



KIMPTON PRIMARY SCHOOL EARLY YEARS POLICY

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REVIEW RECORD	
Name of Policy	
EARLY YEARS POLICY	
Staff Responsible for Review (e.g. Headteacher, Subject Leader)	Date reviewed with staff
Headteacher	January 2018
Governors and Committee Responsible for Review	Date of Review
Curriculum and Community	March 2018
Date Adoption recorded in Governing Body minutes	Date of Next Review
14 th March 2018	March 2019

COPY OF POLICY KEPT IN POLICIES FOLDER IN HEADTEACHER'S OFFICE

RECORD OF AMENDMENTS SINCE LAST REVIEW		
Date	Page/Clause Amended	Brief Details of Changes
08.01.18	Whole document	Changed

Signatories		
Headteacher:		14 th March 2018
Chair of Governors:		14 th March 2018

At Kimpton Primary School we believe that every child deserves the best possible start in life in order for them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age 5 have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. A strong parent partnership will provide the foundation children need to make the most of their abilities and talents as they grow.

As children commence their journey at Kimpton Primary School, we begin to develop and nurture strong positive attitudes developing and following Kimpton's three C's:- Care, Courtesy and Co-operation.

The Early Years Foundation Stage

The EYFS principles which guide the effective work of all practitioners are grouped into four distinct but complementary themes:

- A Unique Child - every child is a competent learner.
- Positive Relationships - children learn to be strong and independent.
- Enabling Environments - supporting and extending a child's development.
- Learning and Development - 3 prime and 4 specific areas of learning and development.

The seven areas of learning and development are divided into three prime areas and four specific areas: the three prime areas, which are foundations for school readiness and future progress linked with the National Curriculum areas.

The three prime areas are:

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

These are then supported by specific areas that strengthen the prime areas.

The specific areas are:

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

The prime areas are time sensitive and need to be in place between 3 and 5 years of age, these areas are universal and independent of specific areas. Children cannot master the skills within the specific areas without developing the prime areas.

The characteristics of effective learning in the prime and specific areas of learning and development are interconnected. The way in which the child engages with other people and their environment- playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which thread through all areas of learning.

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

Provision

We have an Early Years Team consisting of highly qualified, dedicated, professional and caring Early Years teachers and Early Years practitioners who plan and work closely together to provide a high-quality curriculum for all within their care.

- We value our parent partnership with an open-door policy. Staff are always available at the beginning and end of each session to talk to parents or carers.

- We constantly strive and reflect upon our practice to ensure that the needs of each child are met both academically and emotionally, helping to develop each child's confidence and independence.
- The Early Years team provide an education planned around the needs and experiences of each child, providing a rich and varied experiences, so that true potential can be nurtured and realized.
- We have welcoming, child friendly and stimulating indoor and outdoor areas which the children have consistent access to.
- Routines are established so that children begin to anticipate and feel confident to take the next step and move their learning forward.
- Pictorial timetables give children the security to know and understand their routines.
- All resources are easily accessible to all children.
- Growth mindset is established so children feel confident to have a go without the worry of making mistakes.

Kimpton Primary School prides itself in supporting each child in transitions. This is achieved through the following ways:

- The Early Years Team have forged strong links with our feeder preschool where visits and handover meetings are arranged during the summer term. Staff also liaise with and visit other settings/childminders where children attend different settings.
- Each child has the opportunity to visit the school prior to starting.
- Home visits are also offered in the summer term by the Early Years Team to develop positive relationships with children and parents.
- At the end of the academic year a transition programme is timetabled to support the transition to year 1. We aim to help each child develop the confidence to progress smoothly to Year 1 at the end of the Early Years Foundation Stage.
- The transition between Nursery and Reception and then Reception to Year 1 are calm, happy and successful. The "shuffle up days" at the end of the summer term, encourage a gentle transition between the year groups and gives the all staff time to get to know the children.

The Cycle of Observation, Planning and Assessment

At Kimpton Primary School we hold the individual child at the centre of our planning. This is achieved through detailed observation and assessment. This observation and on-going formative assessment is at the heart of effective early years practise. We also complete a baseline assessment on entry.

Staff achieve this through:

- Observing children as they act and interact in their play, everyday activities, child led activities and planned activities, and learning from and sharing with parents about what the child does at home.
- Considering the examples of development as stated in the unique theme: observing what children can do, and identifying the stage on their developmental pathway.
- Considering ways to support the child to strengthen and deepen their current learning and development.
- Considering the individual needs, interests, and stage of development of each child. This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

At Kimpton Primary School we have an open-door policy and every term, parents are warmly invited to share and contribute to their child's Learning Journal.

In addition, information is shared at parent consultation meetings in the Autumn and Spring term and in an end of year report.

Assessment at the end of the EYFS

The EYFS requires Kimpton Primary School to undertake summative assessments in which staff review children's progress and share a summary with parents at the end of the foundation stage through the EYFS Profile.

In the final term of the year in which the child reaches age five, Kimpton Primary School completes the EYFS profile for each child. The profile provides parents and carers, practitioners and teachers with a clear picture of a child's development, knowledge, understanding and abilities, as well as their progress against expected levels. It furthermore prepares Year 1 teachers for individual children's readiness, needs and next steps. The profile will reflect upon the schools on-going observation and relevant records.

The teacher will determine whether the child is emerging towards, meeting or exceeding the expected levels of development. The child's level of development is assessed against the 17 Early Learning Goals.

Equal Opportunities, Inclusion and Special Needs

The Early Years Foundation Stage is taught in accordance with Kimpton Primary School's present policies for Equal Opportunities. Children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. We support the belief that everyone is unique in their own right and act upon it.

- Our curriculum respects a child's ethnic faith and cultural heritage, and the special needs of each child, by ensuring that these areas are covered within our indoor and outdoor activities, circle time and assemblies, visitors, role play, books and positive images.
- It is the responsibility of the school to ensure that we identify and help those children in our care with additional educational needs. We liaise with the school's SENCO, Vulnerable Children's Lead and the EYFS/ KS1 Phase Leader to identify next steps in learning in partnership with the parents.

References

- Statutory Framework for the Early Years Foundation Stage – DFE 2018
- Early Years Outcomes - 2013

This Policy should be read in conjunction with all other school policies