their age and stage of development.
- Parents are kept well informed of their child's progress and work in partnership with the Reception team.
- The curriculum is tailored to cater for the diverse needs of each unique child.
- The identification of and provision for special educational needs of children are included. The importance of play, sensory experiences and an active curriculum are recognised in planning learning opportunities for young children.
- There is shared understanding of the emotional needs of young children, how they learn and develop skills, knowledge and understanding.
- Children experience a smooth transition from home, pre-school or nursery, into the Reception Class.



Our School Values

*'These are our VALUES, here at Queen's Drive,
We're part of a team where we will all thrive.
Reflective, resilient with compassion and care,
We're risk takers, confident, willing to share.
We are healthy and happy, creative in thought,
Applying the skills that we have been taught.
We always aim high, we DREAM and BELIEVE.
Imagine- with this - what we can ACHIEVE.'*

Key Aims and Principles of the Early Years Policy

The Reception team at Queen's Drive Primary School follow the four guided principles set out in the 'Statutory Framework for the Early Years Foundation Stage' 2021 to shape the provision that is provided at school. These principles are;

- Every child is unique, constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environment with teaching and support from adults (including parents), who respond to their individual interests and needs and help them to build their learning over time.
- Children develop and learn at different rates.

In addition to this the staff at Queen's Drive Primary School believe that the following aims and principles help to form the basis of a unique and personalised curriculum offered to the children who attend our setting.

The aims of the Early Years Curriculum at Queen's Drive are:

- To prioritise children's wellbeing through providing a happy, safe, secure and stimulating environment with opportunities for children to enjoy learning, develop confidence and self-esteem, and build good relationships with others.
- To teach children key knowledge through exciting and memorable experiences; building on what the children already know, understand and can achieve.
- To provide children with the key learning required to form solid foundations which are built upon as they move through school.
- To encourage children to use their voice through providing opportunities for them to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect.
- To share individual children's learning journeys with parents, working in partnership to ensure children achieve their full potential.



- To address the individual needs of all children by enabling them to participate in a broad, balanced, relevant and age appropriate curriculum, with due regard to equal opportunities.
- To promote the moral, spiritual, cultural, intellectual and physical development of children.
- To foster the key whole school principle of a 'love of learning' from the very first day.

Early Years provision, organisation and the learning environment

Early Years provision at Queen's Drive Primary School is organised into two open plan Reception classes that are adjoined and so allow all the children to access both rooms. The children also have continuous access to a large outdoor learning area. We have a wide range of resources for both indoor and outdoor use, which enable us to meet the needs of all children in an Early Years setting. In addition to these facilities, the Reception classes have access to the school's computer suite, hall, playground, library, forest school provision and garden.

Early Years Curriculum

The Statutory Framework for the Early Years Foundation Stage stresses the importance of 3 core areas when a child enters Nursery/Pre-school. These areas are Personal, Social and Emotional development, Communication and Language and Physical Development. When children are secure in these areas their learning will move on to encompass 4 more areas, these being: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. In Reception a child's learning will encompass all 7 areas of learning.

Children in the Early Years learn in a variety of ways: by watching others, talking, asking questions, listening, exploring and investigating. Stimulating play helps children explore ideas, roles and relationships. Effective planning for play requires staff to:

- plan & resource a challenging environment
- support children's learning through planned play activity
- support & extend children's spontaneous play
- support & extend children's language and their communication in play

Appropriately planned and structured play supports and develops children's need to socialise, express ideas, thoughts and feelings, experiment, observe and try things out.

We recognise that children's learning is holistic and that children neither recognise nor benefit from being confined within subject boundaries. We aim to provide a coherent curriculum that provides a clear focus for learning and draws together relevant activities which contribute to the development of the whole child. Thus children are able to use and extend what they know, can do and understand within a realistic context.

The Statutory framework for the Early Years Foundation Stage helps staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the Early Learning Goals. The Early Learning Goals establish



expectations for most children to reach by the end of the Reception Year. We also use the Development Matters Guidance to help make judgements about children's progress and their next developmental steps.

Early Reading in Reception

The children follow a 20 minute daily phonics programme called 'Red Rose Letters and Sounds'. The children are taught the sounds individual letters make and how to blend them together to make words. They apply their knowledge through various different ways including games, reading tasks and written tasks. When children are developmentally ready they use a dedicated phonics book to record their application of phonics.

Children will receive a reading book twice a week which is closely matched to their current phonics stage. Parents are encouraged to read daily at home with their child and record comments in their reading record.

