



CROCKERTON CHURCH OF ENGLAND VA PRIMARY SCHOOL

VISION STATEMENT

Within the love of God together we live, learn, care and celebrate.
For each other and for ourselves we aim for the best.

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Early Years Policy

This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.

Written	May 2014
Reviewed	January 2017
Author	Headteacher/ Early Years Teacher Ratified by Standards Committee
Next Review	January 2018

This document is a statement of the aims, principles and strategies for the teaching and learning of 'The Early Years'.

What is 'Early Years'?

For the purpose of this policy 'Early Years' refers to children in their first year at school (Reception Year).

Aims:

- To provide a structured, secure, caring and well-resourced learning environment; both inside and out which meets all the individual developmental needs of 'young learners'.
- To enable children to become confident, motivated and happy learners, developing the necessary skills and attitudes required for a successful learning journey.
- To develop independence and individuality, whilst fostering respect and tolerance for others irrespective of ability, race, creed, gender or background.

The Curriculum:

Our Curriculum is based on the Early Years Foundation Stage (EYFS).

"The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life." Department for Education 2014

Play underpins the delivery of all the EYFS. The EYFS principles guide the work of all practitioners, there are four principles:

- a unique child
- positive relationships
- enabling environments
- learning and development

The EYFS is made up of seven areas of learning- three 'Prime Areas' and for 'Specific Areas.

There are 3 prime areas:

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

There are 4 specific areas through which the 3 prime areas are strengthened and applied:

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

In total there are 17 Early Learning Goals.

The characteristics of effective learning are:

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically – thinking

These characteristics of effective learning describe factors, which play a central role in a child's learning and them becoming an effective learner. They run through, and underpin all areas of development. They are vital elements of support for the transition process from EYFS to Year 1. Parents are asked to reflect on their child's characteristics of effective learning.

Further information on the EYFS framework can be found at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

A UNIQUE CHILD

In this setting the child's key person is the class teacher. They will help ensure that every child's care is tailored to meet their individual needs and that a strong relationship between staff, child and parent is developed.

Meeting the needs of young learners:

- Staff are sensitive to a child's differing needs, abilities, backgrounds and previous experiences.
- Staff will teach, support, care and offer equal opportunities for all children in their care.
- Staff will respect and value children's ideas and opinions.
- Staff will provide a challenging and diverse curriculum offering ample opportunities to develop resilience and build self-confidence.
- The curriculum will offer rich and positive learning experiences with plenty of first-hand experience, varied to include all learning styles and including regular opportunity to explore and learn through practical and play activities.
- Pupils will be given the chance to make decisions and to take responsibility - both for their learning and behaviour. This includes the chance to make mistakes in a forgiving environment and to realise that making mistakes is a learning experience.
- In all we aim to offer a well-planned, carefully structured programme of academic and personal development, building on past experiences and achievements - delivered in ways appropriate to a child's age and level of development.

- Staff understand that they are required to adhere to safeguarding and welfare requirements specified in the Statutory Framework for Early Years.
- Staff will take all the necessary steps to keep children safe and well. (Please refer to Whole school Safeguarding Children Policy.)
- Staff adhere to policy guidelines reference medicine in school.

POSITIVE RELATIONSHIPS

We aim to develop caring, respectful, professional relationships with the children, their families and outside agencies.

Links with pre-school providers:

- The school maintains good relationships with the local pre-school groups and its feeder nurseries. Contact is maintained throughout the year via Early Years' Network meetings. The class teacher visits feeder nurseries during the summer term to facilitate a smooth transition between FS1 and FS2. Visits include observations of new pupils and transfer of information with current key workers.
- Members of the 'Early Years Team' represent the school at local 'Early Years' network events and training activities.

Home-School links:

We strive to create and maintain a good partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning.

We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways: -

- A '**Welcome to Crockerton' Parent information evening** is held in May/June for parents of the prospective Reception group. The purpose of this meeting is, to disseminate important information, to encourage discussion and to emphasize the vital importance of home-school cooperation and mutual support. All members of the Reception team attend this meeting.
- All Reception children have a '**Home-School' book** as do all the pupils at Crockerton. Parents are encouraged to maintain written dialogue with the teacher using the 'Home-School' book. This link book is checked on a daily basis.
- In order to develop early phonics and writing skills parents are encouraged to support their child's development by completing tasks set in their child's **home learning book**.
- Literature to support the parental role in early learning is given to all parents prior to their child's entry to the school.
- Parents are invited to attend workshops to find out how we teach phonics, number skills and other areas of learning.

- Three alternate termly parents' evenings are held and the staff involved with the early years children are happy to meet with parents after school, often on an informal basis or by appointment if necessary. We promote an 'open door' policy.
- Parents receive a weekly email containing '**Parent Partnership Information**' for the coming week. This information sheet gives details of adult led activities, links to websites or APPs and posters or prompts to support current learning.
- A weekly '**Celebration Book**' provides parents and staff an opportunity to continue a two-way flow of information about a child's learning. It also provides insight into life in the Potters' classroom.
- Parents are invited to attend three 'Open classroom' sessions to share their child's '**Learning Journey**' and celebrate successes. Parents are also encouraged to complete a written review of their child's learning journey three times a year.
- Parents and staff celebrate a child's home learning and development by sharing "wow" moments from home. These **WOW sheets** help inform planning and provision.
- Parents and grandparents are invited to join the class on weekly '**Welly Walks**' around the local area.
Parents are invited to attend **Sports' Day** and **focus week celebrations**.

