

Greenfield Primary School

Early Years Policy

Intent

At Greenfield Primary School, we recognise the vital importance of giving our youngest children the best possible start to formal education. We value the role our Nursery and Reception classes play in giving our children the skills and experiences to become confident, competent learners.

In the Early Years Foundation Stage our children are immersed in an ambitious curriculum of play-based activities and first-hand experience. Every child deserves the best possible start in life and therefore we will provide children with the best opportunities by looking at what each child can do and supporting them to fulfill their potential. Children will become independent learners through carefully planned provision that provides a balance of child initiated and adult led experiences and learning opportunities, allowing time for depth of learning. We prioritise interactions with children and aim to create a language-rich environment to promote positive communication.

All teaching and learning in the Early Years at Greenfield Primary School is underpinned by the statutory requirements in the Early Years Foundation Stage Statutory Framework (EYFS). The overarching themes, seven areas of learning and characteristics of effective learning inform practitioners' observation, assessment and planning cycle (See appendix A). We also use the Development Matters guidance to inform our planning, teaching and assessment procedures.

We will:

- provide a happy, caring, safe and secure environment for learning that meets the individual needs and interests of the children.
- develop positive relationships between children and adults.
- provide a high quality curriculum in line with the EYFS
- enable children to be aware of moral and social values and value cultural diversity.
- create many opportunities for children to learn about the local environment around Greenfield,
- create an environment which encourages active learning through first hand experiences, both indoors and outdoors
- encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- foster positive home/school links and share a common sense of purpose with parents.

Implementation

At Greenfield Primary School we have a Nursery class and two Reception classes. Each of our EYFS classes has a qualified teacher and teaching assistants working with the children. Our Nursery is a 25 full time place Nursery. However, we also offer part-time places to accommodate our families childcare needs where space is available. We offer places for children from 2 to 4 years of age. Our Reception classes are now two form entry. The three Early Years teachers work together in organising and running the setting to ensure consistency from Nursery to Reception and ensure continuity between the two Reception classes.

Formative assessment in the EYFS at Greenfield Primary School is captured, tracked and shared with parents using the Tapestry interactive online learning journal. We also provide parents with an interim report at the end of the Autumn term and an annual written report to parents/carers in July summarising the child's progress against the Development Matters Statements (for children in Nursery) and the early learning goals and EYFS assessment scales (for children in Reception).

We will provide a stimulating, well organised environment both indoors and outdoors which we believe is vital for improving outcomes for children. Practitioners will spend time continually enhancing continuous provision to stimulate, excite and engage learners. In our Reception classrooms, the continuous provision areas are split between the two classrooms so that the

children can access their learning on a larger scale. The children are able to free-flow through the two classrooms and the outdoor environment at continuous provision time. The Early Years outdoor learning environment is shared between Reception and Nursery.

We prioritise partnerships with parents, and will create as many opportunities as possible to develop home-school links through parents meetings, curriculum workshops, stay and play sessions, termly newsletters and online information.

We plan transitions for those children coming into our setting in a range of ways. We offer visits for children who are new to Nursery and Reception and hold open evenings where parents can meet staff. Where appropriate Practitioners will visit pre-schools, private Nurseries and meet with other agencies. When our children are getting ready to leave Reception to go into Year 1, we will work towards this transition with the children and staff in the new setting.

Impact

Children at Greenfield Primary School have achieved highly in the Early Years. They have become confident learners and feel valued. They have begun Key Stage One having had a broad and balanced experience in Nursery and Reception. They have been active learners, enjoy playing and exploring and have thought critically with the support of skilled practitioners.

Appendix A

Early Years Foundation Stage Curriculum

Overarching principles

Four guiding principles should shape practice in early years settings. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates. The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The areas of learning and development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **prime areas**, are:

- Communication and language
- Physical development
- Personal, social and emotional development

Providers must also support children in four **specific areas**, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics

- understanding the world
- Expressive arts and design

Characteristics of Effective Learning

In planning and guiding children’s activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- playing and exploring (engagement) - children investigate and experience things, and ‘have a go’
- Active learning (motivation) - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically (thinking) - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Date Reviewed 08/01/2023 – to be reviewed annually

Reviewed by Mike Wood, Headteacher

Signed Date.....

Chair of Governing Body