

SHALFLEET C.E. PRIMARY SCHOOL

EARLY YEARS POLICY

As a Christian school, we value each child as special and unique in the sight of God, and, through the love, challenge and opportunities we offer, seek to enable them to develop as confident, caring and successful young people within our 'Safe Haven'.

Philosophy

- A child is born with a natural desire to explore and accumulate knowledge and begins to learn from the earliest days of its life.
- Attitudes to learning developed in these early years remain with children throughout their life and can result in independent and self-motivated individuals who want to learn.
- All adults with whom a child comes into contact have a significant influence upon attitudes to learning, and the contribution of these adults is equally valued.
- Learning comes in a variety of forms. It is not merely the acquisition of skills but a continuous process of rising to the challenge of new experiences and a belief in one's own ability to succeed.
- We recognise the wide range and special needs of children and families and will work closely with parents and outside agencies to meet these needs.

Principles

All adults with whom a child comes into contact have a responsibility to foster a positive approach to learning in all its forms.

Children should have opportunities to:

- Experience a wide range of activities both in and out of the classroom
- Learn through their own mistakes, by experimenting and investigating
- Develop their own interests
- Work individually and co-operatively
- Have a positive self image
- Be creative
- Explore and play within a stimulating environment
- Make sense of their own world by putting rules and structures into place
- Have access to adequate resources
- Acquire skills at the appropriate time
- Have appropriate challenges

Procedures

- Close links are maintained with the Pre-School to ensure there is a co-ordinated approach within the Early Years Foundation Stage practice in both School and Pre-School. The reception teacher and Pre-school manager have regular meetings, and shared time is organised weekly, as well as regular shared special short topics.
- Parents and Carers are recognised as their child's first educators, and are encouraged to liaise closely with the class teacher to foster a common approach to benefit the child. Both informal and formal meetings take place regularly.
- Parents are encouraged to contribute their evidence of a child's new experiences to the individual progress record, in the form of written records or oral contributions. Where appropriate, this evidence is shared with other parents and children to celebrate each child's achievements.
- Regular and ongoing assessment of each individual child, through observations of child initiated and adult directed activities, is recorded in individual Foundation Stage profiles (EYE Profiles) and in each child's individual progress book. Parental input towards these records is actively sought.
- Planning is based upon the statutory framework and practice guidance for The Early Years Foundation Stage.
- A balance is achieved between teacher directed activities and independent activities initiated by the children. Play is recognised as a major part of learning.
- Regular directed teaching periods are timetabled to ensure that the children acquire the necessary basic fundamental knowledge and skills. At the start of the year, these times are kept short, but as the reception year progresses teaching inputs are extended in length to prepare the children for transition into Year 1.
- Sufficient opportunities are provided for children to acquire additional skills and expand experiences through play, both directed and child initiated.
- Access to resources within the classroom area is child-orientated, with items clearly labelled and at appropriate heights, whilst maintaining Health & Safety considerations.
- Use is made of the enclosed Early Years playground and covered area in addition to the indoor classroom. Areas within the classrooms are designated for specific purposes, which are clear to the children.
- All staff work to ensure that the educational and social needs of the children are identified and provided for in an environment free from prejudice and discrimination.

Ratified by the Governors:

Date:

November 09