



BANTOCK PRIMARY SCHOOL

Early Years Policy

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Introduction

Ofsted: "The importance of Early Years is beyond question. Too many do not get the high-quality provision they need to make a secure start."

Succeed Happy Inspire Nurture Educate

At Bantock Primary we promise you a caring community where everyone can **SUCCEED**. We provide a **HAPPY** and exciting environment to **INSPIRE** you to learn and grow. We will **NURTURE** your talents and **EDUCATE** you in everything you do.

How we aim for children to SHINE within Early Years Foundation Stage Curriculum

SUCCEED – We will develop children's independence through their environment by providing the skills, knowledge, understanding, values and resources needed for becoming successful and confident learners at the foundations of their lifelong learning journey.

HAPPY – We will provide a fun, stimulating learning environment with quality provisions to challenge and support children's personal interests.

INSPIRE - We will provide a rich and varied curriculum alongside the stimulating learning environment to capture the inquisitive imaginations of young learners in a way that makes them want to learn.

NURTURE - We have key adults for children that build strong and caring relationships with children. This brings high levels of trust and respect between all members of the Early Years that value each other's opinions and ideas.

EDUCATE - We will ensure that children's own learning styles, interests and development is carefully observed and monitored to plan for the next steps of their learning journey to a high standard in a way that motivates their individual needs.

We will create opportunities to allow all children to **SHINE**.

Provision within EYFS at Bantock Primary School

- Practitioners have exceptionally high expectations of themselves and the children. They have expert knowledge in regards to the areas of learning and development, alongside a clear understanding of how children learn.
- The needs of each child are met both academically and emotionally, helping to develop each child's confidence and independence.
- True potential can be nurtured and realised, through an individual education that is planned and delivered based on the needs of each child.
- A rich variety of academic and explorative activities are provided.
- We have welcoming, child friendly and stimulating indoor and outdoor areas.
- Routines are clearly established so that children can anticipate and feel confident in taking the next step.
- Clearly labelled and easily accessible resources enable children to become independent, explorative learners.

- Wellbeing, health and safety is paramount and children are actively supported in developing a growing understanding of how to keep themselves safe and healthy.

The overall aims of the EYFS are derived from the five '**Every Child Matters**' (DFE 2003) outcomes of:

- **Staying safe**
- **Being healthy**
- **Enjoying and achieving**
- **Making a positive contribution**
- **Eventually achieving economic wellbeing.**

The EYFS principles which guide the effective work of ALL practitioners are grouped into four distinct but complementary themes:

- **A Unique Child** - every child is a competent learner.
- **Positive Relationships** - children learn to be strong and independent.
- **Enabling Environments** - supporting and extending a child's development.
- **Learning and Development** – the seven areas of Learning and Development

They are not addressed in isolation and are at the heart of school practice within Early Years.

In addition, there are seven areas of Learning and Development which are divided into three **Prime areas** and four **Specific areas**.

The three **Prime areas** are:

Communication and Language

The key skills of this area will develop confidence in communication, teaching speaking, listening and understanding in a variety of settings and purposes.

Personal, social and emotional development

This is crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others.

Physical development

This will improve the skills of co-ordination, control, manipulation and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well-being.

These areas provide a strong foundation for School readiness and next steps for learning, linked with National Curriculum areas.

In addition, these are then supported and strengthened by the **Specific areas** of:

Literacy

Learners will have a wide range of books read to them and will read simple texts for themselves. Familiar books will help learners rehearse phrases and interesting vocabulary that will become part of their own speech and ultimately, writing. They will also be provided with a range of opportunities for writing and mark making for a variety of purposes. The school uses Letters and Sounds to support our teaching of phonics.

Mathematics

We will develop confidence and competence in learning and using key skills in Maths. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

Understanding the World

Crucial skills of problem solving, exploring and understanding will help children to make sense of the world, including people and places. Foundations are developed for the later teaching of Science, Design and Technology, History, Geography and Computing.

Expressive Arts and Design

Creativity is fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding. Expressive Arts and Design will include art, music, dance, role-play and imaginative activities.

