

Barrow CEVC Primary School

Inspire, Create, Discover, Together



Early Years Policy

Originated by:	N Fairweather & L Smith
Reviewed by:	Nadine Fairweather
Review date:	January 2019
Distributed to:	Relevant Staff
Distribution date:	October 2016
Adopted at Governors' Meeting	
Signature of Chair of Governors:	
Next review date	January 2021

Understanding the World

Expressive arts and design

Through topic and the children's interests learning is carefully planned to ensure all seven areas of learning are covered. The prime areas of learning are acknowledged as the building blocks for the specific areas, therefore there is a strong focus on these when children start their schooling. We encourage the children to become involved in their own learning and development. Our planning for learning is completed in collaboration with the children; we find out what they already know and encourage them to build on this. This helps them to take ownership of their learning and also of the learning environment.

Children learn at different speeds and in a variety of different ways so a wide range of teaching strategies are employed within the classroom to ensure that all children make progress. We aim to create a balance between child-initiated and adult-led activities within the classroom to help build children's confidence, self-esteem and independence.

The children are carefully observed and monitored from their first day in Reception so that each child's individual interests and needs are fully met. If necessary children are supported through our special education needs program and our Gifted and Talented provision.

4. Assessment

Reception staff will undertake a Baseline assessment of all of the children upon entering the Reception class. This takes the form of observations rather and where necessary, predetermined tasks. EYFS staff use their professional knowledge, observations and interactions with the children to make careful judgements, which are linked to the seven areas in the EYFS curriculum. The baseline assessment is carried out within the first six weeks of the Autumn term.

Additional assessments include formative assessments which are carried out on a daily basis and summative assessments which are carried out termly. All children have an online Learning Journey where observations, photographs and examples of their work are placed. The Learning Journey's are used to inform our planning and as an assessment tool when completing each child's EYFS Profile.

5. The Learning Environment

We feel that a daily routine is very important for the children learning and development helping to create a sense of security and safety. Children are introduced to these routines from their first visit to the classroom. During their first few days at school we encourage the children to take ownership of their classroom by working with them to devise a list of classroom rules.

Well planned, purposeful play, both indoors and outdoors, is the foundation of development and learning for young children. Children learn in a variety of ways: watching others, talking, asking questions, listening, exploring and investigating. Learning through play is both enjoyable and challenging and helps children to develop intellectually, creatively, physically, socially and emotionally.

Our learning environment provides the opportunity for children to access all of the seven areas. Although the classroom is divided up into specific learning areas, they are all interconnected and there is free flow of children and resources between the areas.

We have a free flow outdoor area and children are encouraged from the very start to see this area as an extension of our classroom. This area gives the children a space to develop different ways of playing outside of the normal restrictions of the classroom.

At Barrow School we have access to a wide array of learning environments, which as well as our classroom include a large hall, a large playground area, school field, vegetable plot and wildlife area. These areas provide further scope to challenge and stimulate the children.

6. The Role of Adults in the Foundation Stage

Within the Reception classroom there are at least two members of staff at all times. One is the classroom teacher and the other is a teaching assistant.

The classroom teacher is responsible for the long term planning, but the classroom teacher and the teaching assistant meet frequently throughout the year to carry out medium and short term planning and resourcing the learning environment. It is important that this is done together as it is vital that all adults working within the foundation stage have a clear understanding of where the children are and where they need to go.

All the Early Years staff have a responsibility for observing and reflecting on the children's spontaneous play, as well as on the adult-led activities they carry out. These observations are placed within the children's online Learning Journeys as well as being used to inform our planning to ensure that all children's development needs are being met and that the activities are appropriate for the individual needs of each child.

The Classroom teacher and the teaching assistant are also responsible for the displays in the classroom as this is an important part of the children's learning environment. A large percentage of the children's work is displayed within the classroom or within the school promoting a sense of pride and achievement.

Both the Classroom teacher and the teaching assistant attend courses regularly to keep up to date with any new developments.

7. Liaison within the School

The Reception teacher, teaching assistants and Year One teachers work closely to make the transition from Reception to Year One as smooth as possible. Reception and Year one are given plenty of opportunities to work and socialise together.

Children attend whole school assemblies once they have settled and are ready. Children will begin by attending one assembly a week, usually the celebration assembly. This then extends to the 'whole schools values' assembly on Monday's. Children experience collective worship from the start of their schooling by having class assemblies.

8. Parents as partners

We recognise that parents' influence is important throughout childhood. Parents guide, encourage and teach their children. Research has shown that parental involvement in a child's schooling is the most important factor in the success of the child's educational achievements in adolescence.

We encourage parents to play an active role in their child's schooling. To this end we work hard to forge strong home-school links. The settling in process plays a key role in this process but it does not end there.

