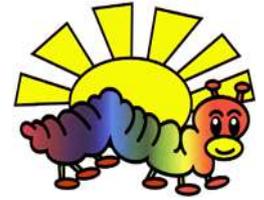


Lea C.E. (V.A.) Primary



Lea C of E Primary School and Pre School



Early Years Policy



Links with other school policies and practices

This Policy links with a number of other school policies and practices and should be read in conjunction with the:

- ❖ Safeguarding and Child protection Policy
- ❖ PHSE and SMSC
- ❖ Behaviour and Anti-Bullying Policy
- ❖ 'Early Years in Lea School and pre School' Document.

Date:	Summer 2017
Member of staff responsible:	Miss B. Pickering
Review Date:	Autumn 2019

Lea C.E. (V.A.) Primary

Aims and Objectives

- To be a warm, welcoming school.
- To ease the transition from home to pre-school and school.
- To liaise between all local pre-school settings and school.
- To help children feel happy and confident about starting pre-school and school.
- To help children settle into pre-school and school routines quickly and easily.
- To make sure parents are well informed about our pre-school and school.
- To establish good relations with parents and or carers.
- To help young children to increase their independence.
- To stimulate a love of learning.
- To provide a good foundation in order to prepare children for school by developing their physical, social, spiritual and moral development and their ability to communicate in order to access specific numeracy and literacy skills and promote their creativity.

Introduction

Early Years Education is the foundation upon which the children build the rest of their lives and is the education which encompasses all learning. This policy outlines the purpose, nature and management of Early Years education at Lea C.E. Primary School and Pre-School.

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The implementation of this policy is the responsibility of all the teaching staff.

THE NATURE OF EARLY YEARS EDUCATION

In this policy, Early Years education refers to children under the age of five and to all children in the Reception Year - the foundation stage.

Early Years education is concerned with the physical, social, personal, emotional, creative, intellectual and spiritual development of the individual child, with no one area standing in isolation from the others.

Entitlement

Reception children are given opportunities to develop in seven areas: three prime areas – physical, personal, social and emotional and communication and four specific areas – literacy, numeracy, understanding the world and expressive arts and design..

Each child is viewed as an individual with specific needs to be met in appropriate ways, and with individuality to be encouraged. Independence is fostered and each child is encouraged to reach their full potential.

All reception children are assessed using Development Matters and the Early Learning Goals. These set out what most children are expected to achieve by the end of the Foundation Stage.

Personal, Social and Emotional Development

- To support the transition from home, pre-school and school by providing opportunities for each child to become a valued member of the group and community and so develop a good self image together with good self esteem.
- To promote a positive learning environment, with an emphasis on co-operation and respect for others within the group and the community.
- To provide opportunities to increase attention skills through working with others in large and small groups.

Physical Development

- To provide opportunities to develop and practise their fine and gross motor skills and increase the understanding of how their bodies work and what they need to do to be healthy and safe. (P.E./ Games and movement sessions are used for gross motor development. Fine motor skills are developed through activities such as drawing , cutting, painting, manipulating clay and dough, sand and water.)

Communication and Language

- To encourage quality conversations together with open ended questioning between adults and peers.
- To use rhymes, big books, poems, story telling and nursery rhymes to develop the children's phonological awareness.
- To encourage listening as an active skill.
- To use role play as the vehicle to develop language skills e.g. as a doctors surgery, Three Bears' Cottage linked to the topic area.

Literacy

- To provide opportunities for children to share a wide range of books to develop a love and understanding of stories and an understanding of how to use information books.
- To take a reading book home to share with parents and to use a liaison book to work with parents to support the child's learning.
- To have phonics sessions based on Letters and Sounds, using the Read Write Inc approach.

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- To provide opportunities for children to mark make in the learning environment and to start introducing writing activities and handwriting / fine motor control sessions.

Mathematics

- To provide opportunities to explore and gain an understanding of number, measurement, pattern, shape and space.
- To begin with numbers 0 - 5 and progress as appropriate.

Understanding the world

- To investigate objects and materials by using all their senses and asking questions, solving problems, experimenting, predicting and planning.
- To find out about their environment and people and places that are of significance to their lives supported by excursions e.g. to the apple orchard at different times of the year, the forest and Ross on Wye to compliment and extend areas of learning within the classroom.

Expressive Arts and Design

- Through art, design and technology, music, movement, dance, imaginative and role play children are encouraged to explore and share their thoughts, ideas and feelings.
- The curriculum balances experiences in the seven areas of development. During the first few weeks, special emphasis is placed on emotional and social development, physical and communication skills which introduce the skills and concepts of the four specific areas.

At Lea School and Pre School...

Particular emphasis is placed on personal health and hygiene.

Children are taught in a mixed ability class and grouped in a number of ways depending on the type of activity being undertaken.

Activities are planned to encourage full and active participation of all the children whatever their ability, ensuring that individual potential is met.

At school, all children will use computers with appropriate 'early years' software.

Boys and girls are given equal access to, and are encouraged to, take part in all activities. Children are given opportunities to enjoy stories, poetry, music, art and play materials.

Many resources are accessible to the children, this helps lead towards independence and responsibility.

Close collaboration between all adults involves, including teaching staff and parents is encouraged.

Admissions to Reception Class at Lea School

- Children are admitted in the September of the academic year in which they will be five.
- Parents are encouraged to visit the school to discuss its philosophy and aims with the Headteacher prior to seeking admission. We have an open afternoon in November

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each year too.

- Familiarisation sessions are arranged between Pre-School and Reception Class in the Summer term. Visits are made by the class teacher to the feeder playgroups / settings and these are reciprocated.

Assessment

- During the first term of school life, children are assessed using 'Development Matters in the Early Years Foundation Stage'. Parents are invited to attend a parents evening to discuss their child's progress and any other concerns are discussed as they occur rather than waiting for a parents evening. A yearly report is issued in the Summer Term and interim reports issued in the Autumn and Spring term.
- The teacher and classroom assistants make regular observations to inform their planning in order to meet the child's needs and celebrate their achievements.
- There is close liaison with Lea pre-school, which is now based at Lea School, and this helps inform planning for the new cohort. A transition meeting with the Pre-school is held in the Summer Term to discuss prospective pupils and hand over assessment documents.
- Discussion takes place at Staff meetings to share results and share any issues that have arisen. The SEN co-ordinator is briefed about any necessary involvement.