



# **SHEERNESS WEST FEDERATION'S EARLY YEARS POLICY**

**July 2017**

**Review: JULY 2018**

*"Dreams come true with a positive view"*

**SHEERNESS WEST FEDERATION'S  
EARLY YEARS POLICY**

**Executive Headteacher  
Mr S Davies**

**Signed: ... *S Davies*.....**

**Chair of the Governing Body  
Mr P Matson**

**Signed: ... *P Matson*.....**

**Head of Schools  
Miss H Brewer**

**Signed: ... *H Brewer*.....**

**JULY 2017**

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## **POLICY STATUS (Statutory, Governing Body Policies, or Other School Policies)**

### **STATUTORY POLICY**

This Policy should be read in conjunction with other, statutory Federation policies.

**These documents can be found in the main Reception Office at each school. They are also available to access via the KLZ PORTAL – <https://portal.klz.org.uk>**

**PURPOSE**

For the purposes of the document, the expressions Early Years and Reception are interchangeable. 'Foundation Stage' covers the period from when a child starts pre-school (Nursery) to the end of Reception year.

## **AIMS**

In the Reception classes at West Minster School and Rose Street School we strive to offer a high quality curriculum that has at its center the following principles:-

- Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements.
- Effective education requires practitioners who understand that children develop rapidly during the early years – physically, intellectually, emotionally and socially.
- Practitioners should ensure that all children feel included, secure and valued.
- Early years experiences should build on what children already know and can do.
- No child should be excluded or disadvantaged.
- Parents and practitioners should work together.
- To be effective, an early year's curriculum should be carefully structured.
- There should be opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves.
- Practitioners must be able to observe and respond appropriately to children.
- Well-planned, purposeful activities 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 practitioners".

(QCA 2000:11,12)

It is our aim by the end of their first year in school, reception children will be ready to integrate into the general routines and programmes of KS1.

## **ADMISSION POLICY**

### **Admission Arrangements – KCC**

West Minster School and Rose Street School follow the County Guidelines for Admissions.

The authority criteria for admission to LEA schools is as follows in priority order:-

1. CiC – Local Authority Children in Care
2. Sibling.
3. Medical Needs.
4. Distance.

Nursery children can be admitted once they are 3 years old. We have two yearly intakes, one in September the other in January, if all places haven't been allocated. All parents must register their interest with the school and based on a criteria of having siblings at the school and location, will be informed in writing if they have been allocated a place and whether this is the morning or afternoon session. Nursery staff will then arrange a home visit to meet the child and invite both child and parent/s to attend an open day within the Nursery.

From September 2017 both schools will offer limited 30 hours places. These places are offered to parents who have completed the online eligibility checks and then given on a first come first served basis.

Reception Pupils are those children whose fifth birthday falls in the academic year between 1 September and 31 August.

All parents complete an application for admission to primary school.

Decisions on admissions will be sent to parents by post.

Acceptance of a place is made by parents in writing.

Parents of new admissions are invited to an Open Evening in the term prior to admission to meet the Head Teacher and Staff to discuss aspects of the Early Years Curriculum and the practical details of starting school.

They are also encouraged to attend all the school events with children during the term before admission – e.g. Sports Days, fairs/Fetes and Open Evenings.

## **INDUCTION PROCEDURE**

### **Initial Meeting**

During the term before the child starts West Minster School and Rose Street School they are invited to join the reception class for a 2 week period, for either a 2.5 hour morning (8.45-11.15) or afternoon session (12.45 – 3.15) to meet the teacher and participate in class activities. This gives the teacher a chance for an initial assessment and to be aware of any problems that may arise.

Also in the term before their child is due to start school, parents are invited to an Evening Meeting at school. The purpose of this meeting is to introduce parents to the philosophy of the school and to share information with them. At this meeting parents are given a pack which includes school prospectus, pre-primary profile and term dates.

A talk is given by the Head of School and a display is set up showing school uniform and items including school sweatshirts, book bags, hats and PE T-shirts that are available for purchase from a local supplier.

