



ALL SAINTS CE (C) PRIMARY SCHOOL & NURSERY, RANTON

EARLY YEARS POLICY AND PROCEDURES HANDBOOK

(in addition to Staff Handbook)

October 2016

(to be reviewed October 2017)

## Definition:

Within this document, the term Early Years is used to describe children in the Foundation stage aged between 3-5 years of age. These cover Nursery and Reception year groups and are taught in Class 1.

## Our school aims:

- Create a secure, stimulating and happy learning environment with a friendly atmosphere and a strong sense of community
- Strive to provide high standards through the provision of a rich, balanced and varied curriculum
- Value and encourage active parental involvement in their child's learning with exchange of ideas and information
- Nurture and develop the essential life skills of self motivation, self esteem and the will to succeed
- Give everyone opportunities to develop their skills to the best of their ability and to celebrate all successes
- Value the processes and means through which learning, and an enthusiasm for learning, take place
- Ensure a confident and positive start to children's school life, valuing, recognising and building on their previous knowledge, experience and understanding
- Ensure strong links are maintained with the Church, local educational providers and our local community

## In our Early Years class we strive to:

- Provide quality education tailored to each pupil.
- Provide enabling environments to teach pupils self-confidence and self-reliance.
- Develop speaking and listening skills to enable children to express themselves fluently and confidently in a range of situations.
- Acknowledge the importance of play in meeting each child's holistic needs.
- Provide a curriculum full of enriching experiences and meaningful learning opportunities.
- To provide each child with the opportunity to shine.
- To value all areas of learning and recognise their importance in developing the whole child.

## **Effective Early Years Education**

Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements. At All Saints Primary School we believe that children develop rapidly during the early years - physically, intellectually, emotionally and socially. Therefore, practitioners should ensure that all children feel included, secure and valued. Early Years experience should build on what the children already know and can do. No child should be disadvantaged. Parents and practitioners should work together in an atmosphere of mutual respect.

To be effective, the Early Years curriculum should be carefully structured (recognising different starting points; relevant to levels of need). There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate for themselves. Practitioners must be able to observe and respond appropriately to children informed by knowledge of how children develop and learn. Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process. For children to have rich and stimulating experiences, the learning environment should be well planned and well organised. Above all, effective learning and development for young children requires high quality care and education by practitioner.

## **The Early Years Framework**

The Early Years Framework in its current form became statutory in September 2012. At Coston Primary School we adhere to this new framework. All children in the EYFS have access to a broad, rich topic based curriculum both indoors and outdoors. The seven areas of learning and experience, ages and stages, and the Early Learning Goals now provide a National Framework for individual schools and other pre-five settings in planning, teaching and assessing the early year's framework. They also provide an essential link between the pre statutory framework and the Key Stage One programmes of study. We have adopted these areas of learning and experience and the national ages and stages, as the basis for our planning as they provide a framework which enables us to achieve our aims for under five provision.

## **The Seven Areas of Learning**

The seven areas of learning covered by the framework are:

### **PRIME AREA: Personal, Social and Emotional Development (PSED)**

This area has three sub sections. These are Making Relationships, Self-confidence and Self-awareness and Managing Feelings and Behaviour. The outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and others.

**PRIME AREA: Communication and Language (C and L)**

This is broken down into three sub sections. These cover Listening and Attention, Understanding and Speaking. These outcomes cover important aspects of language development and provide the foundations for literacy. The Early Years Policy places a strong emphasis on children's developing competence in speaking and listening and Understanding. Other areas of learning also make a vital contribution to the successful development of literacy.

**PRIME AREA: Physical Development (PD)**

This covers both fine and gross motor development and keeping healthy. Physical development is implicit in all areas of the EYFS framework. Teaching concentrates on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active way of life.

**SPECIFIC AREA: Mathematics (M)**

This is broken down into two sub sections. These are Number and Shape, Space and Measures. These outcomes cover important aspects of mathematical understanding and provide the foundation for Mathematics. They focus on achievement through practical activities and are using and understanding language in the development of simple mathematical ideas.

