



# North Road Community Primary School

## Early Years Policy

*"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."*

*"Statutory Framework for the Early Years Foundation Stage",  
Department for Education, 2021*

## **Rationale**

At North Road Community Primary School, we are committed to providing a high quality early years' education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

## **Staffing and Organisation**

At North Road, we have one Reception class of a maximum of 15 children, which has the use of a large classroom and dedicated outdoor areas. There are two part time teachers, supported by one higher level-teaching assistant. All members of staff support the children in a balance of adult led and child initiated experiences throughout the day. The children have continuous free flow access to the outdoor areas.

## **Admissions**

Starting school is a very big step and we take care to ensure that a smooth transition is made on entry to school. We help our parents to feel well informed and the children to be prepared and happy. We aim to establish trust between parents, staff and the children well before the first day of school.

In order to do this we:

- Invite parents to attend a tour of the school, with the head teacher.
- Contact parents to introduce ourselves and to find out more about them and their child. Gain verbal consent to discuss their child with their nursery/child care setting.
- Hold an evening meeting where parents have the opportunity to meet staff and governors, explore the classroom and outdoor environments and information about starting school is issued and presented.
- Hold transition meetings with the pre-schools/nurseries to ensure staff are well informed about each child starting in our setting.
- Hold Stay and Play sessions in the summer terms in order for the children to meet the teachers and teaching assistant and explore the learning environment.
- Offer optional home visits at the beginning of the Autumn Term.
- Staff record themselves reading stories and these are made available on our website page to make further links between school and home and support the children to familiarise themselves with the staff.
- Families are encouraged to visit our website pages regularly during the transition phase where documents about starting school are available.
- Invite local pre-school settings to watch our Christmas Nativity.

## Procedures for the Autumn Term

We have well thought out and prepared routines to ensure a smooth and happy start to school.

These include the following procedures:

- An induction programme of staggered entry, implemented in the Autumn Term in order to provide a gradual introduction to the routines and length of a typical school day.
- The children eat their mid-morning snack within the classroom, socialising with their friends.
- Special provision is made regarding playtimes; the children are carefully and slowly integrated with the rest of the school.

## Planning and Organising the curriculum

Our curriculum for the Foundation Stage is based on the Prime and Specific areas of learning.

The Prime areas are:

- Personal, Social and Emotional development
- Communication and language
- Physical development

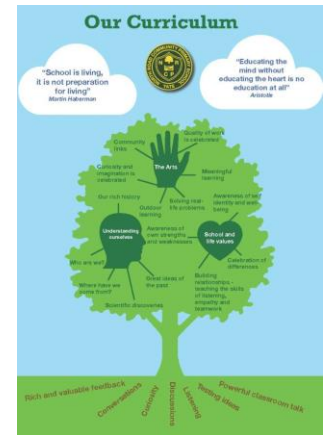
The Specific areas are

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

Four guiding principles shape the practice in our setting;

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates. [EYFS Framework 2021]

The curriculum within our reception class fits within the wider curriculum of the whole school: The head (what and how we learn, who we are, how we live and where we fit into the wider world), heart (self-identity and well-being, celebration of differences, relationship skills, listening skills, empathy and teamwork) and hands (a creative curriculum which is meaningful and encourages curiosity and imagination). We believe that children need to have the right attitude, skills and knowledge to be an effective learner.



We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning.

We constantly reflect on the provision and learning and adapt the provision as necessary to ensure links to prior learning and new learning are made and that there is effective progression in skills.

We quickly identify areas of need and provide effective early interventions to ensure all children can access the learning. We are proud to be able to utilise staff strengths and provide targeted speech and language support within the classroom.

## **Assessment**

At North Road, ongoing assessment is an integral part of the learning and development processes. We follow the statutory assessment procedures outlined in the Early Years Foundation Stage Framework 2021 as well as using a range of observations, conversation, play and interaction to assess and inform next steps in learning. 'In the moment' and termly staff team meetings as well as pupil progress meetings with the SLT and regular dialogue between staff and parents/carers supports the assessment of individuals' development and progress:

Within the first 6 weeks that a child starts reception, we administer the Statutory Reception Baseline Assessment.

Termly, we use our observations and conversations about the child to assess their individual progress within the Prime and Specific areas. We use a holistic judgement when assessing taking into account their age and stage of development and take time to identify and address any barriers to learning / inform intervention in order to ensure progress and potential is met.

We use Development Matters 2020 to support our judgements and moderate within the Domino Alliance.

Progress is tracked and reported to the Head Teacher and Governors three times a year.

At the end of the EYFS, we complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents/carers. The results of the profile are shared with parents/carers for their child and is used to support discussions with the Year 1 teacher in order for them to make informed decisions about the children's next steps.

Throughout the year, Parents/carers are invited to share their child's home learning via Class Dojo and WOW vouchers and opportunities for the children to share their learning within school with their parents are given termly.

## **Transition from Reception to Year One**

We are fortunate in our small school that the feeling of family and togetherness is fostered from the start. Throughout the year, children have many opportunities to learn and play with their peers in KS1. We come together on a regular basis, collaborate in our Christmas Nativity and encourage peer support through mixed year group place sittings at lunch-time. Reception and KS1 staff work closely together to ensure a smooth transition through consistent expectations in learning behaviours and school values. Continuous provision continues through KS1 and parents are supported through effective communication on changes and expectations.

## **Parent Partnerships**

We value greatly, the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. We regularly publish newsletters to inform parents of what is happening in the class and what their child will be learning. We also communicate messages through Class Dojo App and parents are actively encourage to send comments and/or photos of learning and achievements from home to share with us. Parents are welcomed into Reception termly to share and celebrate the learning. They also are invited to complete 'Wow messages' which allow them to celebrate a special achievement / wow moment and are added to the child's Celebration files. In the Autumn and Spring Terms, we hold parents' evenings where we discuss the child's progress and attainment and in the Summer Term we share the Early Years Foundation Stage Profile.

Parents/carers are encouraged to comment on their child's reading in their reading record and are supported with fun, engaging and practical ideas to support reading, letter formation and spelling at home.

All reception staff are visible each morning and available after school to speak in person to parents/carers. In cases where these questions or conversations are unable to happen in person, the Class Dojo App is used to communicate between school and home as appropriate.

## **Monitoring and Review**

Foundation Stage Leader will ensure the consistency of teaching and learning, moderate and agree assessments made as well as maintain resources within the learning environment, adhering to the schools health and safety policy, and ensure opportunities to develop skills and expertise of all staff within the Foundation stage are taken.

A named member of the school's governing body is briefed to oversee the Foundation Stage as part of the governor link role. Regular meetings and governor reports support the monitoring programme.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Signed: \_\_\_\_\_ Chair of the \_\_\_\_\_ Committee

Following Approval of the Policy by the Committee on \_\_\_\_\_.

Date of Policy - November 2023

Policy review date - November 2024