## **THE FIRST TERM**

### **Point of Entry**

In September children in Reception Class start school on a full time basis in the third week. The first 2 weeks will be a settling in period, where children will attend morning sessions only; week 1- 8.35- 12.00 and week 2 - 8.35 – 1. This gives the children the opportunity to settle in. However, if it is thought that certain children would benefit from continuing the period of half days; this is arranged through discussion with parents, Teacher and Head of School. Also during the first term of school some pupils benefit from having their mid-day meal at home, returning for the afternoon session.

Parents will be offered the opportunity to meet with their child's class teacher in the home or school environment during the first 2 weeks in September to complete a point of entry document with the class teacher at the beginning of the term. This gives parents and teachers the opportunity to discuss any concerns they may have including social, emotional or medical problems. This meeting to discuss the child at point of entry is considered an invaluable occasion when teacher and parent can exchange information.

During the first seven weeks of term each child is individually assessed to gain data on entry. The result of this assessment is used to inform the teacher's individual teaching strategy for each child.

The teacher also introduces the 'Individual Pupil Profile' that will form the basis of individual assessment for each pupil during the Foundation Stage. Some pupils may have information from other settings to transfer into this profile book.

### **During the 1<sup>st</sup> Term**

Assemblies: Reception children attend whole school assemblies and join KS1, singing and assembly activities **as felt appropriate.**

Lunchtimes: Reception children eat lunch in the Dining Hall.

Playtimes: Reception children play under close supervision in their own area.

### **Parents in Partnership**

West Minster Nursery and Rose Street Nursery both offer termly 'stay and play' sessions. These sessions continue in Reception Year groups from Term 2 on a weekly basis.

Both schools organize a range of events for parents to attend such as sports day, graduation ceremonies, art days, mother's/father's day activities etc..

West Minster School and Rose Street School have an open school policy for parents. Parents are welcomed into the classroom to settle their children in the mornings. As soon as children are able to come into school alone, their parents are encouraged to allow them to do so. Parents are encouraged to see the class teacher as soon as any problem arises or, if appropriate, to discuss any matters with a Teaching Assistant.

## **ADULTS IN EARLY YEARS CLASSROOMS**

### **Teachers**

The teacher has a dual role:-

- a) To manage their own planning and classroom organisation.
- b) To manage other team members.

### **Teaching Assistants (including students)**

- a) Need to have opportunities to be involved in planning and learning outcomes.
- b) Need to feel valued and share their skills and expertise.
- c) Need to have opportunities to feed back on activities in which they have been involved
- d) Need to have an understanding of health and safety issues.

### **Parent Helpers**

With untrained personnel, there is an even greater need for specific guidelines on the way in which activity is structured and organised (Gary Thomas 1992).

Parents should always be aware of the outcomes of an activity. Teachers should be aware of parent skills and match these to activities. Helping parents can be invaluable in extending the crucial area of language development.

All adults helping in school should have an understanding of confidentiality issues of classroom and health/safety issues.

## **CLASSROOM ORGANISATION**

An effective learning environment will be provided for the children in the following ways.

### **Indoors:-**

- Effective use of available space.
- Immediate access to classroom areas.
- Carpeted classroom areas
- Tiled and vinyl flooring in areas for art and science within the classroom.
- Clearly defined areas will be created within the classroom using a variety of moveable storage units and furniture.
- Organisation should encourage independence.

- Clear labeling reflects a secure and consistent environment allowing independence.
- Colourful displays, with high levels of pupil input, reflecting the topic they are working on.

#### **Outdoors:-**

- An enclosed area adjoining the reception classes enables pupils to work outside with support from T.A. or class teacher creating an 'outside classroom: - continuous provision.
- Children are supervised by their own MMS or T.A.

### **PLANNING THE CURRICULUM**

We aim to provide a curriculum that is broad based, differentiated and relevant to the children. This curriculum gives all children, regardless of race and gender, the opportunity to develop a range of skills. There is equal entitlement for boys and girls. Those with special educational needs and disabilities are catered for appropriately in accordance with the current code of practice. The results of each child's Data on Entry are used for the teacher to plan the curriculum.

The curriculum is planned in accordance with the Early Learning Goals and Development Matters Documents, which consist of 7 areas; 3 Prime areas and 4 Specific areas. By the time the children leave the Foundation stage they are expected to obtain most of the following skills. These areas ensure that the requirements leading to the National Curriculum are met.

