

Awbridge PRIMARY SCHOOL Policy for Early Years

Mark Ward

December 2013

Policy approved and adopted by Governors: (date) _____

Signed: _____

Due for review:

At Awbridge School our aim is to provide high quality provision that meets the needs of children and their families. Provision will be based on the four Early Years Foundation Stage principles of:

- A Unique Child
 - Positive Relationships
 - Enabling Environments
 - Learning and Development
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- We will provide a welcoming, secure, play-based learning environment, both indoors and out with routines that flow with the needs and motivations of individual children.
 - Planned and purposeful provision will support exploration and learning through principled play within a broad range of opportunities and experiences.
 - Stimulating, challenging and inclusive provision will celebrate the interests, experiences and communities of the children.
 - Practitioners will be empowered adults who enjoy actively nurturing all children and who engage positively with their families and other professionals.
 - Practitioners will establish caring relationships with all children and all children will be assigned a key person when they start school.
 - Two practitioners will be trained paediatric first aiders.
 - Children will be confident to communicate and interact with others, make independent choices and enjoy their learning.
 - Transition from Pre-school/Home to school will be managed as sensitively as possible. Practitioners will visit local pre-schools prior to the children starting school, all children will be offered the opportunity to visit school on several occasions during the summer term to familiarise themselves with the environment and the staff and all families will be offered a home visit during the first week of the Autumn Term.
 - The children will initially attend school part-time and will be introduced to new routines through a planned, phased programme which includes playtimes and assemblies separate from the rest of the school.
 - Transition to Year 1 will be planned for and implemented during the summer term. Children will be gradually introduced to whole school assemblies and whole school activities where

appropriate. They will join the other infant children for playtimes and lunchtimes at certain times of the day. The children will visit the Year 1 classes for shared story times during the summer term and will spend an afternoon with their new teacher towards the end of term.

- Reception children and Year 1 children will learn and play co-operatively in the outside area and shared role play area. Staff will plan to ensure provision is relevant and appropriate for the children's needs.
- Practitioners will liaise regularly with other care providers to ensure that the individual needs of each child are met.
- Practitioners will plan using the Early Years Foundation Curriculum and will assess regularly using The Foundation Stage Profile. Observational assessment will form the basis for completing the Foundation Stage Profile and moderation will take place regularly across the year group and the local cluster. Practitioners will report to parents on their child's progress throughout the year.
- Practitioners will deliver a play based curriculum with a balance of child initiated and adult led tasks. The environment will be free flow with opportunities for children to access enhanced provision across the whole year group.
- Parental involvement in school will be encouraged as much as possible through:
 - Providing a welcoming environment with displays of children's work and pictures of staff members
 - Ensuring practitioners are available at the start and finish of each day to discuss any specific issues
 - Inviting parents into school to celebrate specific festivals with the children
 - Providing opportunities for parents to visit the school during the day to participate in their child's learning and play (Open afternoons)
 - Keeping parents informed about curriculum matters through workshops, regular newsletters, e-mails and letters in reading folders
 - Seeking the views of parents through questionnaires and evaluations