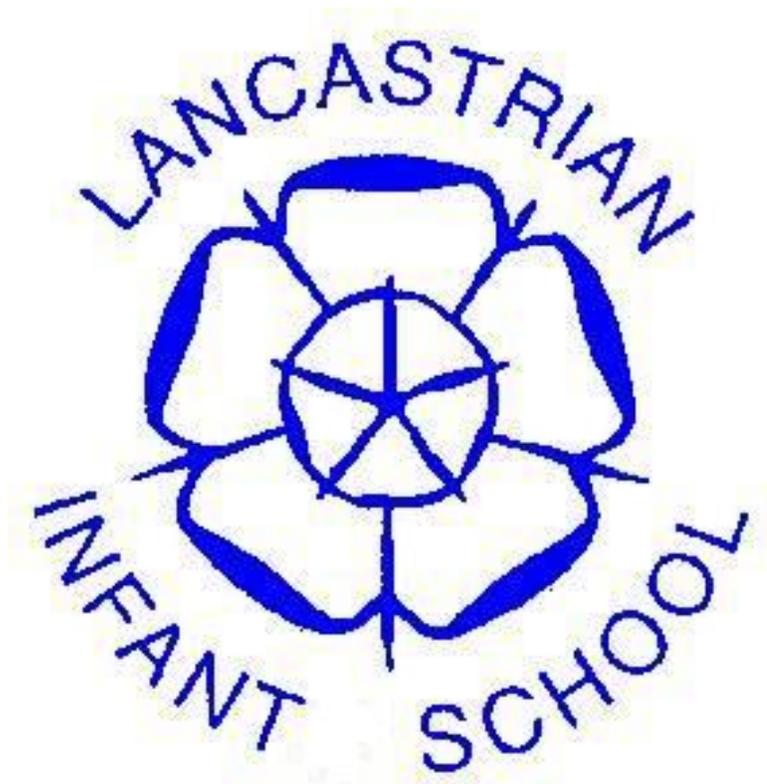


# Lancastrian Infant School Early Years Policy



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## Our Vision

At Lancastrian Infant School, we aim to provide every child with the skills to become a happy, independent and curious lifelong learners. Our priority is that our provision provides a high level of engagement and active learning through a range of skill-based activities.

## Our Principles

At Lancastrian Infant School, we strive to meet every child's entitlement to develop a love of learning that will enable them to have the best possible future life chances.

The Statutory framework for the early years' foundation stage states four guiding principles which should shape practice in the early years. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children can be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and /or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities; (*Statutory framework, March 2014*)

The ways in which the child engages with other people and their environment underpin learning and development across all areas. Adults and the considered use of the environment support the child to remain an effective and motivated learner.

## Learning and Development

There are three prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

And four specific areas of learning:



- literacy
- mathematics
- understanding the world
- expressive arts and design

Achievement of these prime and specific areas of learning is through the characteristics of effective learning:

- playing and exploring
- active learning
- creating and thinking critically

### **Our EYFS Curriculum**

- is distinctive, innovative and strategically planned through topics and by responding to the needs and interests of the individual children at that time. We call this 'planning in the moment'
- is reviewed in the light of national developments, new thinking and research and development
- introduces challenging, engaging and real-life problems
- strives to encourage and develop a love of learning
- lets learning happen within a child centred approach
- ensures resources and apparatus are available to support learning at every stage of development
- ensures resources and apparatus are available to support learning in every area of the EYFS curriculum
- ensures all areas of learning are regarded with the same level of importance and are interlinked in learning
- includes fundamental British values to teach children a sense of self and belonging; enabling them to learn and stay true to the values that make people good human beings
- ensures that children learn to live together peacefully, with each of them playing a valuable role in the multi-cultural world in which they live

## **The Enabling Environment**

The Reception area is carefully planned to ensure all areas are used to enable learning for every child. The children have the choice of where they choose to learn. All activities are based upon current assessment and all have a main learning intention that can be accessed with and without adult support.

Our basic provision is linked to the age-related expectations of the cohort.

We encourage child-initiated activities and adapt our continuous provision accordingly.

