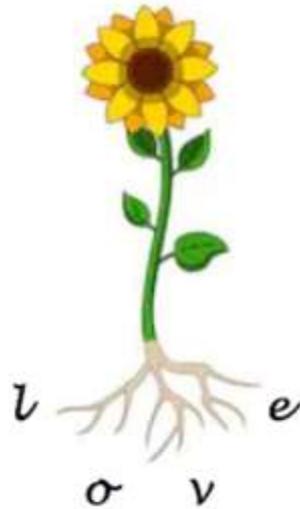


North Stainley C of E School

We are our school, we have our roots and foundation in love



Our school is us, we will grow, blossom and flourish.

Early Years Policy

Policy agreed: 24/03/21

Headteacher:
Wallen

LE Wallen

Louise

Chair of Governors:

Nathaniel Potts

Nathaniel Potts

Policy to be reviewed: March 2022

Policy to be reviewed:

Policy to be reviewed:

As a church school we value each individual and seek to be a place where all are welcomed and treated with dignity and respect.

Our school vision speaks of us having our roots and foundation in love. Love is the rich soil in which all our Christian values take root. Living out these values will enable us all to grow, blossom and flourish and become confident, successful and responsible citizens of our amazing world.

Our school vision of having our roots and foundation in love comes from St Paul's letter to the Ephesians. St Paul says "I pray that Christ will make his home in your hearts through faith. I pray that **you may have your roots and foundation in love**, so that you ... may come to know his love — although it can never be fully known — and so be completely filled with the very nature of God. (Ephesians 3: 17-19)

Love is the rich soil in which all our Christian values take root.

Friendship
Empathy

Respect
Independence

Resilience
Aspiration

Living out these values will enable us all to grow, blossom and flourish and become caring, confident, successful and responsible citizens of our amazing world.

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 Code of Practice)

Early Years Policy

Aims

Our aim is to provide a secure, safe, happy and exciting environment in which the children can develop socially, emotionally, physically and intellectually. During the Early Years we are laying the foundations for future learning, encouraging the children to become independent and develop a positive approach to school life.

Transition into Reception

To ensure a smooth transition into Reception we do the following:

- The class teacher and teaching assistant work closely with pre-school settings in the summer term. Information is shared with staff and the children are observed in a familiar environment in order to build up a profile of a child prior to them starting school.
- Parents are invited to attend an information evening with the class teacher and support staff in order to familiarise themselves with the expectations around starting school.
- Parents are asked to complete with their child a booklet which helps to provide important background information for the class teacher.
- Parents complete admission forms which collate all the necessary information about their child.
- Children are invited to attend an afternoon session, followed by a morning session with lunch, to become familiar with the class teacher, peers and the school environment.
- Children are allocated a buddy in order to help them to settle and to support them at lunch and playtimes.

Classroom organisation

The classroom is organised into outdoor and indoor provision areas, which the children are able to access independently. The challenges and focus activities within these areas change on a regular basis and are influenced heavily by the child-initiated learning which has been observed.

The children work in small focus groups for Numeracy and Literacy to complete directed activities. The objectives are then reinforced through activities set up in the provision areas. Children consistently receive praise and positive feedback for their achievements.

Planning the curriculum

Within the Foundation Stage planning is taken from Development Matters in the Early Years Foundation Stage Profiles.

The children are assessed in the following seven areas of learning:

Prime Areas:

- Personal, Social and Emotional Development
- Physical Development

- Communication and Language

Specific areas:

- Literacy
- Mathematics
- Understanding The World
- Expressive Art and Design

Learning opportunities are planned to be both stimulating and challenging and are heavily influenced by the children's interests and learning journeys which they chose to embark upon.

Assessment

Assessment is made through observations, photographic evidence, annotated work and from conversations with the child and with staff who work with that child. These records of achievement are recorded in a Learning Journey. Parents are updated on their child's progress and can also make contributions to their child's Learning Journey through the online resource Tapestry.

A baseline assessment is made of each child's ability during their first half term in school to help us understand their individual learning needs. These assessments are moderated against other schools to ensure a fair standard of assessment is maintained.

At the end of the Reception year, children are assessed against the Early Learning Goals. If a child is Expected or above in all of the Prime Areas as well as the Specific Areas of Literacy and Mathematics, a child has reached a Good Level of Development.

Parents as Partners

Parents attend a welcome meeting in the summer term prior to their child starting school. This is an opportunity to meet staff and become familiar with the school environment and the expectations around starting school.