



Bungay Primary School

Early Years Policy

Date Agreed by the Governing Body:

Review Date : September 2019



"Play is the highest form of research." – Albert Einstein

"Children learn as they play. Most importantly, in play children learn how to learn." – O. Fred Donaldson

Our Early Years Foundation Stage at Bungay Primary School is a motivating and nurturing environment, where children are encouraged to lead their learning through play and exploration. We tailor the learning opportunities provided to ensure that every child is making progress from their existing developmental stage.

Planning and Organising

At Bungay Primary we plan for learning and development in accordance with the Early Years Foundation Stage (EYFS) and Development Matters documents.

Planning will:

- Be written by the class teachers following discussion with the Early Years Team. This is in line with the whole-school topic approach, but also values the interests of pupils and responds to these.
- Be clear and concise to provide broad and balanced opportunities and experiences which provide scope for flexibility, differentiation and annotation.
- Be informed by observations of children on what they can do and what their next steps are.

The Foundation Stage will

- Include a balance of child-initiated, adult-framed and adult-led activities.
- The staff in Nursery and Reception also plan for school visits and trips to the local community and surrounding areas, and welcome visitors into the school to share their skills and knowledge. This provides the children with first-hand, real-life experiences as a foundation to their learning.
- Places for both Nursery and Reception are offered in line with LEA expectations. Nursery is now able to offer some places as 30 hour provision, including a lunch club. Those who are not entitled to 30 hours may purchase more sessions at a small cost.
- Across the Key-Stage, high quality transition is planned for, with all children offered a range of events and sessions to attend, before taking up their full-time places.
- Each EYFS class has a full-time teacher and teaching assistant. Both Nursery and Reception also have a HLTA for each session.

Teaching and Learning

- We deliver the EYFS curriculum in Nursery and Reception. This continues with transition from Reception into Year 1.
- Teachers and staff in Early Years value the role of play at all stages of a child's development and recognise that through play, children consolidate the teaching and learning experiences and opportunities they have had.
- We support children in building and developing the three characteristics of effective teaching and learning. Children in the EYFS learn by playing and exploring, being active,

and through creative and critical thinking which takes place both inside and outside. There are three characteristics of effective learning which help us to focus on and understand how children learn. These characteristics of learning are expanded here to provide further information and give examples of the ways in which children learn and what they learn.

By playing and exploring children are able to:

- *Find out and explore
- *Use what they know in their play
- *Be willing to have a go

Through active learning children are able to:

- *Be involved and concentrate
- *Keep on trying
- *Enjoy achieving what they set out to do

By creating and thinking critically children are able to:

- *Have their own ideas and evaluate their ideas

Nursery and Reception

- Use what they already know to do new things
- Choose ways to do things and find ways to solve problems.
- Learning is planned through the inside and outside environments, where children can access and select opportunities that interest them and where these opportunities can be revisited (Continuous Provision). Learning is also planned by setting tasks with clearly specified aims and intentions, using a range of equipment and embedding learning opportunities in the environment (Enhanced Provision).
- Communication and Language, Physical Development, Personal Social and Emotional Development, Literacy, Mathematics, Understanding of the World, Expressive Arts and Design, and Phonics skills are taught in a fun, practical way and, where possible, with links and connections to real life.
- We ensure that the activities provide opportunities for children's different learning styles, including visual, auditory and kinaesthetic approaches.
- Activities will be differentiated to cater for a wide range of abilities including S.E.N.D, EAL and talented and more able children.
- Making choices and decisions are key factors in the development of children's self-esteem and confidence.
- All staff work together to create a relaxed happy learning environment where high expectations of positive behaviour are encouraged and exemplified.
- The children are encouraged to participate in all activities with a high level of involvement and to become active, independent learners.
- Children's individual learning and development is recorded in individual online Learning Journeys - Tapestry, and in their Teacher-Led books.

This work and evidence is cross referenced to the Development Matters documents.

- Nursery and Reception follow the Letters and Sounds phonics programme.
- PSHE (Personal, Social, Health and Emotional) development is taught through the 'Jigsaw' scheme. This aspect of learning helps children to develop as individuals and to find out about the wider community of which they are a part.

