



## Bishop's Primary School

*Enabling everyone in our communities to let their light shine*



### Early Years Policy

#### Policy Preface

Northumberland Church of England Academy Trust is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of our Trust life.

As a Church of England Academy Trust, we aim to build communities clearly based on the Christian values of love, forgiveness and reconciliation, integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within the Academy Trust.

This policy, and its associated procedures and protocols, is based on these key principles.

<b>Lead Person:</b>	<b>Principal / Director of Early Years</b>
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<b>Statutory Requirement:</b>	Yes
<b>Linked to:</b>	



Bishop's Primary School is part of  
Northumberland Church of England Academy Trust

## **1.0 Introduction**

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself. For young children there is no distinction between work and play. Their work is their play. Their play is their work. It is adults that impose that distinction. Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. Many of these aspects of learning are brought together effectively through playing and talking within the Early Years Foundation Stage.

## **2.0 Aims of the Early Years Foundation Stage**

NCEA Bishop's Primary School endorse the aims and principles of the Statutory Framework for the Early Years Foundation Stage (EYFS).

We support children in their understanding of the seven Areas of Learning:

### PRIME AREAS

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

### SPECIFIC AREAS:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design.

## **3.0 Putting the Principles into Practise**

### A Unique Child

At Bishop's Primary School, we believe that every child is a competent learner from birth. Babies and children develop in different ways and at different rates. Every area of development - physical, cognitive, linguistic, social, emotional and spiritual - is equally important.

- We provide staff that are trained and experienced in child development.
- We start from our knowledge of what children can do, their interests and learning styles.
- We try to get to know them by observing what they do and how they interact.
- We try to encourage, listen and respond to their communications, both verbal and non-verbal.
- We recognise that our role as practitioners has a great influence on attitudes and dispositions.

### Positive Relationships

At Bishop's Primary School we believe in respecting each other:

- Each child is valued for who they are and differences are appreciated. Children are encouraged to understand each other's point of view and so become more caring towards others.
- Each child has an allocated key worker – an adult within their class, who works closely with their key children and is available to speak to parents. The key workers will usually be the Class Teacher or Teaching Assistant.
- The ratio of 1:4 allows the staff in the 2 year old provision to establish strong relationships with parents through the key worker system.
- We are always available to speak to parents and so create two way communication and flow of information for the good of the child.
- Parents are kept regularly informed of their child's progress through 1 to 1 meetings twice a year (Oct/ Mar) and through the use of Tapestry – an on-line Learning Journey.

### Enabling Environments

At Bishop's Primary School we believe in supporting learning through:

- Providing stimulating activities and resources, changing the environment where necessary to take into account children's interests.
- Positive interactions – observing children and responding appropriately to encourage and extend curiosity and learning.
- Listening to children and taking an interest in their interests, giving them time to think.
- Effective teaching that is systematic and helps children to make connections in their learning, offering challenges and leading them forward, helping them to reflect on their learning.
- Secure relationships – young children get very attached to adults and at times need re-assurance to feel safe, and confidence to gain independence.

## **4.0 Organisation and Management**

The daily routine involves carpet time, large and small group activities and tidy up time. The children make choices about their activities and recognise that learning is a social interactive process between child, adult, materials and environment.

There is a balance of adult-led, adult initiated and child initiated activities, delivered though indoor and outdoor play.

Adults will extend the children's ideas, ask open-ended questions, set up additional problem solving activities, introduce new materials and help children practise new skills

## **5.0 Transition**

As children progress through the Foundation Stage, the balance of activities will shift more towards adult-led activities in order to ensure 'school readiness' and an easy transition to Year 1.

Children will have the opportunity to visit their new classrooms in the Summer Term with their parents.

Staff from the two year old provision, Nursery and Reception will meet to pass on records and to discuss the needs of individual pupils.

The nursery staff visit the 2 year old provision prior to the children starting nursery.

The transition from home to Nursery is also supported through individual home visits prior to joining the two year old provision and also before starting Nursery.

## **6.0 Planning**

All staff are committed to planning as a team around the needs and interests of the children.

### Medium Term

Planning takes the form of half termly blocks which cover all 7 areas of learning. The activities for each half term are planned carefully around a story book, ensuring progression of skills throughout the Foundation Stage. Planning is 'fluid' in order to follow the particular needs and interests of the children, with further stories being introduced if appropriate.

### Short Term

Planning meetings are held weekly between staff on two form entry campuses and within the 2 year old provision to ensure consistency. At these meetings activities/learning objectives are selected from our medium plans as deemed appropriate to meet the needs and interests of the children. The activities are extended/differentiated accordingly at this stage.

## **7.0 Observations and Assessment**

### Assessment

Formal assessments are carried out three times per year against the Early Years Foundation Stage. This information is used to set targets. On going assessments are used to inform planning on a daily / weekly basis.

The Progress Check at Two is undertaken with all two year olds in our two year old provision and this is shared with parents and, with parental permission, with the Health Visitor.

Early Years Foundation Stage Profile Data is submitted to the LEA at the end of the Reception Year.

Individual Learning Journals (Tapestry) are used to document children's progress and shared with parents.

### Methods of Observation

- Daily observational jottings noting children's significant achievements (Wow Moments).
- Photographs evidence – dated
- Contributions from parents and carers
- Comments from children

## **8.0 Inclusion**

All children and their families are valued at Bishop's Primary School. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns

are always discussed with parents/carers at an early stage and further information and advice may be sought from Bishop's Primary School specialist staff.

## **9.0 Links to other policies**

This policy should read in conjunction with the following related procedures:-

- EFYS – Achieving Positive Behaviour
- EFYS – Arrival and Departures
- EFYS – First Aid
- EFYS – Healthy Eating
- EFYS – Home Visit Risk Assessment
- EFYS – Illness and Exclusion
- EFYS – Inclusion
- EFYS – Key Person
- EFYS – Medication and Procedures
- EFYS – Parental Partnership
- EFYS – Supporting Children with SEN
- EFYS – Students and Volunteers
- EFYS – Transition Settling-In
- EFYS – Two Year Progress Check
- EFYS – Uncollected Children
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Use of Videos and Photography at School Events