

West View Primary School

Early Years Policy



Rationale

West View Early Years provides every child with a safe and suitable environment in which they can learn and develop. Each and every child's welfare is considered individually and learning experiences are intended to be challenging and stimulating across the curriculum.

Our philosophy

Within our Early Years at West View Primary School, we consider the individual needs of each and every one of our children. We strive to provide an exciting, stimulating and challenging learning environment for all.

We believe laughter and fun to be key principles in providing quality experiences and learning that lasts. Throughout our Early Years, play is an essential tool that brings the imaginary world of a child in line with real life. For this reason, play experiences form the basis of our children's learning.

Aims/Objectives

- To provide a happy, caring, safe and secure environment for learning
- To develop warm and strong relationships between staff, children and parents
- To effectively manage children's behaviour considering their level of development and specific individual needs
- To provide a high quality curriculum in line with Development Matters
- To encourage active learning through first hand experiences using verbal and non-verbal communication
- To value the cultural diversity within our school and community
- To ensure planning and assessment systems are organised to ensure every child receives enjoyable and challenging learning and developmental experiences

- To ensure policies and procedures always focus on the process of learning rather than the product
- To encourage all children to be excited and motivated to learn, to have high standards in their own learning and use communication to extend knowledge

Early Years

The content of our curriculum from Pre Nursery (2 year olds) into Reception is set out in light of Development Matters. Guidance is given on effective learning and teaching through 3 Prime areas and 4 Specific areas.

Prime areas

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Specific areas

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

Within each of these areas the progressive developmental bands are used to cater for individual learners to develop the knowledge, skills, understanding and attitudes that they need. All children are tracked from Pre Nursery up to Reception. Data is collected on a termly basis. All tracking is now electronic.

Organisation

Our Early Years setting is made up of a Nursery building, Pre Nursery room and two classrooms with adjacent corridor space in Reception. We also have a large shared outdoor area. Children in Pre Nursery and Nursery are taught by Key People during learning time with the overall responsibility being with the class teacher in Nursery and Pre Nursery manager. Children in Reception are taught in ability groups with a Teacher taking each group. Teaching Assistants (TAs) support the groups and take groups for extra activities and initiatives.

The environment is regularly reviewed and changed in light of the children's requirements. Topics are covered on a half termly basis and are linked to topic plans.

Every opportunity is given for children to make their own choices for learning to develop their independence.

Transition

A smooth and successful transition for the children when initially entering our Early Years and later when they move to full time school is accomplished through:

- Visits to Nursery and to school
- Liaison with outside agencies
- New starters meeting/individual parent consultation prior to the children entering Early Years
- Home visits by Nursery teacher, Pre Nursery manager and Social Inclusion Manager prior to a child starting Early Years
- Parents are encouraged to take an active role in helping their child to settle if necessary, this usually involves parents staying with their child
- The Pre Nursery group caters for 2 year olds to give parents the opportunity to regularly bring their child into the setting to become familiar with our expectations before starting Nursery
- Staff are encouraged to be patient, nurturing and understanding at all times. Sometimes during transition periods extra support needs to be given to both children and parents

Documentation

From entering our Early Years the children work towards the Early Learning Goals which are from the Development Matters document. The children move through the age appropriate developmental bands with the aim to be at Early Learning Goals by the time they leave Reception.

Documentation from Early Years is seamless; our school uses Development Matters as advised by the local authority. Individual assessments of the children are shared with parents regularly throughout the year, including during parental consultation evenings. Parents are encouraged to contribute to building their child's profile while their child is in Early Years.

A vast amount of observational assessments and annotated pictorial evidence is collected in individual Learning Journals. This document is intended to show the unique and personal development of every child. This information helps to inform the tracking of pupils before inputting data and scores into our school tracking system.

Providing for equality of opportunity

Staff ensure that every child has equal opportunities and feel totally included and not disadvantaged because of ethnicity, culture, religion, gender, ability, disability and special or medical needs. Consideration is always given to home language, family background and specific issues that may affect or hinder a child's learning or development.

Role of the Early Years Leader

It is the role of the Early Years Leader, under the guidance of the Head Teacher and Senior Leadership Team (SLT):

- To organise the delivery of Development Matters and to ensure progression and development
- To monitor planning and quality of delivery within the curriculum
- To keep abreast of developments within Early Years and carry out INSET when required
- To monitor and update resources whilst being mindful of the school budget
- To liaise with outside agencies, other schools, LA representatives, parents etc.
- To ensure the school's SLT are fully informed of developments within the Early Years
- To contribute to the School Development Plan

Approved by Governors:

Reviewed and Updated: December 2016 by R Evans