Partnership with Parents/Carers:

In Foundation Stage we promote an active partnership with parents/carers. We understand that an effective partnership between school and home will have a positive impact on children's learning and development.

- We offer home visits to families who accept places at our Nursery. This provides the opportunity for parents/carers and staff to exchange information. Staff make visits to existing settings for new pupils too.

A programme of transition events is offered to all pupils starting in Nursery and Reception, including 'stay and play' sessions, to ensure that pupils and parents are really comfortable with their new settings.

- We hold an introductory meeting for Reception parents/carers prior to starting, where they are given information about the school day and what to expect when their child starts school. Parents/carers are invited to ask questions.
- Parents/carers are invited to attend consultations with staff regarding their child's achievements and possible concerns at set times over the year and at least once a term.
- At the end of the EYFS parents/carers are invited to discuss their child's development levels.
- For the Autumn Term, Parents/Carers are welcome to bring children into the Reception classroom. From the beginning of the Spring Term, children come into their classroom independently, saying goodbye to parents at the door. Nursery parents are able to bring their children in every morning throughout the year.
- Parents are invited to various school events, and regular, (half termly) Stay and Play sessions.
- Support and advice from the S.E.N.C.O is available for the parents of children with additional and special needs.
- Parents are invited to help in school and at many of our school events.
- Half-termly news letters are available online and where requested, sent home with information and diary dates of future events. Weekly updates and learning for the week is posted on our class page on the school's website.
- Each child in Reception has a Reading Record/Communication Book, which is used to communicate between home and school about children's reading development. Parents are expected to write in this book to show that their child has read at home.

Transition

All children have several opportunities to visit the school throughout the summer term before the September that they start, whether they are of Nursery or Reception age. Early Years staff also make visits to the setting that the pupils are currently attending.

Parents/Carers and staff from those settings are also encouraged to come and visit or stay on transition days.

Assessment and record keeping

Assessment in Nursery and Reception is an ongoing procedure using many techniques e.g. tracking, observations, through drawing, mark making etc, and photographs/videos which are linked to the EYFS and used to inform the Early Years' Foundation Stage Development levels.

- A baseline EYFS profile is made for the Reception and Nursery children in the first 6 weeks of school.
 - In Nursery and Reception, class teachers identify 'next steps' for each child, in their learning and development. These are shared with parents/carers termly through reports and parents' evenings.
- Staff use Scholarpack to monitor progress in all areas of development, in line with the rest of the school.

Tapestry

The Foundation Stage staff are trained to use Tapestry and to record all observations along with connected media and next steps.

Parents and staff have password access and both are responsible for adding observations. Assessments are not shown on parents' access however they are shared in person at regular parents' evenings and written reports.

The E-safety of the pupils is our top priority and we are governed by the terms and conditions of Tapestry. Parents are also asked to sign an Image Consent document. If a family has separated, both parents can be connected on Tapestry to their child.

We encourage childminders to be attached to their children's Learning Journeys for further observations.

Tapestry pages give the option to add replies to observations so that parents can communicate with their child's key worker.

Monitoring and Evaluation

- The Early Years Foundation Stage has a Leader who oversees planning, teaching, provision and assessment. The leader also implements long term plans and risk assessments.
- The Head-Teacher, the Deputy Head-Teacher and subject leaders observe and evaluate opportunities and experiences that are provided for the children.
- The Head-Teacher monitors assessment.
- The class teacher will evaluate their own practice on a daily basis.
- The EYFS profile will be updated regularly throughout the year, through the use of Tapestry and Scholarpack. Pupil Progress meetings will plan and evaluate staffing needs and intervention needs and outcomes of this will be planned for.
- The EYFS profile will be moderated by the SLT and, when necessary, outside agencies and the cluster group and outcomes of this will be planned for.

Glossary: -

EYFS: Early Years Foundation Stage

SLT: Senior Leadership Team

HLTA: Higher Level Teaching Assistant

SENDSCO: Special Educational Needs & Disabilities Co-ordinator

Link to the Development Matters:

<https://foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Link to the EYFS profile: <https://www.calderdale.gov.uk/v2/sites/default/files/A3-DM-Tracker.pdf>