

Broadbent Fold Primary School and Nursery



Early Years Policy

September 2021

In line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, "Foster good relations between people who share a protected characteristic and those who do not." This policy can be adapted to suit individual needs.

Introduction

"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. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

'Statutory framework for the early years foundation stage Published: 31 March 2021 Effective: 1 September 2021'

Early Years education is important for all children. The period from the age of three to the end of the Reception year is the Foundation Stage. It is distinct and important in its own right as well preparation for later schooling. Young children need an environment which is safe and secure where they can play, explore, experiment, develop confidence, be independent, be curious and learn.

Intent

- At Broadbent Fold Primary School and Nursery, we ensure that the child's welfare is paramount and they develop as young learners in a safe environment.
- We offer a curriculum rich in wonder and memorable experiences. We provide 'hooks' to learning and draw upon the children's own everyday experiences and value and build upon children's existing ideas.
- We work hard to provide a stimulating indoor and outdoor environment that provides exciting opportunities, promotes challenge, exploration, and adventure which supports their personal learning and development.
- It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities, and people and reflects the needs and strengths of our school community.
- We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We encourage questioning and the exploration of ideas.
- We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for children.
- Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.
- We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based. We prepare

children to reach the Early Learning Goals at the end of the Foundation Stage and ensure that children make good progress from their starting points.

Inclusion

Early Years children will be taught in accordance with the school policy for teaching and learning. We value the diversity of individuals within the school and tolerate a no discrimination philosophy. All children are treated fairly regardless of race, religion or ability. All children and families are valued within our school. We recognise that all children bring different experiences, interests and strengths which influence the way they learn and we encourage all children to succeed and do their best.

In Early Years we aim to give each child the opportunity to experience success in their learning and ensure equal opportunities will be extended to all children. We encourage children to make their own choices and give reasons for decisions and actions.

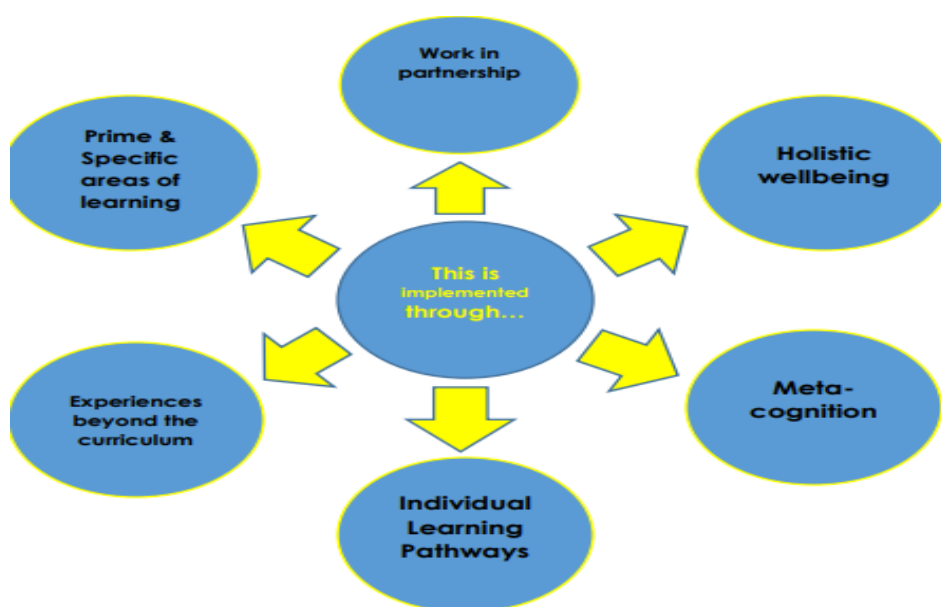
We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others, therefore we praise and encourage as well as celebrate their achievements in and out of school.

Those children which are recognised as having Special Educational Needs and Disabilities (SEND) will follow similar programmes of study as their peers. However, the teaching and learning, if necessary, will be adapted or supported to meet individual children's needs.

As part of Every Child Matters, we provide children with the opportunity to be healthy, stay healthy, stay safe, enjoy and achieve and make a positive contribution and achieve economic wellbeing.

Implementation

At Broadbent Fold Primary School and Nursery, we offer the children a broad and balanced curriculum which follows The Early Years Foundation Stage Statutory Framework (September 2021). This is delivered using the Development Matters in the Early Years Foundation Stage Document September 2020 alongside our own developed and personalised progressive curriculum. This enables the Early Years teachers to incorporate the seven areas of learning and development into a stimulating, creative, cross curricular approach, ensuring breadth and depth.



The children are actively engaged in working towards the Early Learning Goals. The goals are made up of the three Prime Areas and four Specific Areas of learning, within these areas they are broken down into 17 individual aspects which eventually lead towards the Early Learning Goals.