We enhance our provision through objects, prompts, conversation and questioning.

## **Planning**

We use the development statements in Development Matters (DfE 2012) to identify next steps for each child to deepen, challenge and extend their learning. During planning sessions, discussion takes place to ensure activities allow for Characteristics of effective learning to be demonstrated and embedded.

Planning is based on children's interests. The long-term plan (Appendix A) states the Learning Topics followed throughout the year. These are subject to change according to cohort interests.

Activities based on skills may be led by adult facilitators in the classrooms. These activities let learning happen through creative opportunities, a supportive environment and a sound pedagogical understanding.

Appropriate resources in the Reception environment are stimulating and relevant. The resources are provided to create rich learning opportunities through a range of highly structured, adult led, child led or child-initiated learning.

Child-initiated activities may be instigated when the child brings something to the setting this might lead to the provision of resources, stories and pictures to support this interest.

A whole class focus is linked to activities within the EYFS setting. These are adapted continuously to meet the needs of the unique child. Attention to children's adaptation of activities is encouraged and creates extended learning opportunities.

Children are encouraged to challenge themselves through self-selecting tasks and activities. The activities offer opportunities for extended learning and are structured to develop their learning.

Planning takes into account children with individual needs in line with the SEND policy.

Opportunities to develop and enhance the skills of gifted and talented pupils are provided both within the classroom and through the provision of specific projects and activities.

## **Assessment**

On-going formative assessment is at the heart of our effective early years practice.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of written observations and photographs as well as some more formal assessment for example in phonics.

We use 'O' Track to capture baseline assessments that are carried out in the first few weeks of school. This assessment will inform us the cohorts emotional needs, as well as academic attainment at point of entry. 'O'Track is also used to record assessments at the end of each half term. This information will be analysed within our EYFS team as well as being shared with SLT.

We ensure our end of EYFS assessments are reliable through: -

- our knowledge of the child gained through observation and interaction
- our environment enables the child to flourish to their full capacity
- our assessments ensure a range of contributors e.g. parents, peripatetic teachers, other relevant adults
- moderation across the school
- moderation with local schools and the Local Authority

Parents and carers are given the opportunity to meet with their child's teacher twice a year in a formal parent meeting and receive a written report on their child's achievements at the end of Term 6, along with their Early Learning Goal achievements. Parents and carers are invited in to share their child's folder of work on a regular basis.

More informally we meet with parents throughout the school year as and when necessary to discuss their child's particular needs.

### **Transition to Lancastrian Infant School**

Planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date.

At Lancastrian Infant School we have created good links with our main feeder nurseries and endeavour to build new relationships with pre-school establishments that are new to our school and for children in their care.

To ensure the best possible transition we: -

- value the parent as the first educator of their child
- make contact via phone with every feeder pre-school and within our new intake to discuss essential information on every child
- visit as many pre-schools as possible to meet children in a familiar setting
- share important information about our school during new-parents meeting (June)

- use written information sent by pre-schools to inform early planning
- hold a series of ‘welcome/taster’ sessions for parents and children in June and July
- share information in a transition meeting with key adults for children with additional needs
- offer with every parent /carer and child a home visit before they begin school to share important information from home and school
- stagger entry of whole cohort in September to enable calm, quiet and more individualised start to school
- hold a ‘Six Week In’ meeting to show and discuss the learning in the Foundation stage and letting parents know how they can best support their child.

**Transition to KS1 - See Transition policy**

### **Home Learning**

Children are encouraged to continue their learning at home. On occasion, children will be given individual tasks and activities to carry out at home to further reinforce the learning that they have done at school.

### **The Reception Team**

Our Reception team consists of experienced staff who are skilled in early years teaching. They understand the needs of the young child and how best to create an environment to enable a love of learning.

Our aim is that all staff work towards the same goal: to ensure every child achieves to their highest ability through learning through play and enjoyment.

### **Appendices**

#### **Appendix A – Long Term Plan**

#### **Linked Policies**

#### **SEND Policy**

#### **Academically More Able and Talented Children**

#### **Assessment Policy**

#### **Home Learning Policy**

**Marking and Feedback Policy**

**Transition Policy**