

St Bartholomew's C of E Primary School Early Years Policy

'Roots to Grow and Wings to Fly'

In our school our Christian vision shapes all we do. As a proud Church school, we are rooted in love. We aspire to nurture and help our children flourish as respectful, compassionate citizens who seek to positively contribute to our local community and the world beyond. Our school family role models our Christian values of: Courage, Hope, Aspiration, Compassion, Forgiveness, Trust and Respect.

Rationale

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: 8th December 2023
Effective: 4th January 2024)

Our Early Years Ethos and Intent

At St Bartholomew's Church of England Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with all members of the school community. 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 pupils.

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.

Our Approach to the Early Years Foundation Stage	The Environment	Teaching and Learning
<ul style="list-style-type: none">We encourage the children to develop creative thinking, curiosity and successful acquisition of skills by building upon what they already know;	<ul style="list-style-type: none">Children in the EYFS have access to both an indoor and substantial outdoor learning environment area where provision is carefully planned to cover the	<ul style="list-style-type: none">Our curriculum has been developed by ensuring that the educational programmes from the Statutory framework for the early years

<ul style="list-style-type: none"> • We ensure that all children are supported at a level and pace that enables them to realise their full potential; • All children have the opportunity to access the whole curriculum by using a variety of teaching styles ; appropriate to the needs of the children and the curriculum; • We are proud of the relationships that we nurture with parents/carers in supporting the education of the children, encouraging a team approach which involves home and school working together. • We are committed to the equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported. • We aim to support children through their transition from pre-school provision to school by: <ul style="list-style-type: none"> - Visiting children in our main feed pre-schools and nurseries in the Spring term. - Inviting parents to a new parents evening before children start at school. - Providing an open morning for children and their parents to attend. Allowing time for both children and parents to become familiar with the school environment and meet other children and parents - Providing stay and play sessions for children before they start school to enable familiarity with the setting and practitioners. - Ensuring each child has a personalised book with their name in delivered to their home or pre-school which helps them to familiarise themselves with their new school. - Delivering each child a hand written letter with their golden ticket enclosed in the summer holidays. 	<p>different areas of learning in the Early Years Foundation Stage Curriculum, meet the needs of every child and to nurture their interests and fascinations.</p> <ul style="list-style-type: none"> • Provision is planned to be exciting, stimulating and progressive where children are motivated to learn. • Children are encouraged to play an active role in their learning; to question, discuss and listen to other points of view in the knowledge that their opinions are valued. • We are committed to outdoor learning giving children the opportunity to learn through active play and exploration. Our Children have access to the outdoor environment throughout the whole day which is led by skilled practitioners. • Our environment provides the children with opportunities to take part in activities that build on and extend their interests and skills and develop their intellectual, physical, social and emotional abilities, enabling them to develop into confident and independent learners; <p><u>Transition to year 1</u> We aim to support children through their transition from reception to Year 1 by:</p> <ul style="list-style-type: none"> • Offering children opportunities to spend time in our Year 1 class/es during the Summer term. • Inviting Year 1 teachers into EYFS class for shared teaching during the Summer Term. • In the final term in EYFS, the Year 1 teacher/s will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. • The EYFS teacher visits the Year 1 class/es regularly in the first few weeks of the Autumn term. 	<p>foundation stage (March 2021) form the foundations for all that we teach and the learning opportunities and unique experiences that we offer our children.</p> <ul style="list-style-type: none"> • Teachers and support staff meet regularly to ensure that there is a continuity in teaching, planning and assessment between classes. • Teaching staff plan activities and experiences for children to enable them to develop, learn and progress well. • Early Years staff take into account the individual needs, interests and stage of development of each child, and use this information to inform planning and challenge all learners. • All EYFS staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to inform next steps for all children. • Assessments are made regularly to track each child's progress and to identify any gaps in their learning. Changes are made within the planning and provision to close the gap to ensure all children reach their full potential. Where necessary interventions will be planned for in addition to quality first teaching. • Early Years Staff record, monitor and track the progression of skills, learning experiences and characteristics of effective learning for each pupil throughout the Early Years Foundation Stage. • A strong partnership with our parents is vitally important to us. Parents also contribute to their child's online learning journey Evidence Me.
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