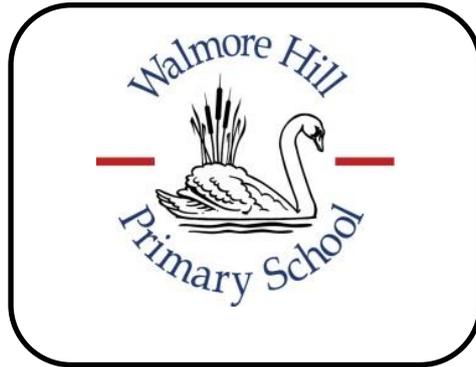


Walmore Hill Primary School



Early Years Policy

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Statement of Intent

“The early years foundation stage (EYFS) sets the statutory standards that all early years providers must meet. This includes all maintained schools, non-maintained schools, independent schools and all providers on the Early Years Register.

The EYFS aims to provide:

- Quality and consistency in all early years settings.
- A secure foundation for all children for good progress through school and life.
- Partnerships between different practitioners.
- Partnerships between parents or carers and practitioners.
- Equality of opportunity for all children.”

(Department for Education, 2012)

In the EYFS setting at Walmore Hill Primary School we believe that all children are entitled to the best possible start in their school life.

We aim to support each child’s welfare, learning and developmental needs by:

- Recognising that all children are unique and special
 - Understanding that children develop in individual ways and at varying rates
 - Providing a safe, secure and caring environment where children feel happy
 - Fostering and nurturing children’s self-confidence and self-esteem through their developing awareness of their own identity and role within the community
 - Teaching them to express and communicate their needs and feelings in appropriate ways
 - Encouraging children’s independence , decision-making and perseverance
 - Developing children’s understanding of social skills and the ‘Values for Life’ required for people to work together harmoniously.
 - Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions that may differ to their own.
 - Understanding the importance of play in children’s learning and development.
 - Providing learning experiences in play which reflect children’s personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn
 - Providing meaningful experiences which build on children’s existing knowledge and understanding in order to challenge, stimulate and extend their learning and development
 - Providing challenging, effective learning opportunities in a range of stimulating environments, inside and out
 - To value the role parents and carers can play and to work together in partnership.
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1. Responsibilities

- 1.1. The Governing Body has overall responsibility for the implementation of the Early Years Policy of Walmore Hill Primary School
- 1.2. The Governing Body has overall responsibility for ensuring that the physical Early Years Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Governing Body has responsibility for handling complaints regarding this policy as outlined in the Walmore Hill Primary School's complaints policy.
- 1.4. The Headteacher will be responsible for the day-to-day implementation and management of the Early Years Policy of Walmore Hill Primary School
- 1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the Early Years Policy.

2. Principles of the Early Years Foundation Stage

2.1. A unique child:

- Every child is a unique, competent learner.
- Children develop in individual ways and at varying rates.
- Children's attitudes are fluid and can be influenced by others.

2.2. Positive relationships:

- Children learn to be strong, independent individuals by developing secure relationships with teachers and peers alike.
- Relationships with parents and carers are also important and will be nurtured and developed.
- Any relationship will be respectful, caring and professional.

2.3. Enabling environments:

- The learning and play environments are vital for supporting and extending a child's development.
- In the classroom and outdoor environment, we observe and assess the children's development and interests.
- Based on these observations, suitably challenging activities and experiences are planned to extend their learning and achievement.

2.4. Learning and development:

- Walmore Hill Primary School is organised in a way that encourages children to explore and learn safely.

- There are areas for activities and play, and others for quiet time and rest.
- The setting is designed to enable children to learn and play independently.

3. Welfare

Safety and security is a high priority at Walmore Hill Primary School and it is important that all children in our care are safe. Our requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012 are as follows:

- 3.1. To promote the safety and welfare of the children in our care.
- 3.2. To promote good health and prevent the spread of infection by taking appropriate action when children are ill.
- 3.3. To manage the behaviour of the children in our care in a way that is appropriate for their individual needs and stage of development.
- 3.4. To ensure that adults who have access to children, or who look after children are suitably vetted and trained.
- 3.5. To ensure that the setting is fit for purpose and that furniture and equipment is safe.
- 3.6. To maintain records, policies and procedures required for safe and efficient management of the setting.

4. Relationships

- 4.1. At Walmore Hill Primary School we feel it is important for children to learn social etiquette and to develop relationships with peers and adults.
- 4.2. This will be achieved as part of ELG 08 - Making relationships, through playing and interacting with other children and adults. It will be mostly child led.

5. Safeguarding

- 5.1. Safety is paramount and Walmore Hill Primary School has a robust and effective Safeguarding Policy to ensure the children in our care are protected.

6. The parent / teacher partnership

- 6.1. The Early Years Foundation Setting cannot function without the enduring support of parents and carers.
- 6.2. We recognise that as parent, you are the child's primary educator and we recognise this important role through regular engagement including:
 - Annual information meeting in May and July before starting Reception.
 - A home visit if requested.

- Asking parents to complete admissions forms, a medical form and to write a synopsis about their child to help us to understand their character and personality.
- Asking parents to sign permission slips for visits out of school, use of photographs of their child for assessment purposes and using the internet at school.
- Having an open door policy to enable parents to come and speak with teachers, should they have any concerns.
- Twice annual formal parents' consultation meetings
- Events and activities throughout the year which bring together children, parents and the school.

7. Learning and development

7.1. The "prime" areas of learning and development are:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

7.2. The "specific" areas of learning and development are:

- Literacy.
- Mathematics.
- Understanding of the world.
- Expressive arts and design.

7.3. Learning and development is implemented through a mix of adult-led and child-initiated activity and play and is reactive to the child's lead.

7.4. Play is important to learning and development and we therefore do not make a distinction between work and play.

7.5. We plan children's activities to reflect their interests and the synopses written by their parents. Assessment is conducted through observation and a detailed assessment schedule can be found in our Assessment Policy.

7.6. We support children in using the three characteristics of effective teaching and learning from the Statutory Framework for the Early Years Foundation Stage, which are:

- Playing and exploring.
- Active learning.
- Creative and critical thinking.

8. Health and safety

- 8.1. Our full Health and Safety Policy is available on request.
- 8.2. Our full Supporting Pupils with Medical Conditions Policy is available on request.
- 8.3. The following general Health and Safety safeguards are in place:
 - A supply of fresh drinking water is available on the premises at all times.
 - Children's dietary needs are acted upon.
 - Snacks are available during the morning session.
 - A first aider is accessible at all times.
 - Accidents and injuries are recorded in an accident book.
 - A fire and emergency evacuation procedure and policy are in place.
 - A Photographs and Images Policy is in place which states that cameras that are used in school must not be used for staff member's own personal use.

9. The learning environment and outdoor spaces

- 9.1. The classroom is organised in such a way that children can explore and learn in a safe environment.
- 9.2. Equipment and resources are accessible and can be located and used independently by children.
- 9.3. The enclosed outdoor space is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences.
- 9.4. Activities are planned throughout the learning environment to help the children develop in all areas of learning.

10. Transition periods

- 10.1. The following process is in place to ensure children's successful transition to reception class:
 - Parents are invited to a meeting in May before the children start transition. This will be to discuss what will happen during transition and to answer any questions the parents may have.
 - The children will be invited to attend sessions in Cygnets Class during the Summer Term. The timing of the sessions will be decided at the beginning of the Summer Term
 - During the transition period there will be another meeting in July when the class teacher will share information related to the Early Years Curriculum

and suggest ways parents can help their children prepare for coming to school

- Sometimes, before the children start school a home visit may be arranged upon request. This is to strengthen links between home and school.