

Bradleys Both Community Primary School

Early Years Policy



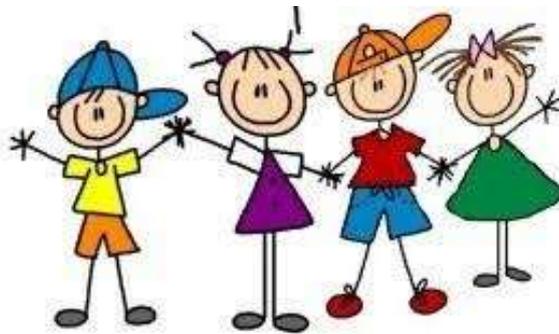
At Bradley School the Early Years Curriculum stimulates imagination and curiosity as learning is rooted in children's first hand experiences whilst developing their awareness of the world around them. Play is highly valued and practitioners work alongside children to nurture, guide and further learning. The Curriculum is delivered thematically using a combination of child initiated, adult initiated and adult led activities.

We wish to see young children develop as thoughtful, sincere members of the school, the community and the wider world. We believe that the Early Years Curriculum lays the foundations for future learning by encouraging an enquiry-based approach through the development of investigational and questioning skills.

EYFS practitioners work effectively with the children and their families to support the learning and development of all children.

Aims:

- To create and foster a sense of wonder about the world.
- To provide a stimulating well planned and resourced curriculum.
- To provide an environment where all children feel included, secure and valued.
- To provide a broad, balanced, relevant and meaningful curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- To enable children to become independent in thinking, learning and daily routines.
- To utilise play and children's interests as a tool for learning.
- To utilise the environment to cater for children's individual next steps in learning.
- To develop collaborative skills including listening to others, turn taking, sharing ideas and joint decision making.
- To nurture children's confidence and self-belief.
- To develop critical thinking and problem solving skills.
- To work in partnership with parents and guardians and value their contributions ensuring that all children thrive, irrespective of ethnicity, culture, religion, family background, learning difficulties, disabilities, gender or ability.



The Early Years Curriculum should be:

- active - based on hands on involvement.
- personally meaningful - what children are interested in.
- experiential - learning by doing and talking.
- exploratory - curiosity as a key motivator.
- developmentally appropriate - matching age and stage.
- social - stressing co-operation.
- creative - using invention and imagination.
- integrated - holistic approach to learning.

Planning:

Children in Reception follow the Early Years Foundation Stage Curriculum set out in the Development Matters Framework (2012). This contains seven curriculum areas. The three prime areas:

- *Personal Social and Emotional development,*
- *Physical development,*
- *Communication and Language*

These areas of learning are supplemented by the four specific areas:

- *Literacy*
- *Mathematics*
- *Understanding the World*
- *Expressive Arts and Design*

Achievement of these prime and specific areas of learning is through these: Characteristics of Effective Learning

- *Playing and exploring*
- *Active learning*
- *Creating and thinking critically*

These thread throughout everything the children do, and equip them for further learning throughout their lives.

The curriculum is delivered through meaningful, first-hand experiences. Children experience a combination of active, adult-led sessions and child-initiated activities within our classroom provision. The continuous provision is enhanced with resources and challenges to support the week's curriculum focuses.

Our daily timetable provides adult-led sessions, linked provision, guided group activities and child-initiated learning time with opportunities to access the provision both indoors and outdoors.

All of these activities and the provision are differentiated to ensure they meet the needs of both Reception and Year 1 children as dictated by the Early Years Foundation Stage (2012) and Key Stage 1 (2014) curriculums. This ensures work is appropriate for all children, regardless of special educational needs and includes challenge for gifted and talented pupils.

Use of IT

IT is used throughout the curriculum. There is a technology area as part of the continuous provision which gives children access to computers, cameras and programmable toys. The curriculum should equip children to develop their IT skills and competence, using equipment to fulfil various purposes. They will use a variety of these skills to create pictures, photographs, research information, present their findings and record videos. A hand-held device is accessible for children to use in the environment.



Teaching and Learning

- A range of teaching styles are used which vary according to the activity content
- Differentiation is by task / outcome depending on the group and subject material
- Practical use of resources including the outdoor environment
- Investigating real places and themes.
- A combination of adult led, adult initiated and child initiated ideas and activities
- Undertaking enquiry, applying skills and techniques, collecting and analysing evidence, drawing conclusions and communicating findings in a variety of ways.
- Working individually, collaboratively and as a whole class

Special Educational Needs; Inclusion; Equal Opportunities; Education for culturally diverse society.

We recognise the importance of ensuring that the Early Years Curriculum is inclusive for all pupils. Work is differentiated to ensure that the curriculum

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

The Early Years Curriculum should ultimately contribute to the elimination of racism, sexism and all forms of unfair discrimination in society, by leading pupils to a greater understanding of their first hand experiences whilst linking these perspectives to global community. The Curriculum should promote equality.

Observation, Assessment and Planning

An effective observation, assessment and planning cycle is the key to making children's learning effective, exciting, varied and progressive.

Ongoing observations and assessments are made continuously and are part of every child led or adult initiated learning experience. Significant observations are shared with the children and their families through the learning journeys.

These ongoing observations and assessments feed into planned adult initiated and adult led learning experiences, which in turn feed into child led experiences. More formal assessments of the children's knowledge and skill are carried out on a regular basis. Changes to the groupings are made in light of these assessments.

Home and School links

We acknowledge that parents are children's first educators. Strong links between parents and practitioners are essential and a successful partnership needs a two-way flow of information, knowledge and expertise.

Parents are very welcome in school and indeed are encouraged to come and spend time sharing work and talking with the class teacher. We operate an 'open door' policy which allows parents and carers to discuss concerns and developments in an informal manner. Conversely, if EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.

During the Autumn term, a phonics talk will take place, in which parents of children within the EYFS and KS1 are provided with an overview of how phonics is taught at Bradley School, and practical ideas for how to help children to read and write at home.

In the Summer term prior to their child starting school, parents are invited to attend a meeting to find out more about the school and the Early Years Curriculum. Children receive 'Welcome to our school' booklets and support to prepare their child for starting school.

Although formal homework is not given, suggestions of fun activities which support children's learning in school are given in the home - school diaries.



Staffing

The early year's teacher implements the Early Years Curriculum. The school utilises the skills and expertise of HLTAs and TAs. Visitors and members of the wider community are also used to enrich the Early Years Curriculum.

Resources and their management

There is a range of resources available. Resources are labelled both with pictures and words to ensure both children and adults can appropriately access them. Provision, both indoors and outdoors, is organised into areas. Children are free to self-select resources from within each area. Enhancements are made and resources are continuously rotated and replenished to ensure quality and interest are upheld. All resources are monitored for their safety and disinfected regularly.



Transition into Year 1

As Year 1 children remain within the provision based classroom, transition is very gradual. They will remain on the Early Years Curriculum until they have met the Early Learning Goals. Throughout Year 1, children will still have access to the provision environment, but as the year progresses the length of adult-directed tasks will steadily increase in preparation for Year 2.

Safeguarding

All staff has up-to-date training and they follow procedures set out in the school safeguarding policy. Staff ensures the safety of children by checking that all gates and doors are shut; and that children are aware of their boundaries. A member of staff leads children to the main building, and a member of staff follows behind, checking toilets and carrying out a head count. Staff hand children over at the end of the day, to an agreed, known adult. Permission to go home with someone different is always asked for from the parent.

Review and Evaluation

This document will be reviewed by The Governors annually or before should there be any significant changes with EYFS.