The **Characteristics of Effective Learning** in the Prime and Specific areas of learning and development are interconnected. The way in which the child engages with other people and their environment- playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The **Unique Child** reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning. It cements the perception that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. Practitioners will support children through:

- Understanding and observing each child's development and learning, assessing their progress and planning for next steps
- Supporting babies and children to develop a positive sense of their own identity and culture
- Identifying any need for additional support
- Keeping children safe
- Valuing and respecting all children and families equally

Safeguarding Children

The school takes its child protection responsibilities very seriously and any concerns will be documented on a Safeguarding Concern form which will be followed up by the FCSO and if deemed necessary, will be reported to an appropriate agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish

Equal Opportunities

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both Gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. We have a full Equality and Diversity and Cohesion policy available at school.

Special Educational Needs

Care is taken to assess the needs of each child from Nursery age onwards. Should a child have any special need, the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies through a Multi – Agency Support Team (MAST) and when necessary their involvement may be required to support certain children. Parents/Carers will always

be informed if an outside agency is assisting us to support their child. We have a full SEND policy available at school

The Cycle of Observation, Planning and Assessment

At Bantock we hold the individual child at the centre of our planning.

This is achieved through detailed observation and assessment. This observation and on-going formative assessment is at the heart of effective Early Years practice.

Staff achieve this through:

- Observing and recording children as they act and interact in their play, every day, child initiated and planned activities using *2Simple Build a Profile*.
- Cooperation with parents, through discussions during opportunities such as parents' evenings and home visits, allow for an effective understanding of what the child can achieve in their home environment.
- Considering the examples of development as stated in the unique theme: observing what children can do, and identifying the stage on their developmental pathway.
- Considering ways to support the child to strengthen and deepen their current learning and development.
- Considering the individual needs, interests, and stage of development of each child in their care. This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.
- Formal assessment throughout the year including phonic awareness, writing development and mathematical awareness.
- A transition process that allows for an understanding of all pupils' development, achievement, learning styles and needs to be at the core of children moving across the phase and in to Key Stage 1. This will include initial home visits prior to joining the setting and classroom visits between Nursery and Reception and Reception and Year 1.

Baseline Assessment

Staff will carry out a baseline check on all children entering Nursery and Reception in all seven areas of development. These baselines are carried out for any child's starting point. Children will receive an assessment in Phonics and Mathematics on entry to Bantock Primary school in order for them to be planned for accordingly. Staff complete child initiated observations as well as 'Look Listen and Note' observations to help create a picture of what a child can initially do. This will inform staff of the development stage of the children and will set a baseline for where children progress to throughout their lifelong learning journey.

These observations, in addition to contributing towards the initial assessment of a child, also take place throughout the school year.

From September 2020, mandatory baseline assessments for Reception pupils will take place in the first 6 weeks of Reception through NFER in order to measure progress at cohort level. Bantock Primary EYFS will begin this from September 2019 alongside the teacher assessment baseline based on observations. These observational based assessments will be used to measure progress of individual progress throughout EYFS, rather than as a cohort.

Formative Assessment

Assessment is carried out through a mixture of informal observations, interaction with the child, recording and regular discussions with all staff. Children are observed working independently and together both indoors and outdoors. Children are assessed in Adult Focused activities against a WALT, where they are encouraged to follow the steps of the WILF to achieve successfully. Learning journeys, as well as English, Maths, Reading and Topic books, contain examples of a child's achievements throughout the year are updated and monitored regularly. Parents are invited to contribute towards their child's Learning Journey at Parent's Evenings.

Children also use self-assessment strategies by discussing their own child initiated learning, as well as discussing the steps of their learning against the WILF and deciding whether they achieved it or would need more practise. They will record this in ways appropriate When confident enough, children will also discuss their next steps to learning.

The NFER Reception Baseline Assessment (RBA) is an assessment undertaken one-to-one with a teacher, using practical materials in the EYFS environment to provide an indication of the starting point of that pupil when they enter school. Children provide answers orally, or by pointing at or moving objects in response to instructions.

Summative Assessment

Throughout the year, information is shared with parents through termly target reports, at Parent's Evenings each term as well as in a concluding end of year report. This information is also shared during transition.

