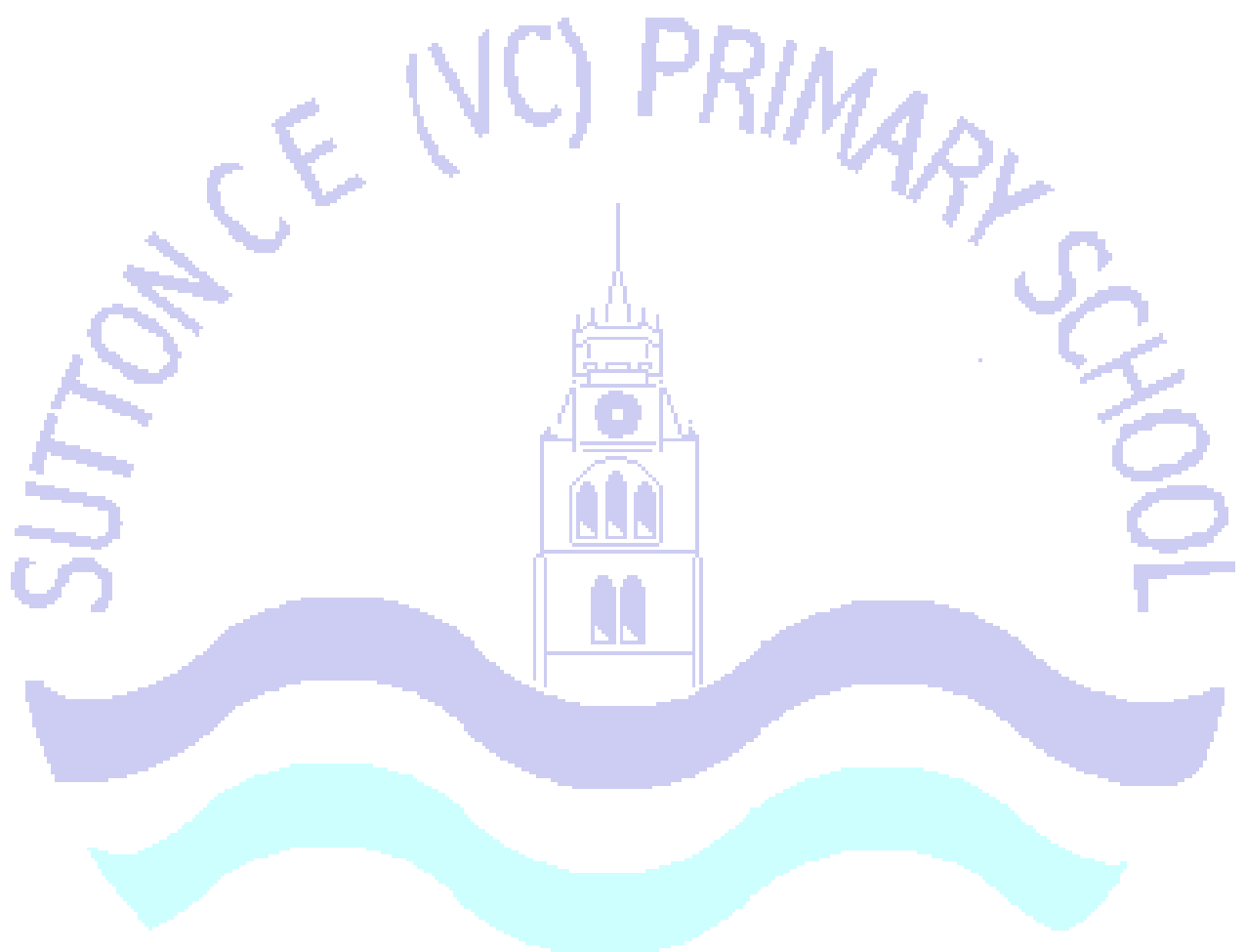




# Sutton CE (VC) Primary School

## Early Years Policy

February 2022



## Sutton CE Primary School Early Years Policy

### Our Values and vision

Our Christian Values are firmly rooted in this policy and underpin everything that we do. At Sutton CE (VC) Primary School we 'STRIVE' to be the very best that we can be and our values underpin our approach to ensuring the best possible start for pupils in our care.

**SAFE** We uphold and protect each other's rights to be safe from harm

*'Trust in the LORD and do good; dwell in the land and enjoy safe pasture.'* (Psalm 37:3)

**TOGETHER** We celebrate our place within local, national and global communities

*'So in Christ we, though many, form one body, and each member belongs to all the others.'* (Romans 12:4)

**RESPECT** We celebrate and embrace our differences

*'So in everything, do to others what you would have them do to you'* (Matthew 7:12)

**INTEGRITY** We are open and honest with one another

*'The Lord delights in people who are trustworthy'* (Proverbs 12:22)

**VALUED** We listen to and respect each other's views so that all can thrive and flourish

*'Love your neighbour as yourself'* (Mark 12:31)

**EXCELLENCE** We try our best so that we may reach our full potential

*'if anything is excellent or praiseworthy—think about such things'* (Philippians 4:8)

***'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.'***

*Statutory Framework for EYFS – March 2021 (pg.5)*

### Intent:

At Sutton we aim to provide quality and consistency of care and education to enable every unique child make good progress and become a confident and independent lifelong learner.

