



## Early Years Policy

### Curriculum Intent

**We believe children have an unlimited capacity for learning and personal success: our challenging and inspiring Faraway Curriculum will create independent, critical thinkers, confident, responsible and caring, high reaching learners, who can see the magic in our world. They who have the skills and knowledge to be able to keep themselves and others safe and happy challenge discrimination and make our world a better place.**

*'Teaching should not be taken to imply a "top down" or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language; showing, explaining, demonstrating, exploring ideas; encouraging, questioning, recalling; providing a narrative for what they are doing; facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and monitor their progress.'*

OFSTED Handbook 2022



**Head:** Claire Gagigo

**Chair of Governors:** Sue Kenny

**Review date:** September 2024



## Early Years Policy

This policy is to be used in conjunction with our:

- Early Years Curriculum
- Teaching and Learning Policy
- Marking and Feedback Policy
- Assessment Policy
- Curriculum Overviews
- Safeguarding Policy
- Child protection Policy
- Forest School Health and Safety Policy
- Equality and Diversity Policy
- Positive Behaviour for Learning and Behavioural Management Policy
- Online Safety Policy
- Prevent Risk Assessment
- Health and Safety Procedures in School
- Medicines Policy
- ICT Acceptable Use
- Home School Agreement/Code of Conduct

### Rationale

We follow the statutory guidance laid out by the government:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

We believe that after a child's parents, the foundation stage is the most important stage in a child's life. Laying strong foundations for their lives. Here is the time when children are eager to learn, everything is new, everything is possible. A magical time when we as practitioners hold a great responsibility to cherish and nurture these precious souls.

Starting nursery, or moving schools can be a big step for children – a new place, new people, many activities and friends to make. At Pinfold Primary School, we work with you, the parents to ensure we meet your child's needs.

We hold a welcome meeting in the summer term prior to your child starting with us, here we will guide parents as to what they can do to help their child learn at home. We also introduce our parents to Red Rose Phonics and show them the books we will be sending home. Parents are offered a Home Visit. Children entering throughout the year will also be offered a Home Visit. This makes your child feel safe, when they come to school and see a friendly face. It also gives you time to ask us questions and tell us of your child's particular likes and needs. The children will then be staggered into school depending on their needs and experience.

When children have been to a nursery prior to joining Pinfold, staff will liaise with that setting to ensure continuity and a smooth transition.

### Curriculum

At Pinfold we start our curriculum planning with the EYFS. As a school with mixed age classes we plan our curriculum over four years. We also have the flexibility to ensure we run with children's



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needs and interests. Children in the EYFS benefit from working with and alongside older children, being exposed to challenging learning, whilst at the same time being discretely taught at their own level of development; for example; children in nursery will be taught Phase 1 phonics and have the opportunity to become immersed and fluent in early mathematics. We use the Red Rose Letters and Sounds Scheme and Lancashire Planning for Maths. Teachers set up challenges around the classroom to promote independent learning. Please see our **Teaching and Learning Policy**.

Our EYFS children are given the opportunity to play and learn outside and visit the woods every week for Forest School. We believe in teaching our children how to keep safe for an early age, being close to a canal, water safety is a priority so our nursery and reception children are taught to swim (for half of the year) with the rest of the school.

### **Clothing and Independence:**

We have high expectations for our children and encourage parents to send their children in easy access clothing.

Children will be provided with waterproof trousers to ensure they can engage in deep rich learning no matter the weather.

Please see our **Parent Handbook** and our **Forest School Parent and Volunteer Handbook** for further guidance.

### **SEN:**

It is often when children join the EYFS staff or parents may notice that children need a little extra support in one of the prime areas of learning. If this happens the class teacher will refer to our SENCo and she will speak to the parent. If a parent needs some advice please contact our SENCO. Mrs. Gagigo.

Please also see **Pinfold's Graduated Response** for our identification of needs process.

When families join school we will ask them to read, discuss with their children and agree to our school **ICT Acceptable Use Agreement** and our **Home School Agreement**.

Parents will be asked to complete an 'All About Me' document with their child- this gives us an insight into their lives, likes, dislikes, beliefs and helps us understand what your child is saying, if their speech is still a little unclear.

To keep safeguarding robust we ask parents to agree a password for adults collecting children.