#### **Prime Areas**

##### **Communication and language**

- Listen attentively in a range of situations.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Give their attention to what others say and respond appropriately, while engaged in another activity.
- Follow instructions involving several ideas or actions.
- Answer how and why questions about their experiences and in response to stories or events.
- Express themselves effectively, showing awareness of listeners' needs.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Develop their own narratives and explanations by connecting ideas or events.

## **Physical Development**

- Show good control and co-ordination in large and small movements.
- Move confidently in a range of ways, safely negotiating space.
- Handle equipment and tools effectively including pencils for writing.
- Know the importance for good health of physical exercise, a healthy diet and talk about ways to keep healthy and safe.
- Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## **Personal, Social and Emotional Development**

- Confident to try new activities, and say why they like some activities more than others.
- Confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities.
- Say when they do or don't need help.
- Talk about how they and others show feelings, talk about their own and others' behavior, and its consequences and know that some behaviour is unacceptable.
- Work as part of a group or class, understand and follow the rules.
- Adjust their behavior to difference situations and take changes of routine in their stride.
- Play co-operatively, taking turns with others.
- Take account of one another's ideas about how to organise their activity.
- Show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

## **Specific area**

### **Literacy**

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately
- Read some irregular words
- Demonstrate understanding when talking with others about what they have read.
- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- When writing some words are spelt correctly and others are phonetically plausible.

## **Mathematics**

- Count reliably with numbers from 1 – 20, place them in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract 2 single digit numbers and count on or back to find the answer.
- Solve problems, including doubling, halving and sharing.
- Use everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities & objects and to solve problems.
- Recognize, create and describe patterns.
- Explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## **Understanding the world**

- Talk about past and present events in their own lives and in the lives of family members.
- Know that other children don't always enjoy the same things and are sensitive to this.
- Know about similarities and differences between themselves and others and among families, communities and traditions.
- Know about similarities and differences in relation to places, objects, materials and living things.
- Talk about the features of their own immediate environment and how environments might vary from one another.
- Make observations of animals and plants and explain why things occur and talk about changes.
- Recognise that a range of technology is used in places such as home and schools.
- Select and use technology for particular purposes.

## **Expressive arts & design**

- Sing songs, make music and dance and experiment with ways of changing them.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

## **PRINCIPLES OF ASSESSMENT AND RECORDING**

Individual ‘Pupil Profiles’ form the basis of ongoing assessment, starting from point of entry, when information may be received from other settings and continuing until the end of Reception, when profiles will be used as basis for reports and then handed on to KS1 teachers.

We begin to build a profile of each child by using a point of entry (pre-school) profile. Formal assessment continues with the introduction of Data on Entry which is completed for each child in the first half term of school and repeated during reception year to evaluate learning and inform teaching.

### **Observation and Assessment**

Understanding of the children’s individual needs is supported by careful observations of both planned and unplanned activities.

Observations are made by a range of adults working in the reception classes, which are then assessed and recorded with the support of the class teacher. Assessment supports planning for future teaching children’s next steps. Evidence of assessment may include photographs, tapes, videos, notes by adults, samples of children’s work.

We record achievements in order to value the individual child, identify areas of need, share our findings with others e.g. staff and parents.

How do we record observations and achievements?

- a) Individual Foundation Stage Profile for children
- b) Profile on 2smiple programme
- c) Samples of children’s work kept to build up profile.
- d) Letters & sounds & number assessments termly.
- e) Termly next step targets “for all children”.
- f) Intervention groups & provision mapping.
- g) Special academic, or other, achievements rewarded with certificate of merit in special assembly.

## **HEALTH AND SAFETY**

- At all times safety is of paramount importance.
- Outside a fenced-off-area adjoining the reception classes and for their sole use, ensuring safety when working outside.
- At all times children work and play with trained staff and other adults maintaining close supervision.
- Cloakroom and toilet areas are within the classroom, so careful supervision is maintained.
- Children will be encouraged to develop their own understanding of safety issues.
- Children will be trained in basic hygiene procedures.
- Close contact with parents at arrival/departure from school.

## **BIBLIOGRAPHY**

- a) Curriculum guidance for the Foundation Stage QCA
- b) Planning for the Foundation Stage KCC
- c) Starting together KCC
- d) Early Learning Goals QCA