We create a safe, happy environment with motivating and enjoyable learning experiences which allow our children to develop and learn in different ways and at different rates.

Children's emotional wellbeing is of the utmost importance to us and we value creating a positive and nurturing start to their school lives. Children learn to be strong and independent through positive relationships with the adults at our school, ensuring they feel cared for and valued.

We work in partnership with parents and carers to meet children's needs and help every child reach their full potential, ensuring no child is left behind.

### Foundation Stage Curriculum

*When planning for teaching and learning we adhere to the Statutory Framework*

There are seven areas of learning and development which are equally important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

These three areas are the prime areas:

- Communication and Language

- Physical Development
- Personal, Social and Emotional Development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

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

In addition there are three **‘Characteristics of Learning.’**

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

These refer to how children learn, essential to ensure they become effective and motivated learners for life. We ensure we plan for the 3 areas of Effective Learning as these underpin learning development across all the areas.

### **Teaching and Learning**

***‘Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.’***

Stat. Framework March 2021 (pg.16)

Our delivery of the curriculum for the reception children recognises the importance of active learning through investigating, exploration, listening, observing, creating, experimenting and playing, both indoors and out. We plan an exciting and challenging curriculum through our observation of children’s needs, fascinations and starting points.

We plan play opportunities that build upon and extend children’s previous knowledge, experience and interests. During children’s play, adults will, when appropriate, interact and play alongside to support and challenge children further. Children will also engage in guided and adult directed which increase in frequency and duration as the year progresses. In addition we teach phonics, mathematics and literacy daily.

### **Inclusion in the Early Years Foundation Stage**

We believe that all our children matter. We give our children every opportunity to achieve their best. In the EYFS we set realistic and challenging expectations that meet the needs of our children so that they make the appropriate progress by the end of the Foundation Stage. We achieve this by planning to meet the needs of all our children regardless of ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability, ensuring that every child is included and supported.

### **Observation and Assessment**

**Baseline Assessment** - Within the first 6 week of children starting school they will take a ‘baseline assessment’ which is an indicator of their starting point to find out what children already know or can do. (This is a statutory assessment and part of the EYFS framework.)

As part of our daily practice we observe children’s development and learning. We record our observations, photographs and children’s work in a variety of ways and collate the information in individual paper Learning Journeys. In this way we can assessing and reviewing what children have learned regularly in order to inform our future planning for the learning and development of each individual child.

We regularly share children’s learning with parents via DOJO and informal meetings. We also share this information formally during termly parents evening as well as a report in the final term of Reception based on their child's

development against each of the Early Learning Goals and the characteristics of their learning.

**Early Years Foundation Stage Profile (EYFSP)** - In the final term of Reception, children will be assessed to see if they have reached the expected national measure of a Good Level of Development (GLD). This summarises the knowledge, skills and understanding that all young children should have gained by the end of the Reception year. The EYFSP is intrinsically linked to the child moving into the National Curriculum at Key Stage 1 (This is a statutory assessment and part of the EYFS framework.)

### **Parental as Partners**

We place the highest importance on parents' involvement in their children's learning and therefore aim to build strong partnerships from the outset. The Early Years team has an open-door policy and we encourage parents and carers to discuss their children's learning, progress and other issues as soon as they arise, at the end of the school day or at another mutually convenient time.

### **Communication:**

- Teachers communicate weekly with parents about topics via Dojo and Google Classroom.
- Parents have opportunities to contribute to ongoing assessments and celebration of their child's progress and learning by completing a home learning celebration slip or by sending us photos or updates via dojo or google classroom.
- Reading records are used to create an ongoing dialogue between home and school about each child's reading progress.
- Children are also given home learning activities which enable parents to practise key skills with their children at home.

### **Admission**

All Admissions to the school's Reception Intake are handled centrally by the Local Authority. This process begins in the Autumn Term when information is sent to all parents of children who will be five years old during the next academic year. All applications need to have been received by the Local Authority by the middle of January. Notification of the outcomes of the Admissions process are sent to parents early in the Summer Term.

### **Our Induction process for a new intake includes:**

- Visits to school for children and their parents during the second half of the summer term, prior to starting school to meet and familiarise the children with the school.
- Reception teacher/s may visit the pre-schools to talk to children, read stories, to get to know the children.
- A Reception information evening held in the July will provide an opportunity for parents to find out about the curriculum, school uniform and school lunches and to meet the Senior Leadership Team, class teachers and other parents.
- Offering Home Visits or meetings at school, with their child's key adults at the start of the term.
- A parent 'Meet the Teacher' event held early in the autumn term to discuss school routines and the curriculum. Ideas are given for how parents can get involved at school and also how they can contribute to their child's learning at home.

### **Information sharing:**

Foundation Stage teachers and our SEND lead regularly meet with the leaders of feeder playgroups to develop curriculum continuity. They also exchange information and ideas and discuss information about children, especially those with Special Educational Needs in order to ensure a smooth and successful transition between settings.

Parents have opportunities to share and exchange information with class teachers during home visits, phone consultations, via 'All about me booklets' and our School booklets.

### **Review**

January 2024

