



Early Years Care and Learning Policy

Nursery, Reception and Year 1.

Rationale

At the Fairfield Community Primary School we are committed to meeting the individual needs of all children. The welfare of the children is central to our provision of care and learning.

All children are respected and valued. We provide experiences to support their physical, social, emotional and intellectual development within a warm, caring and secure environment which is built on the four EYFS principles of A Unique Child, Positive Relationships, Enabling Environments and Learning and Development. Their progress is monitored regularly in order to ensure that individual needs are identified and provided for.



Implementation of the Policy

This policy sets out the distinctive aspects of our practice that makes our setting unique. We follow the 2014 EYFS Safeguarding and Welfare Requirements.

Helping to build relationships and develop self-esteem

- We support the development of self-esteem through fostering independence and through the Philosophy for Children and Family Links programmes.
- We endeavour to build relationships with families through:
 - before the start of a new year** we visit children in their previous setting, we visit children in their own home, we offer a stay and play session in the new class with parents and we share information about the school with parents.
 - at the start of a new year** each child is allocated a Key Person often on the basis that they already have a good bond with the family, children begin their new class in small groups called a 'staggered start', children are naturally allowed to bond with adults, and 'feeder' settings are contacted to ensure sharing of information that they have already gathered.
 - throughout the year** families are welcomed at the start of each day at the door, the adult with whom the child is most comfortable with becomes their Key Person, EYFS classes offer sessions throughout the year which promote relationships with and between parents as well as sharing in their child's learning and development, we actively invite parents to share aspirations for their children and thoughts on our practice.



-at the end of the year we build in transition time in new classes and pass on important information with the next teacher.

Learning about Right and Wrong



- Early Years classes follow the whole school Behaviour Policy, including the use of Zone Boards.
- We use positive praise, modelling and a variety of rewards systems, including whole class rewards.
- We teach emotional literacy through situations that arise and planned activities that allow children to explore right, wrong and different opinions in a non-threatening context, including the **Family Links** Programme which the whole school follows.
- Appropriate adults are trained in Positive Physical Intervention to support children in their behaviour choices.

Learning and Organisation of resources

‘Play underpins all development and learning for young children, and it is through play that they develop intellectually, creatively, physically, socially and emotionally.’ (EYFS Practice Guidance 1.17, 2007)

- We follow the whole school **Teaching and Learning Policy** and the **No Hands Up Policy**.
- As a whole school we use **Philosophy 4 Children (P4C)** sessions to help develop enquiring minds.
- Staff use every opportunity to further individual children’s social and communication skills.
- We continually evaluate the children’s knowledge, skills, experiences and interests to provide stimulating learning contexts, of which special events and trips are a fundamental part, so that they are able to make connections as they learn about real life and imaginary situations through a personalised learning journey.
- Staff support parents to access services and actively seek out advice and support from other agencies to ensure maximum educational achievement can be made by individual children.
- We foster independence by having accessible, labelled resources and support children to use them appropriately.
- The environment is designed to be stimulating and a celebration of our children’s achievements.



Planning and record-keeping

a) Curriculum and activity planning



-**Long term** plans ensure appropriate coverage of the curriculum during the time that children spend in the EYFS.

-**Medium term** plans outline learning contexts and desired learning outcomes over a period of a few weeks.

-**Short term** plans detail purpose, differentiation, learning intentions and success criteria for individual activities and ensure opportunity for questions, dialogue and reasoning.

-Classes have routines for the day and week, though times are flexible to allow for adequate learning opportunity and unforeseen events.

EYFS staff work together to plan learning contexts. Each half term staff evaluate plans.

EYFS and Year 1 staff work together to ensure a smooth transition from EYFS to Year 1 outcomes.

b) Pupil Assessment, Record Keeping and Reporting

- To record attainment and help report to parents staff record individual development on the '2Build a Profile' application (creating a '**Learning Journey**') and Year 1 uses whole school tracking systems. Children's progress is measured using the '**Learning and Development**' Stages of Development, including the '**Early Learning Goals**'.
- EYFS teachers are responsible for sharing pupil progress with parents informally whenever appropriate, as well as formally during Parent Consultation evenings after initial assessments have been made, during the Spring Term and through the completion of reports using the profiles at the end of the academic year. Parent consultations are to be recorded on the current school pro-forma.



- Files and Reports are passed on during class teacher handover meetings at the end of each academic year.
- At the end of Year R the EY Profile data is sent by the deadline issued by the County Council.
- Year 1 continues to assess against The EYFS Goals until it is appropriate to assess in line with the Key Stage One curriculum.

Special Educational Needs and Disabilities including Social, Emotional and Behavioural Disorders

- We follow the September 2014 SEND Code of Practice, which is included in the whole school SEND Policy.
- When assessment and observation identifies a child as having additional learning needs the information is to be shared with the SENCO and parents at the earliest opportunity. This will enable consent to be gained for outside agencies to become involved in further assessment and identification of needs and support for the child, parents/carers and staff.