



Osmaston Primary School

Early Years Policy



1 School vision statement

At Osmaston Primary School pupils are supported and nurtured in order to develop their aspirations for their future as learners and as positive contributors to society. We expect every pupil to put learning first, work hard and be nice to themselves and others in order to achieve the highest academic standards. We offer a safe and enjoyable learning environment where excellence is promoted.

2 Scope of this policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of two (reception year). The EYFS is based upon four principles;

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

This policy has been written for both staff and parents of children within the Foundation Stage at Osmaston Primary School. It is designed to inform parents and staff of the key elements of the Early Years curriculum.

3 Aims and Objectives

- To provide a curriculum which promotes the 'Early Learning Goals'
- To provide quality learning experiences, both in indoor and outdoor, for all the children. Learning will be through practical and play activities, which are structured, balanced and meet the individual needs and interests of the children.
- To provide a curriculum which takes account of, and responds to, the children's developmental needs, their social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment and allows them to make progress related to their differing abilities.
- To provide a curriculum which gives equal learning and development opportunities for all the children, including those with English as a second language looked after children, and those with special educational needs.
- To develop children's vocabulary and ability to express themselves in home language and English language.
- To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
- To foster positive home school links with parents to support and enhance children's development and understanding.

4 Implementation

The Foundation Stage staff work as part of a team and children from all classes have opportunities to work together during free flow times, accessing shared continuous provision. EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all the children. Children are also taught within their own class groups where they are taught in a variety of ways; in whole class groups, small group work, pairs and individually. All staff are dedicated to providing excellent pastoral care and education to those children in our care.

Staff are fully qualified, have a wide range of experience and expertise in working with and educating children. The staff are committed to professional development



and attend up to date training courses and have excellent knowledge of the EYFS and child development.

The Foundation Stage effects a smooth transition from home to school and offers stability for the younger child. In all classes children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children can learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

In the Foundation Stage the potential for learning in every activity and situation that arises is acknowledged. The aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. Staff aim to make the children feel valued and give them the confidence to become active learners. The activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to the staff that children experience success, have fun and enjoy themselves whilst learning.

5 Areas of learning

Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

The prime areas being:

- Personal, Emotional and Social Development. (PSED)
- Communication and Language. (CL)
- Physical development (PD)

The specific areas are:

- Mathematics.
- Literacy.
- Understanding the World
- Expressive Art 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. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. The academy sets realistic yet challenging expectations that meet the needs of the children. This is achieved by careful planning to meet the needs of boys and girls, children with special educational needs and disabilities, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

6 Assessment

Adults will observe children informally during child-initiated learning, gathering evidence of children's achievements and level of development through notes and photographs. This ensures that children can demonstrate a skill or concept independently and consistently in a variety of everyday situations. Information gained through observations will be shared with parents, other school staff and outside agencies as appropriate.

Staff observe children during adult led teaching sessions, and change sessions to make them easier or harder where appropriate, but most evidence for assessment is taken from child-initiated learning time. Children's work during child-initiated learning time shows adults what children are confident to do independently as they apply skills taught. Adults collate notes and photographs through the use of a specialized educational online assessment program, which links directly to 'Development Matters', to keep a journal of your child's learning, we call this a "learning journey."

Children also have a detailed knowledge organiser sent home for each topic that they cover. These knowledge organisers provide all of the information that the children will be taught throughout that particular topic. Parents will have a clear understanding of what their children have been learning, and have the opportunity to discuss their learning and understanding whilst at home. These organisers also provide a valuable assessment tool for staff to use for all individuals.

7 Expectations

By the end of FS1 (nursery) a good level of development is working within age 30-50 months. By the end of FS2 (reception) a good level of development is working within 40-60+ months and "expected" in early learning goals.

As the year progresses, children are monitored on their development and progress. Examples of children's' learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children using specialised educational software to capture still and moving images and text documents. This then produces an online portfolio of progress and development for each child within the foundation and early years setting.

When children enter the Foundation Stage Two class (reception) they will again be assessed within the first two weeks of entry to provide a baseline assessment. At the end of the year the staff will assess the FS2 class children against the EYFS Early Learning Goals, stating whether they are BEGINNING, DEVELOPING or EXCEEDING for each goal.

Foundation parents are included in their child's learning journey via photographs, notice boards and the website. Parents are also able to view their child's learning journey on request.

8 Reporting to Parents

Parents will be invited to attend parents evening to discuss children's progress. They will also receive an EYFS report at the end of FS1 and FS2 which comments on all areas of learning and the characteristics of learning.

9 Special Education Needs

Our school aims to provide a broad and balanced education for all children. Through our teaching in the Foundation Stage we provide learning opportunities that are matched to the needs of all children and that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. This will enable children with learning and/or physical difficulties to take an active part in learning and practical activities and investigations and to achieve the goals they have been set. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be extended through differentiated activities. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding appropriate to their abilities.

10 Equal Opportunities

At Osmaston Primary School we are committed to providing all children with an equal entitlement to the early years curriculum through activities and opportunities regardless of race, gender, culture or class.

11 Health and Safety

All staff should make themselves conversant with all relevant risk assessments and the Health and Safety policy. Where appropriate reminders will be given to children about potential hazards and risks involved during activities they are undertaking. It is the responsibility of teachers to teach the safe use of (tools and) equipment and insist on good practice and follow proper procedures for activities (safety and hygiene). Before attending any visits or inviting visitors into school to support the learning, staff will ensure all necessary risk assessments and safeguarding procedures have been completed.

ALL TEACHERS WILL MAKE SURE THAT:

- All staff will be involved in assessing risk and will collaborate to develop risk assessments for key areas within the Foundation Stage.
- Risk assessments will be reviewed regularly.
- All staff will be involved in and responsible for managing and controlling risk whilst indoors and outdoors.
- Environments and activities will be constantly reviewed to ensure safety at all times.
- All staff will remind children and demonstrate how to use tools and equipment safely.
- All staff will remind children not to put things in mouths, ears and up noses.
- All staff will remind children and demonstrate how to use the water play safely.
- All staff will ensure that extreme weather clothing, footwear, hats, and sun cream are available when necessary.
- All staff will remind children and demonstrate how to move around the setting safely.



12 Safeguarding children

Osmaston Primary School takes its child protection responsibilities very seriously. Any concerns which staff have will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full safeguarding policy is available via the school website or upon request.

13 Transition

The Foundation Stage provides the firm foundations upon which all subsequent learning builds. Transition is managed in a thoughtful and planned way, taking account of the needs of the young learner.

At Osmaston Primary School children are able to transition smoothly and without fuss between FS1 and FS2 and activities and social opportunities are shared between the classes.

Teachers meet in the summer term to discuss the children they will be 'handing over'. This will include information on progress, specific needs and any relevant family information or safeguarding issues, whilst bearing in mind confidentiality at all times.

Children from external nurseries and day care providers are visited by our Foundation Stage team in their settings, to introduce themselves. Time is spent observing the children and conversing with their key workers, prior to starting at Osmaston Primary School. We pride ourselves in the relationships we foster with other providers in the local community.

Children will also be given the opportunity to have a taster session in the class they will be starting in September and will meet their new teacher.