**SPECIFIC AREA: Literacy (L)**

This area of learning has two sub sections of Reading and Writing. The objectives ensure success in early reading and writing skills. Phonics plays a big part in this area and the ability to blend for reading and segment for spelling are skills that are promoted daily in the Foundation Stage at our School.

**SPECIFIC AREA: Understanding the World (U the W)**

This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry focusing on children's developing knowledge and understanding of their environment, other people and features of the natural and made world. It provides a foundation for historical, geographical, scientific and technological learning.

**ALL SAINTS PRIMARY SCHOOL & NURSERY, RANTON**  
**Equality Statement 2016-17**

Our Vision for Equality:

At All Saints School & Nursery, we are committed to equality of opportunity in line with the Equality Act of October 2010. We shall endeavour to make a positive contribution to society by demonstrating qualities such as respect, co-operation and valuing differences while celebrating cultural diversity. This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff and our work in the local and wider community.

We promote the principles and practices of equality and justice throughout the school and we aim to be a school where everyone:

- is respected and respects others
- takes part in the life of the school
- achieves to their potential
- develops skills essential to life
- exercises choice
- celebrates cultural diversity

As an employer we will not discriminate on any of the following:

- Age
- Disability
- Gender re-assignment
- Race
- Religion and belief
- Sex
- Sexual orientation
- Marriage and civil partnership

Nor as a school or employer will we accept any of the following:

- Direct discrimination
- Indirect discrimination
- Associative discrimination
- Harassment
- Harassment by a third party
- Victimisation

## **British Values**

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

British values are embedded in the life of our school. They are actively promoted through spiritual, moral, social and cultural education and form a part of our distinctive Christian character. British and Christian values are regularly promoted through high quality teaching across the curriculum, within Collective Worship, and by a positive behaviour policy which allows pupils to develop and demonstrate skills and attributes that will allow them to contribute positively to life in Modern Britain. These values and attitudes are promoted and reinforced by all staff and used to provide a model of behaviour for all our pupils. The way in which the school community behave and treat others is built upon a basis of respect, individual worth and Christian love, while recognising that many of these guiding principles are present in other faiths and cultures.

### **Democracy**

Democracy and communication is embedded in school life as the 'voice' of each pupil is valued and heard. Pupils are listened to by adults and taught to listen actively to one another, respecting the right of every individual to have their opinions heard. Pupils have the opportunity to share opinions and ideas through the School Council and regular 'pupil voice' evaluation. Elections of the School Council members are based on pupil votes after each child has shared their manifesto. Each year the children decide upon their class charter and the rights associated with these. All the children contribute to the drawing up of the charter.

### **The Rule of Law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at All Saints. The children discuss and set their own classroom rules to ensure that they are relevant and clearly understood by all. Pupils are taught the value and reasons behind laws, the responsibility they have to uphold them and the consequences when laws are broken. They are taught the importance of right and wrong, in particularly relating to the schools Christian values.

Pupils are taught from an early age the rules of the school. Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

### **Individual Liberty**

At All Saints, pupils are seen as unique and valued individuals, each of whom is equally important. They are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Children are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely through many curriculum subjects, particularly in PSHE and e-safety lessons.

## **Mutual Respect**

Mutual respect is at the heart of our values and is deeply embedded in learning and behaviour. Pupils understand that respect must be shown to everyone, whatever differences there may be. Respect underpins school life, in and out of the classroom.

Children learn that their behaviours have an effect on their own rights and those of others. Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others.

## **Tolerance of those of Different Faiths and Beliefs**

Christian concepts and values form an integral part of pupils' daily learning but are taught alongside an understanding and celebration of different faiths, cultures, philosophies and beliefs. This tolerance is embedded within all subjects, particularly RE, enabling pupils to gain an enhanced understanding of the place of religion in a multi-faith world and their own place in a culturally diverse society. Each year, children participate in multicultural activities. The Bible is very clear that Christians should respect, tolerate and indeed love and help those of other faiths and cultures, underpinning the British values of mutual respect and tolerance of those with different faiths and beliefs.

