

## Early Years Policy

### Salcombe Preparatory School



September 2016

*This policy applies to Salcombe Preschool (EYFS) and Pre-Preparatory School*

## Salcombe Preparatory School

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### 1 Policy Statement

Salcombe Preparatory School Early Years Foundation Stage (EYFS) applies to children from the age of three to the age of five, at the end of their Reception year. Preschool children, aged three to four, attend on either a part-time or full time basis. . They begin attending school full time at the start of the term in which they turn five.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### 2 Rationale

*“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”*

### 3 Guidelines

#### A Unique Child

Salcombe Preparatory School recognises that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. We develop positive attitudes and dispositions to learning by using praise and encouragement, as well as celebrations, sharing assemblies and rewards.

#### Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at Salcombe Preparatory School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning.

In the Early Years we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children’s learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children’s progress and taking action to provide support as necessary.

It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological wellbeing of all children. (See Whole School Safeguarding Children Policy)

### **1. Welfare**

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”

Salcombe Preparatory School understands that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

### 4 Positive Relationships

At Salcombe Preparatory School we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

#### ***Parents as Partners***

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school;
- The children have the opportunity to spend time with their teacher before starting school during Induction Morning;
- Inviting all parents to an induction meeting during the term before their child starts school;
- Offering parents regular opportunities to talk about their child's progress in our Reception class;
- Encouraging parents to talk to the child's teacher if there are any concerns. There are Parent-Teacher Conference in the autumn and spring term when the teacher and the parent discuss the child's progress. Parents receive a progress report in the autumn and Spring Term. Parents receive an End of term Report in the Summer Term.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Class assemblies, Sports Day and Enrichment Days;

All staff involved with the Early Years aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the Early Years teacher acts a 'Key Person' to all children in the class supported by the Teaching Assistants.

Staff and children from the Preschool are regular invited to school events (Assemblies, Christmas productions and Enrichment Days). Where children continue to attend Preschool provision, while only attending school part time, we aim to ensure continuity and coherence by sharing information about the children's achievements.

### 5 Enabling Environments

At Salcombe Preparatory School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

#### **1. Observation, Assessment and Planning**

The Planning within the Early Years follows the schools' Long Term Plan and Medium Term Plans (MTP's). These plans are used by the Early Years teacher as a guide for weekly planning, however the teacher may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years takes the form of

observation, and this involves the teacher and other adults as appropriate. These observations are the Interactive Learning Diary as well as the children's individual 'Learning Journal'.

At Salcombe Preparatory School, we use the eProfile to record judgements against the EYFS Profile. Each child's level of development is recorded against the ELGs.

Within the final term of the Early Years, we provide a written summary to parents, reporting their progress against the ELGs and assessment scales.

### **2. The Learning Environment**

The Early Years classroom is organised to allow children to explore and learn securely and safely. The classroom is set up in learning areas, where children are able to find and located equipment and resources independently. The EYS class has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore using their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 6 areas of learning.

## **6 Learning and Development**

At Salcombe Preparatory School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

### **1. Teaching and Learning Style**

Our policy on teaching and learning defines the features of effective teaching and learning in our school. Features that relate to the EYS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

### **2. Play**

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

### **Active Learning**

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

### **3. Creativity and Critical Thinking**

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given the opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

### **4. Areas of Learning**

The EYFS is made up of seven areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the Reception Year.

### 7 Monitoring and Review

It is the responsibility of the Early Years teachers to follow the principles stated in this policy.

There is a named Cognita Head Office person responsible for the EYS – Karen Nicholson. This person will discuss EYS practice with the practitioners regularly and provide feedback to Cognita, raising any issues that require discussion.

The Head teacher and Deputy Head will carry out monitoring on the EYS as part of the whole school monitoring schedule.

<b>Ownership and consultation</b>	
Document sponsor (role)	Head and Deputy Head (Pre-Prep)
Document author (name)	Sarah Davies and Giovanna Newson
Specialist Advice	

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Audience	All school staff

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Spain	No

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<b>Related documentation</b>	
Related documentation	<ul style="list-style-type: none"><li>• Teaching and learning Policy</li><li>• Curriculum policy</li><li>• Admissions Policy</li><li>• Behaviour Policy</li></ul>