The wider curriculum at Queen's Drive Primary School consists of:

- Educational visits and visitors
- Road Safety Training
- Themed Days
- Links with local community organisations, e.g. / High schools / Various Charities / religious representatives from different communities and faiths etc.
- Links with pre-school playgroups, day nurseries and local authority maintained nurseries

Planning, assessment, recording and reporting:

Planning, assessment, recording and reporting are recognised as essential parts of an effective curriculum. The procedures followed by staff are outlined in the relevant whole school policy documents. Planning is broken down into daily, weekly and half-termly units and is evaluated accordingly. Although the Early Years Foundation Stage Curriculum is planned in a different format to the general planning of the whole school, the practitioners ensure that their planning is in line with whole school policies. Planning is produced to focus attention on aims and objectives, to highlight individual or group requirements and the evaluation of these serves to inform future planning. Observations of children engaged in focused and self-chosen activities are made in order to assess individual learning and to plan the next steps at the appropriate level for each child at any given time. Observations may be photographic, in the form of 'post-its', short, written notes or discussions between the EYFS staff. Assessments are shared with parents through SeeSaw.

The Early Years Foundation Stage Curriculum at Queen's Drive is planned as themed topics. They are based on the stages identified by the Development matters statements, which then become increasing harder and lead to Early Learning Goals. We ensure that the topics are relevant, stimulate and challenge the children across all of the 7 areas. All learning takes into account the children's interests within that topic and may be adapted/changed when there are events of significant interest.



Long term, medium term and daily planning is discussed and organised by both Reception Class Teachers and involves the teaching assistants. Weekly and daily plans include what children are to be taught in specific sessions, how staff are organised and how resources are to be used. Evaluation of activities, observation and staff listening to, and talking with children, are key strategies for gaining information on each child's progress and development.

Within the first few weeks of school teachers will complete the 'Statutory Baseline Assessment'. In addition the staff use information from parents questionnaires, and the child's nursery or pre- school playgroup if available, plus their own observations and evidence in order to establish what each child already knows, understands and can do. This process of assessment provides a framework for future planning which then enables staff to meet each child's future learning needs.

Recording pupil progress takes place in a variety of ways - skills assessment, observation, focused activities, questioning and discussion, which make up a child's learning journey. The assessments help to inform future planning and enable staff to meet individual children's needs. They are also the basis for reporting to parents.

Reporting to parents takes place through discussions at Parents Evenings where parents are invited into school to discuss their child's achievements, interests and experiences, and also through interim and annual written reports.

Parental Involvement

The staff believe that it is essential to establish a positive relationship between home and school in order to allow the children to reach their full potential. An effective relationship between home and school has a positive impact on a child's learning and development. The staff appreciate that parents welcome information on how their child is settling in to school, and staff will be available for brief, informal chats before or after school. Alternatively, if a parent has a particular concern and the teacher is not available at that time, an appointment may be made with the class teacher for a mutually convenient time.

Parents are encouraged to share learning, significant events and key milestones through Tapestry where these can be used to contribute to their child's learning journey. Parents are also actively encouraged to be involved with their child's education by reading curriculum information, termly interim reports and also through regular 'homework', which gives advice on simple games and activities which will help the children to consolidate their learning at home. In addition to these opportunities for contact with parents, we also encourage parents to comment about their child's progress through their 'reading diary' which is a valuable source of two-way contact between parents and staff and helps to establish the importance of the partnership role between parents and teachers.



Catering Arrangements

Children at Queen's Drive are actively encouraged to be a part of our Healthy Eating campaign. The school has joined the Free School Fruit Scheme which entitles each child up to year 2 to have a piece of fruit per day, free of charge. We also ask parents for a donation of £1 per week to pay for additional snacks in the afternoon, these snacks consist of breadsticks, crackers, brioche, croissants etc.

Milk is available for each child at a current cost of £1.50 per week payable termly in advance. If children do not wish to have milk, they will drink from their water bottles.

Lunches cooked on the premises which are healthy options, there is currently no charge for KS1/EY school meals. The choice of lunch is made by the children when they arrive at school. Lunches are served in the KS2 hall and are supervised by the Welfare Staff. As food has to be ordered in advanced, the catering staff request that parents give a week's notice before their child gives up school meals.

Liaison with other agencies

The Early Years staff all have undergone appropriate training and have a wealth of experience, knowledge and expertise in working with young children. They work closely with other KS1 staff to promote the continuity of educational provision and to provide clear assessment information so that individual progress may be sustained. The Early Years staff liaise with other professionals, eg. the Educational Psychology Service, the Speech and Language Service, the School Nurse etc. to provide a multi-disciplinary team to support the children in the setting to the best of our ability. The Early Years staff liaise with feeder Nurseries / other outside agencies where necessary prior to the children attending school in order to produce a clear picture of the child at the time when he/she starts school.

Staff Development

The Early Years staff attend courses for professional development and training with regard to new initiatives.

The identification of training needs for teaching and non-teaching staff will take place through Performance Management and/or staff development interviews, as outlined in the Performance Management Policy.

The Early Years co-ordinator will ensure that:

- Appropriate dissemination of training/materials/good practice takes place regularly.
- a record of INSET activities is maintained.
- There is an assessment of the impact of INSET etc on the quality of teaching & learning.



Reviewing the Early Years Foundation Stage Policy.

The head teacher, staff and governors will review this policy on an annual basis to ensure it is being implemented appropriately and to take account of changing circumstances.

Signed on behalf of the Governing Body	Ailsa McCondichie
Date	May 2022
Review Date	May 2025