As well as this, The EYFS requires Bantock School to undertake summative assessments in which staff review children's progress and share a summary with parents. This takes place at two stages of the journey in the Foundation Stage:

- At Reception and N2 Nursery, the prime and specific areas, a child's attainment is reported termly as an age band that they are working in, for example 0-11 months, 8-20 months, 16-26 months, 22-36 months, 30-50 months and 40-60 months and whether they are 'emerging', 'developing' or 'secure' within this band. Half-termly, attainment of reading, writing and maths will also be reported in this way. For N1 Nursery pupils, a baseline and end of year assessment will be reported, with progress being tracked through evidence.
- At the end of the EYFS (Reception) against the ELG – where a child's attainment is recorded as Emerging (1), Expected (2) or Exceeding (3).
- The way in which a child works is also reported as their Characteristics of Effective Learning (CoEL), taking into account how they Play and Explore, their Creative and Critical Thinking, and how they Actively Learn.

Transition

Bantock prides itself in supporting each child through transitions. This is achieved through the following ways:

- Each child has the opportunity to visit the school prior to starting.
- The transition between Nursery and Reception is calm, happy and successful. The transition days at the end of the summer term, encourage a gentle transition between the year groups and gives the Reception staff time to get to know the children, both from our Nursery and those coming from other settings
- We aim to help each child develop the confidence to progress smoothly to Year 1 at the end of the Early Years Foundation Stage including those who have not previously attended our setting. A full induction is completed with the FSCO.
- Home visits are completed for all pupils new to Nursery in order to begin building relationships with parents and get an accurate understanding of how children develop in their home environments.
- Home visits are also completed for pupils entering Reception from different settings or no Nursery in September.

Learning Environments

Rich learning environments are crucial within the Early Years, as this is where children will demonstrate their learning through child initiated play. Assessment of this learning and development will ensure that activities and experiences meet their needs. The planning and preparation of the learning environments allow children to become independent and confident learners. The experiences that they have will show the

characteristics of their learning styles. Children are also observed for their cooperation and relationships, understanding of rules and routines as well as communication and language building during this time.

Activities are freely accessible during child initiated play and through a range of well labelled resources that meet every area of the Early Years Curriculum, children engage in activities that interest them, and through adult interactions, learning can be emphasised, reinforced and challenged.

The learning environment is audited using the Early Childhood Environmental Rating Scale (ECERS) to ensure that opportunities are provided and support all aspects of learning and development.

Adult Roles

Key adults work with all children within the Early Years setting to ensure each child's individual needs are met. All staff have caring, nurturing and motivating relationships with children to support their transition into the learning environments and encourage the children to achieve to their fullest.

All staff are included in assessment, through At Bantock Primary School, we like to give the following roles to staff in order for them to make accurate observations of children's learning during child initiated play;

- **Observer:** watches experiences during play without interfering, focusing on children's language, relationship building and independence.
- **Play Manager:** scaffolds play and learning and observes against the outcome that has been planned for.
- **Questioner:** Provides open questioning and conversation starters for children to share their learning confidently, as well as challenging them in a way that allows them to think of their next steps for learning.

These roles can be further broken down into play architect, designer, manager, orchestrator; organiser, resourcer, observer, assessor, facilitator, mediator, co-player, scaffolder, trainer and advocate (Bruce, 1996; Dockett and Fler, 2002; Jones and Reynolds, 1992). This takes into account the planning and preparation that each adult must do prior to learning, and the assessment and analysis that is needed following to plan for the next steps.

Moderation

Children's observations and evidence of work is collected within Learning Journeys and work books. This forms part of their EYFS Profile that summarises and describes attainment throughout their Early Years journey against the areas of learning at each age band, the 17 ELG descriptors and the characteristics of effective learning.

To ensure accuracy of the assessments made to form these judgements, the Early Years staff moderate these internally during weekly meetings. Practitioners from other schools share their understanding and examples of children's attainment to help form accurate judgements as part of inter-school moderation. The Local Authority also carry out external moderation as part of quality assurance.