Induction and entry to school:

Parents of new Reception Year children are invited to a meeting in May/June when admission arrangements, Acorn visits, parent welcome meetings and uniform etc. are discussed.

A 'Welcome Book', designed by children in the current Reception class is sent to new children during the summer term. Parents are encouraged to familiarise their child with the contents of this book to ensure a smooth transition.

The children are invited to attend two induction 'Acorn sessions' during the summer term. During these sessions the children join the current Reception class.

Children attend school part-time for the first three weeks of the Autumn term. Children who need a longer transition period are catered for.

ENABLING ENVIRONMENTS AND LEARNING AND DEVELOPMENT

Staff consider the individual needs, interests, and stage of development of each child in their care. This information is used to plan challenging and exciting experiences for each child across all areas of learning and development.

Observation and Assessment:

A baseline assessment, based on observations, transition reports and information provided by parents is completed during a child's first term at school. Staff will assess attainment in the three prime areas and the four specific areas.

Ongoing assessment (formative assessment) is an integral part of the learning and development process. Staff are involved in daily observations and assessments throughout the Reception Year.

There is a balance between child-initiated tasks and teacher led activities in the inside and outside learning environments. Observations, samples of work and photographs from these activities are recorded in each child's 'learning journey.'

Parents are actively encouraged to provide evidence from home to support ongoing assessments. Progress is tracked on Target Tracker, an online assessment tool.

The EYFS Profile is completed at the end of the Reception year. Children are assessed against each of the 17 Early Learning Goals. (ELGs) Parents will receive a written summary of their child's attainment against these ELGs. For each ELG teachers will report if a child is:

- meeting expected levels of development
- exceeding expected levels or
- not yet reaching expected levels ('emerging')

It will also describe the child's 3 characteristics of effective learning.

During term 6 parents are invited to discuss the outcomes of their child's EYFS profile with the Reception teacher.

In the final term in Reception, Early Years staff meet with the Year One teacher to discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year One. This discussion and copies of the profile help the Year One staff to plan an effective, responsive and appropriate curriculum that meets the needs of all children.

Organisation:

- Early Years pupils may be in a mixed age class depending on the size of the cohorts.
- The curriculum is planned, overseen and delivered by the Early Years Co-ordinator and an experienced Teaching Assistant with specific early years training and experience.
- Daily Risk assessments are undertaken to remove or minimize risks.
- Parent helpers might be used to support Early Years children.
- We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting. (Eg. Local Community Police Officer, Veterinary Nurses, Fire Safety Officer and Vicar.)
- A named EYFS governor makes a formal visit once a term.

We recognise that children learn and develop in different ways and at different paces. Planning is tailored to the needs of our children and is adapted and amended when necessary. Learning opportunities are available inside and outside on daily basis.

Staff plan opportunities to maximize the locality of our setting. Weekly 'Welly Walks' and whole school Winter and Summer walks with parents are examples of this.

APPENDIX A

Please note: It is the responsibility of each parent/ carer to ensure his or her child is collected on time. If a parent/ carer is to be late, they must phone the school reception in order that staff are informed of alternative collection arrangements.

If a child is to be collected by anyone other than their parent/ carer, the child's parent/ carer must inform staff in writing via the daily link book or in emergency by telephone.

Staff will not allow children to leave the premise without a nominated adult present.

1. If a parent/carer has not arrived within 10 minutes of the end of a school day, a staff-member will be chosen to stay with the child and reassure them in case they are worried. The child can be encouraged to help the staff in a task, or can sit quietly with a staff-member drawing or looking at a book.
2. If the parent/carer has not arrived or phoned within 20 minutes, a staff member will phone the parent/carer.
3. If the staff member only reaches answer-phone services, a message will be left on every answer-phone they reach, asking for them to call the school immediately
4. The child will remain in the care of a teacher until contingency arrangements have been made and carried out.
5. Upon contact with parents/ emergency contact, verbal contingency arrangements will be made between parents/ emergency contact and staff.
6. If no progress has been made with contacts after 4.15pm, and all contacts for the child have been exhausted, Wiltshire children's services will be called in order to make a referral. The duty and assessment team will be contacted in the area the child is resident in to make a referral. At this point it is up to the Duty Social Worker to take charge of the situation and decide what happens next including whether the police need to be involved in helping trace the parent/ guardian of the child. If the parent/ guardian or other designated person cannot be found, the Duty Social Worker can arrange for the child to be placed temporarily with foster parents until the situation is resolved.

Procedures after the Incident:

- Incident to be recorded in "Incident Book".
- Incident to be reported to the Chair of Governor's