To enable parents to work in partnership with the school we:

- Have an open door policy, ensuring that the Early Years staff are accessible both at the beginning and end of the school day so that parents/carers can chat and share information. Appointments can also be made to meet with staff in a more formal context;
- Encourage parents to participate, wherever possible, in the school life of their child through reading at home, helping out in the classroom, sharing hobbies, jobs and skills with the class.
- Provide a Reception newsletter at the start of each half term to let parents and carers know what learning is being covered and other classroom information so they are fully informed.
- Provide timely feedback on children's progress through two parent consultations and an end of year report.
- Our online Learning Journey's enable parents to be involved in their children's learning by commenting on photographs and observations. Parents are encouraged to upload and share children's achievements and experiences from home.

9. The settling in process

In the Summer term a meeting is held for the parents of those pre-school children joining us in September. This meeting enables the parents to meet their child's new teacher and the other members of staff, ask any questions, look around the classroom and the school and find out a little more about the Early Years curriculum. This meeting takes place before the children are invited in for their induction visits.

All families are offered an opportunity for a home visit prior to starting school. These form an important part of our induction process, ensuring a smooth transition from home to school for your child. This enables children to see parents and carers working together providing a good link between home and school. Visits are carried out by the Reception teacher who will be accompanied by the Headteacher or teaching assistant.

Children are invited to attend three induction sessions towards the end of the summer term in preparation for them joining in September. These induction visits give the children the opportunity to explore their new classroom, their new school and it gives both the children and us a chance to get to know each other a little better.

At the start of the Autumn term Barrow Primary School offer a staggered entry to ease the transition from home to school. Whilst this is offered, this is not compulsory.

10. Community Links

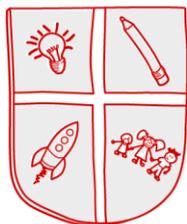
At Barrow school we work hard to forge strong links between the school and the local community. This is especially important in regard to the local pre-schools. The pre-schools in the village are invited to attend events at the school and the Early Years staff visit the local pre schools regularly. In the Summer term we visit the local pre-schools in a more formal context to talk to the staff about those children joining our school in September. This is an excellent chance for the pre-school staff to pass on any information and give us a greater insight into each child development. Once children have settled at school we invite staff from the local pre-school to visit the children in their new setting.

As a school we have strong links with the community as a whole and in particular with the village church. Reception children participate in all whole school visits to the church for services and festivals.

Members of the local community are encouraged to visit the Reception classroom to talk to the children about their role in the community, their jobs or any interesting hobbies they may have. We feel it is important for the children to see their school as being part of a community, to see how the community helps the school but also how the school and pupils contribute to the community around them.

Nadine Fairweather
Lucy Smith
Reception Class teachers

Date: 23.01.19



EQUALITY IMPACT ASSESSMENT

Part A :- SCREENING EIA							
General Information							
1. Title of the policy or practice being assessed:							
Early Years Policy							
2. Aim(s) of the policy or practice being assessed:							
The purpose of Barrow Early Years policy is to:							
<ul style="list-style-type: none"> • Ensure all staff understand the philosophy of Early Years at Barrow • To outline procedures and processes for Early years 							
3. Type of policy or practice being assessed:							
Existing				Proposed			
<input type="checkbox"/>				<input type="checkbox"/>			
4. Name of person responsible:							
For the policy or practice				For completing this EIA			
Miss Nadine Fairweather				Miss Nadine Fairweather			
5. Which members of our school community are affected/likely to be affected by the policy or practice?							
Pupils	Staff	Parents and carers	Governors	School volunteers	Visitors to the school	Other –	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. Does or could this policy have a negative impact on any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
X	X	X	X	X	X	X	X
<i>Undertake a full EIA if any answer is 'yes' or 'not sure'.</i>							
7. Does or could this policy help promote equality for any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation

Undertake a full EIA if any answer is 'no' or 'not sure'.							
Any adverse impacts are explored in Part B :- the Full Impact Assessment below.							

Part B :- FULL EIA			
1. Identify the aims of the policy and how it is implemented. ➤ ➤			
2. Assessment of impact (with regard to protected characteristics)			
Protected Characteristics	Assessment of impact	Consideration of alternative measures or adjustments.	Consultation
Age			
Disability			
Gender			
Gender identity			
Pregnancy or maternity			
Race			
Religion or belief			
Sexual orientation			
3. Monitor for adverse impact in the future ➤ ➤ ➤			
4. Publication of results of the impact assessment ➤ ➤ ➤			

Part C :- EIA ACTION PLAN

Actions recommended as a result of this impact assessment.

Issue/Objective	Action required	Lead person	Timescale	Resource implications