



William Ransom Primary School

Early Years Policy

Adopted by Governing Body Autumn 2022

To be reviewed Autumn 2023

Mission Statement:

At William Ransom, we are committed to providing our children with a safe and nurturing environment that will enable all children to reach their potential, academically, socially, physically and emotionally.

Our vision is that every child becomes a confident, self-motivated, resilient and independent learner with a life-long zest for learning.

Statement of intent

At William Ransom, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the requirements set out in the Statutory Framework for the early years foundation stage (EYFS) and related guidance to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs, and fascinations of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners, parents, preschools and nurseries.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Introduction

This document outlines the philosophy, aims and principles of early years learning and teaching at William Ransom School. The document underpins practice in all areas of provision.

Early childhood is the foundation on which children build the rest of their lives. At William Ransom we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, we also believe early childhood is valid in itself, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Aims

Through the implementation of this policy, we aim to:

- Give each child a happy, positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure, safe and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation, sharing and the ability to participate in back and forth conversations.
- Work alongside parents to meet each child's individual needs, and celebrate their achievements, to ensure they reach their full potential.

The EYFS is based upon four principles:

- **A Unique child**

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- **Positive Relationships**

Children learn to be strong and independent through positive relationships.

- **Enabling Environments**

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

- **Learning and Development**

Children develop and learn in different ways. The framework covers the education and care of all children in Early Year's provision, including children with special educational needs and disabilities.

The EYFS Curriculum

This curriculum design is bespoke to children's interests, our local area and community and needs of the children. The overarching aim of our curriculum design is to give every child the best possible opportunity to become well rounded learners who can achieve their own personal goals and ambitions. This will happen when children feel safe, happy, settled, and inspired. We want our children to become learners who are curious, brave, independent, and creative. Children who can persevere, show resilience and be self-motivated. They will know and remember more.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all sections are interconnected and important.

The prime areas of learning and development are:

Communication and language	Physical development	Personal, social emotional development
<ul style="list-style-type: none">• Listening, attention and understanding• Speaking	<ul style="list-style-type: none">• Gross motor skills• Fine motor skills	<ul style="list-style-type: none">• Self-regulation• Managing self• Building relationships

The specific areas of learning and development are:

Literacy	Mathematics
<ul style="list-style-type: none">• Comprehension• Word reading• Writing	<ul style="list-style-type: none">• Numbers• Numerical patterns
Understanding the world	Expressive arts and design
<ul style="list-style-type: none">• Past and present• People, culture and communities• The natural world	<ul style="list-style-type: none">• Creating with materials• Being imaginative and expressive

Curriculum Ambitions

We believe that it is important to look at all aspects of our curriculum and ensure it meets the full needs of our children and have created our 'Curriculum Ambitions'. We believe they enhance our children's holistic development, enable them to fulfil their full potential and develop their cultural capital.

Structure of the EYFS

We have provision for a total of 60 children in Reception with 2 classes of 30. We have 2 classrooms and share communal areas both inside and out.

Organisation of teaching and learning

- **Whole class teaching.** From the start children will join in with whole class teaching activities.
- **Children working with an adult.** An activity set up inside or outside and led by an adult (teacher, teaching assistant or parent). The adult knows what they want the children to learn and experience and shares this with the children. They then support the children's learning by asking questions, modelling, talking and interacting with them.
- **Independent working:** Children are directed to activities to complete without an adult. This promotes independent thinking and learning.
- **Child initiated learning.** Activities/ areas are available and the children can choose where they would like to go. Adults are nearby to support and enhance experiences. This enables children to choose their own activities and encourages independent learning.

Play based learning

Well planned play, both indoors and outdoors is one of the key ways in which children learn. It is the process through which children explore, investigate, recreate and come to understand the world. Play is a vital component of children's lives where important skills are developed and practised. Play is essential for physical, intellectual, linguistic, emotional and behavioural and social development.

Assessment

At William Ransom assessment plays an important part in helping the school recognise children's progress, understand their needs, plan activities and assess the need for support. Staff observe pupils and also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA)

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels (emerging)

The profile reflects ongoing observations, and discussions with parents and/or carers. The result of the profile are shared with parents/carers.

Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about;

- The effects of eating too many sweet things
- The importance of brushing your teeth correctly

The rest of our safeguarding and welfare procedures are outlined in our Child Protection and Safeguarding policies.

Positive Relationships

At William Ransom, we recognise that children learn and develop well when there is a strong partnership between staff and parents/carers.

Parents are kept up to date via the Reception pages on the school website, a weekly newsletter and the opportunity to see teachers face to face every day when dropping off and collecting their child/ren.

Parents' consultation evenings and the EYFS profile helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities.