



COUNTESS GYTHA

PRIMARY SCHOOL &
FOUNDATION UNIT

Early Years Policy

Date Adopted: December 2018

Frequency of Review: 2 years

Next Review Date: December 2020

Signed _____

on behalf of the Governing Body

Countess Gytha Primary School

Early Years Policy

Rationale

We believe that all young children should have access to a balanced and structured programme of learning which encourages each child's potential to the full and takes into account the individual's development level. We believe that Early Years provision is the foundation on which all future learning is based and should be recognised, valued and resourced accordingly.

Aims

- 1a To provide a well balanced programme of learning based on the Early Learning Goals specified in the 'Statutory Framework for the Early Years Foundation Stage'. These are Communication & Language, Physical Development, Personal, Social & Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts & Design.
- 1b To provide a sound foundation for National Curriculum studies.
- 2 To provide high quality care and learning experiences in an environment where children feel happy and secure.
- 3 To develop children's self motivation and confidence regardless of race, gender or ability. To help children to acquire a good self-image, high self esteem and a clear sense of personal and social identity.
- 4 To value and build on home and pre-school experiences, encouraging children to become confident learners.
- 5 To encourage a strong, supportive parental involvement, creating a meaningful partnership between home and school.

Objectives

- 1.1 Planning is based on the 7 areas of learning and should ensure progression and balance in the curriculum.
- 1.2 Planning recognises the importance of providing opportunities for children to share and discuss their experiences with a variety of listeners (circle time, PSE and RE).
- 1.3 Using some of the Development Matters statements, we will carry out baseline assessments within the first four weeks of school. These will establish existing experience and knowledge, aid planning for differentiation and to identify children who may have additional educational needs.

- 1.4 Ongoing assessments take place to inform future planning and enable the completion of the foundation stage profile.
- 2.1 We provide opportunities for the children to learn through first hand experience in a happy, stimulating and creative environment.
- 2.2 We encourage the children to pursue their natural curiosity and to be self-motivated as a basis for active learning through exploration, experimentation and sharing with others.
- 2.3 We encourage the children to take responsibility and make choices e.g. free play, self-hygiene, use of personal belongings and school property.
- 2.4 We provide appropriate support for children with special needs and those from disadvantaged backgrounds.
- 2.5 We encourage children to develop good social skills and to form successful relationships with peers and adults.
- 3.1 Classrooms are attractive, safe and clean and there is a shared area for creative play activities, structured and free play.
- 3.2 There is an area for outdoor play.
- 3.3 Staff have appropriate training and support.
- 4.1 We will visit our main pre-schools to meet new pupils and share information.
- 4.2 Reception staff participate in a local Early Years cluster group with other local primary schools and pre-schools.
- 5.1 We recognise that a smooth transition from home to school is particularly important to a child's well-being and future learning.
- 5.2 We acknowledge that parental support and encouragement is a major factor in success at school, whatever the ability of the child.
- 5.3 We value and encourage open and informative exchanges between parents/carers and staff.
- 5.4 We welcome parents into our classrooms and value the help they give.

Induction to School

- 1 Prospective parents are very welcome to visit the school by appointment.
- 2 We hold an information evening for parents of new pupils to explain our ethos and the curriculum.

- 3 Parents receive an information pack. All new entrants are invited to visit the school to meet their classmates and teachers.
- 4 We visit our feeder pre-schools to meet the children and share information.
- 5 In September the children attend school on a part-time basis for 2 weeks. During this time parents are invited in for a meeting with teachers. This is to explain the curriculum and how we can work as a partnership to provide the best education for their child.