Prime Areas

Communication and Language	Personal, Social and Emotional Development	Physical Development
Speaking	Managing Self	Fine Motor Skills
	Building Relationships	

Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Comprehension	Number	Past and Present	Creating with Materials
Word Reading	Numerical Patterns	People, Culture and Communities	Being Imaginative and Expressive
Writing		The Natural World	

Our Curriculum is designed and run based on carefully planned themes throughout the year to ensure every child is given a variety of different stimuli. It is also supported by the child's interests, this helps to keep the children engaged and allows them to take ownership of their learning.

Alongside this run the Characteristics of Effective Teaching and Learning. These move through the following areas:

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

The four guiding principles of EYFS which underpin all the guidance are:

- Every child is a unique child
- Positive relationships
- Enabling environment
- Equal learning and development

None of the above can be delivered in isolation from the others, all are equally important and depend on one another. These areas are explored through a balance of adult led and child-initiated activities.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, vocabulary ninjas, stories and providing time for quality interactions between adults and between peers. Staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. The children learn nursery rhymes and develop mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

Throughout the Early Years there is an emphasis on learning through play, with children encouraged to talk about their experiences and activities with other children and adults. Learning through play (LTP) provides the children with child-initiated opportunities where they have the chance to be independent learners, adults will model, scaffold and join in with the children's play to develop, observe and assess the children's learning and development. We also provide the children with adult led activities when we are introducing and teaching new skills and knowledge.

Both indoor and outdoor opportunities for play, activities and role play are provided, allowing the children to independently practice, apply, and develop the skills with the support of the adults in the setting.

Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. We recognise that phonics knowledge is key to reading and writing. Phonics sessions are carried out daily. The children then apply their phonics skills each day in and around the environment. We practice speaking and listening throughout the day through circle time, role play, Wellcomm sessions, story time and class discussions.

The emphasis on learning through play will be built upon in subsequent years at Broadbent Fold Primary School and Nursery through our provision of first-hand experiences and creative opportunities across the curriculum.

Differentiation is achieved through adapted activities, adult led activities and outcome, with an emphasis on play.

Impact

Baseline assessments are carried out within the first six weeks of your child starting in nursery or reception. In Reception we complete the Government Reception Baseline alongside our own. From these assessments we are able to ascertain a child's starting point and adjust our EYFS curriculum accordingly, so that learning is focused on a child's need. Throughout the Early Years children will be regularly assessed (in accordance with the assessment policy) to ensure that the next steps in learning are appropriately planned and that children make good progress from their starting points. The EYFS teachers continue to use formative assessment in their day-to-day teaching, recording the children's next steps via their observation summaries. These observations feed into our planning.

Seesaw is used to make observations of the children's learning and progress throughout all areas of the EYFS curriculum. We currently use Arbor as an assessment tool from which all data can be collated at the end of each assessment point, this information is uploaded into Arbor three/four times a year (baseline, Autumn, Spring and Summer).

The Learning Environment

We recognise the environment plays a key role in supporting and extending children's development. The Early Years classrooms incorporate both indoor and outdoor areas and are well organised, to allow children to explore and learn securely, safely and independently. There are areas where the children can be active or be quiet. The environment is set up into learning areas where children are able to find and locate resources and equipment and challenge themselves independently. The outdoor environment has a positive effect on the children's development which we see as an integral part of their learning. The children spend time outdoors in their natural environment in all weathers. The outdoor environment acts as an extension to the indoor environment, allowing the children to be physically active and encourages the use of their senses. Our learning environments operate a free flow system whereby the children can choose which areas they would like to explore. Our classrooms are adaptable in order to reflect children's interests and progression.

The Adults in the Early Years Team

We provide the children with a safe and secure environment. As adults in Early Years, we aim to develop good relationships with all children interacting positively and taking time to listen. We also model and support children in forming positive relationships and friendships with one another. Early Years teachers have the overall responsibility for all the children in their class, supported by Teaching Assistants. All members of staff have access to continued professional development to maintain and extend their specialist expertise.

Parental Engagement

We understand the importance of parental engagement and believe that parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. All parents are invited to an induction meeting during the term before their child starts school. Children have the opportunity to come into school to spend time in the environment and getting to know the EYFS staff prior to starting at BBF. They are invited into the setting for a stay and play session. EYFS staff meet all children and their parents during an individual home visit prior to starting school. We offer an open-door policy with the parents allowing them regular opportunities to discuss their child's progress. Parents receive a letter informing them of their child's learning each half term together with a challenge grid with ideas of how they can support this at home. Parents enjoy using Seesaw to engage in their child's learning and share experiences from home. We have two parents' evening sessions during the year and parents are given a report on their child's progress in the summer term.