

ORCHARD PRIMARY SCHOOL

EARLY YEARS POLICY

OUR AIMS AT ORCHARD PRIMARY

- To provide children with opportunities for learning through play by offering them rich and stimulating experiences both in and out of the classroom.
- To develop each child's ability to express their thoughts, ideas and feelings, to communicate clearly and confidently to others and to understand their expressions and responses.
- To develop each child's ability to work co-operatively with other children and adults.
- To use careful assessment and record keeping based on direct observation and discussion to plan activities to match each child's stage of development.
- To provide a secure and stimulating environment for learning using colourful and interesting display and challenging equipment.
- To provide an enthusiastic approach to learning.
- To build on a child's previous experiences.
- To build positive relationships with parents in order to support them and work effectively with them and their children.

CURRICULUM CONTENT

The first stage of learning in school is called the Early Years Foundation Stage (EYFS). It begins when children enter Nursery and continues until the end of the Reception year. The EYFS underpins all future learning by supporting and fostering the children's personal, social and emotional wellbeing. It encourages positive attitudes and dispositions towards learning in the children.

The Foundation Stage is divided into the following areas of learning:

Prime Areas

- Personal, social and emotional development
- Physical Development
- Communication and language

Specific Areas

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

TEACHING AND LEARNING

Teaching and Learning in the Foundation Stage is based on an understanding of how children learn.

Children learn best through:

- play
- first hand experiences which are well structured and meaningful
- interacting with others in a cognitive and reflective way
- being physically active

- having their interests valued, developed and extended.

Planned activities incorporate all areas of learning and are in line with the EYFS. Learning takes place within the indoor and outdoor areas and consists of focussed activities and continuous provision. Children free flow between indoor and outdoor areas throughout the day.

ASSESSMENT

A variety of methods of assessment are used throughout the EYFS. Assessment is by observation and focussed tasks. Regular observations are carried out and information gained is transferred onto tracking grids and booklets. Evidence of learning and attainment is kept in the form of children's work, digital photos, jottings and observations. Children's progress is assessed throughout the year and data is used to analyse the progress of all children including vulnerable groups.

MODERATION & MONITORING

Judgements within the EYFS are moderated internally by the Nursery and Reception staff. Moderation events held by the local authority are attended annually. The EYFS is monitored by the Senior Leadership team in the form of learning walks, book sampling and monitoring of planning.

PARTNERSHIP WITH PARENTS

Parents are invited into both the Nursery and Reception class along with their children, prior to the children starting school. Home visits take place for the Nursery children and for those children in Reception who did not attend the Nursery class. Reception parents are invited to meet with the class teacher during the first two weeks of term to share information regarding their child and ask any questions that they may have. There are two parent evenings during the year. A report is sent home once a year, in July, for Nursery and Reception children. The parents are also offered a chance to discuss this report with the class teacher if they wish.

Stay and learn sessions are held half termly. These sessions invite the parent/carers to come into the class and work alongside their child. They are also encouraged to share their child's learning journey and individual target cards. Each parent/carer contributes evidence of their child's learning by sending in 'wow' vouchers. These are a record of new learning which has taken place out of the school environment.

Parents are encouraged to come in and help in both the Nursery and Reception class and any expertise is made the most of!

KEY PERSON

The key person for children in the Nursery and Reception classes is the class teacher. At lunchtime, the key person for Reception class is either Mrs Clapshoe, the Reception class TA, or Miss Gage.

BEHAVIOUR & DISCIPLINE

At Orchard Primary, we have high expectations in terms of behaviour and discipline. We require that the children listen to others and treat other people with respect. We require that they share school belongings and treat everyone's possessions

carefully. We appreciate that Early Years children are still very much in the process of developing these skills. It is something we encourage them to do through use of praise, providing good role models and giving rewards (eg stickers etc).

There is also a policy concerning behaviour within the school which involves the use of 'time out'. This 'time out' policy is used in both the Nursery and Reception classes.

INDUCTION INTO NURSERY AND RECEPTION

The Nursery children start in small groups (2/3 per day) in order for the teaching staff to settle them into their new environment. The Reception children start all together and initially attend just in the morning for one week. The following week the children stay for lunch and by the third week they attend full time. Close liaison is maintained with parent/carers to ensure the children's smooth induction into school.

TRANSITION TO YEAR ONE

Information from the EYFSP is handed onto the Year 1 teacher. The Literacy and Maths subject leaders will also be given the profile data. These profile scores will be used to highlight focus groups and areas of weakness within the curriculum.

SPECIAL EDUCATIONAL NEEDS

All children with SEN are assessed and monitored in line with the 1994 Code of Practice and also in line with the school's Special Educational Needs policy.

ICT

Both the Nursery and Reception classes visit the ICT suite regularly. Each class has an interactive whiteboard and Nursery and Reception share 5 laptops which are in use daily.

EQUAL OPPORTUNITIES

We ensure equality of opportunity to all children through careful planning and also monitoring and evaluation of resources and equipment. Where necessary a translator can be organised to attend home visits or parents meetings. Also letters home can be translated for those parents with English as an additional language.

STAFFING

At present our Nursery has two staff – a teacher and a Nursery Nurse. The Reception class teacher is supported by a teaching assistant according to the school timetable. All staff are responsible for helping children to develop fully in each area of learning. This is achieved by promoting learning within a well planned and structured environment. Clear communication and co-operation between staff enhances this environment.

Reviewed Summer Term 2013
To be reviewed Summer Term 2017