## **ASSESSMENT**

Continual formative assessment is carried out in the form of observational assessments of the children's interactions in and around the setting. These assessments link to the EYFS Ages and Stages to assess each pupil's progress and development. These assessments are made on the basis of observations and knowledge of the whole child.

In the Reception year the children are assessed against the Early Learning Goals and our results are reported to the local authority. Each child will have a learning journey which measures their development throughout the year. Throughout the year the school takes parts in all reasonable moderation activities specified by the local authority and provides the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.

Parents play an important role in our observation and assessment and are given opportunities to discuss the development of their child at regular parent consultation meetings as well as through parental contributions to the Learning Journey.

Furthermore, the children's own assessment of their learning is tracked through pupil voice. Each child is acutely aware of their learning journey and is able to look at it whenever it pleases them, passing comments, asking questions and requesting things be added. At All Saints we believe that the children should lead their own learning in ways which inspire them and ignite their curiosity.

## SUPERVISION OF PUPILS

At All Saints CE(C) Primary School & Nursery supervision duties are vital aspects of our duty of care towards children. They ensure a safe and secure environment in which learning is promoted and positive behaviour is supported. The purpose of this policy is to give an account of the responsibilities involved in supervising all children in the Early Years Foundation Stage throughout the day in order to ensure the pupils' safety and welfare at all times. This policy must be read in conjunction with the, the Behaviour Policy, the acceptable use Policy, the First Aid Policy, and the Health and Safety Policy.

The policy is relevant to:

- All teaching and non-teaching staff employed by the school
- All parents/carers
- All visitors to the school
- All pupils

During lessons, staff should not leave the classroom unattended at any time.

Ratios within the Nursery are in line with EYFS legislation and the children will be supervised with a ratio of 1:8. In the case of emergency in the Nursery setting an adult will raise the alarm using the phone located in the classroom to call for assistance.

In Reception, ratios are based upon the School Admissions (Infant Class Size) Regulations 2012 which limit the size of infant classes to 30 pupils per school teacher while an ordinary teaching session is conducted. There is usually also a TA available within the reception setting during teaching times.

## LEGAL OBLIGATIONS

The Headteacher has specific obligations to ensure, as far as is practicable, a safe place of work is established for all employees, pupils and others who enter the School. The employer is required to ensure that the supervision of pupils throughout the school day is adequate to ensure their health, safety and welfare. The Headteacher and Governing Body will make arrangements for the security and effective supervision of the school buildings and their contents.

The teachers have a duty of care to the students, which is based on the principle that they are 'in loco parentis'. This can be thought of as the standard of care expected of prudent parents in the care of their students. In order for teachers to carry out their duties effectively, they have certain responsibilities.

These include:

- Ensuring that they are aware of school policies and obtain information they need in order to carry out their professional duties effectively

- Ensuring the maintenance of good order and discipline during the school day when students are present on the school premises and whenever the students are engaged in authorised school activities whether on the school premises or elsewhere.

## **Learning and Development in Class 1 at All Saints**

At All Saints CE(C) Primary School & Nursery we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning.

The EYFS class (Class 1) has its own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together.

### **Play**

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.

### **ADDITIONAL INFORMATION**

Please refer to whole school policies in relation to these topics:

- LUNCHTIME SUPERVISION
- LOST OR MISSING CHILDREN
- TOILETING AND INTIMATE CARE
- ACCEPTABLE USE (INC CAMERA AND MOBILE PHONES)
- MEDICATION
- FIRST AID
- SAFEGUARDING (INC PREVENT)
- SPECIAL EDUCATIONAL NEEDS AND DISABILITY
- BEHAVIOUR
- COMPLAINTS

