# Coley Primary School

# Early Years Teaching and Learning Policy

Last updated: 14 January 2020

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## Statement of intent

At Coley Primary School we continuously encourage pupils to be independent, curious, creative and resilient learners who show respect for each other, their communities and the environment. Through our teaching and learning strategy, we develop pupils' communication skills, ensuring that they know how to appropriately express themselves and feel heard.

By establishing effective and supportive relationships with pupils, the school aims to ensure that pupils feel valued as individuals, are empowered to meet their own needs and enjoy their learning experience whilst achieving the early learning goals.

Every pupil deserves the best possible start in life, and we believe the support that the school offers enables pupils to do this. This policy outlines our commitment to ensuring our pupils have a secure and safe education, and that they can learn to the best of their abilities.

Signed by:

| | | | |
|---|---|---|---|
| | Headteacher | Date: | |
| | Chair of governors | Date: | |

## 1. Legal framework

1.1. This policy has due regard to statutory guidance and legislation including, but not limited to, the following:

- Childcare Act 2016
- Children and Young Persons Act 2008
- Education Act 2011
- DfE (2017) 'Statutory framework for the early years foundation stage'
- **[Updated]** Standards and Testing Agency (STA) (2020) 'Early years foundation stage profile'

1.2. This policy is intended to be used in conjunction with the following school policies:

- **Child Protection and Safeguarding Policy**
- **Equal Opportunities Policy**
- **Health and Safety Policy**
- **Behavioural Policy**
- **Child Protection and Safeguarding Policy**

## 2. Aims

2.1. The school aims to support each pupil's welfare, learning and developmental needs by providing:

- Quality and consistency, so that every pupil makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each pupil and are assessed and reviewed regularly.
- Partnership and collaboration between staff members and carers.
- Equality of opportunity, ensuring that every pupil is included and supported.

## 3. Roles and responsibilities

3.1. The head teacher is responsible for:

- Ensuring staff members understand the school's systems for recording pupil's profile outcomes and submitting data to the LA.
- Ensuring staff members clearly record EYFS profile information.
- Ensuring that staff members responsible for data collection and submission understand the nature of EYFS profile data.
- Accurately transcribing and converting data for the school's records to electronic records.
- Checking data against information provided by staff members.

- Ensuring that information that accompanies EYFS profile data is accurate, e.g. postcodes and unique pupil numbers.
- Checking and signing-off data before its submission to the LA.

3.2. The early years leader is responsible for:

- Ensuring that all staff members have received a copy of this policy.
- Implementing this policy throughout the school.
- Ensuring that all staff members, pupils and parents are aware of this policy.
- Supporting staff development by providing regular training and CPD opportunities.
- Ensuring that parents are continuously kept informed regarding the achievements and progress of pupils.
- Maximising parental engagement and community involvement.

3.3 EYFS staff members are responsible for:

- Acting in accordance with this policy at all times.
- Ensuring that parents are aware of this policy and their role regarding the teaching and development of pupils.
- Having a firm understanding of child development and age-appropriate needs.
- Developing planning that challenges pupils and meets their individual needs.
- Encouraging pupils to effectively communicate in a variety of ways and work collaboratively.
- Supporting pupils in becoming mastery learners.
- Ensuring that the environment is appropriate and safe, as well as being supportive of their learning.
- Providing learning experiences which adhere to the EYFS statutory framework.
- Identifying any areas of concern relating to pupils and their learning, development and emotional needs.
- Ensuring that appropriate measures are in place to safeguard pupils.
- Taking charge of their own personal development, including undergoing additional training, to benefit pupils and the provisions in place to support pupils.

3.3. Parents are responsible for:

- Ensuring that their child regularly attends school, giving reasons for any absences.

- Informing the school of any concerns or problems which may affect the child's behaviour, learning or wellbeing.
- Attending parent consultations and having an active role in the school community.
- Ensuring that their child is appropriately dressed.
- Developing their child's knowledge and understanding by continued learning experiences at home.
- Encouraging their child's development and progress.

## 4. Learning and development

4.1. There are seven areas of learning and development that shape pupils' education. These are split into two groups: prime areas and specific areas.

4.2. The prime areas are:

- **Communication and language**
  - The school gives pupils the opportunity to experience a rich language environment, and to develop their confidence and skills in expressing themselves.
- **Physical development**
  - The school provides opportunities for pupils to be active and interactive, and to develop their coordination, control and movement. Pupils are helped to understand the importance of physical activity and make healthy choices in relation to food.
- **Personal, social and emotional development**
  - The school helps pupils to develop a positive sense of themselves and others to enable them to form positive and respectful relationships. Pupils develop social skills and learn how to manage their feelings and behave appropriately in groups, and to be confident in their own abilities.

4.3. The specific areas are**:**

- **Literacy**
  - The school encourages pupils to link sounds and letters, and to begin to read and write. To assist pupils in doing this, the school gives pupils access to a wide range of reading materials.
- **Mathematics**
  - The school provides pupils with the opportunity to develop their skills in counting, understanding and using numbers, and working out simple addition and subtraction problems. Pupils are taught to describe shapes, spaces and measures.
- **Understanding the world**
  - The school guides pupils to make sense of the physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- **Expressive arts and design**
    - The school enables pupils to explore and play with a wide range of media and materials, and provides pupils with the opportunity and encouragement to share their thoughts, ideas and feelings through a variety of activities including art and music.

4.4. **Learning strategies**

- Everyone has their own learning style, and we recognise the need to develop strategies that allow everyone to learn in the ways that suit them best, including through the use of visual, auditory and kinaesthetic resources.
- Staff members will ask open-ended questions and challenge pupils to re-examine and extend their understanding of the world.
- Pupils' personal interests will be used as a basis to develop and extend their skills and knowledge by relating learning intentions to pupils' own life experiences.
- All pupils will be encouraged to make and modify plans as a method of ensuring that they review and reflect on their own learning.
- Evaluations of individual pupils' learning will be used to inform future planning.
- Open-ended resources will be utilised to support exploration and critical thinking, as well as providing provocations to enthuse and motivate pupils.
- Learning objectives will be shared with the pupils and parents – setting clear expectations for what pupils are expected to achieve.

4.5. **Learning through play**

- Play is essential to pupils' cognitive, imaginative, creative, emotional and social development. We aim to provide play experiences which have a balance between adult-led and child-initiated play, allowing pupils to explore their own ideas and apply what they have learnt in different situations.
- Pupils will be able to explore at their own pace, but are given consistent boundaries.
- Staff members will be actively engaged in pupils' play, either by undertaking careful observations or by joining in with the pupils in order to develop their activity.

## 5. Enabling environments

5.1. The school recognises that the environment plays an important role in supporting and extending pupils' learning and development.

5.2. The school ensures that pupils from all backgrounds are supported and given the opportunity to do well in accordance with our Equal Opportunities Policy.

5.3. Arrangements are in place to support pupils with SEND, including appointing a SENCO.

5.4. All staff members are responsible for ensuring that the emotional environment is warm and accepting of everyone.

5.5. In order to create an environment in which pupils feel confident to try new things, staff members empathise with pupils, support their emotions and ensure they feel valued.

5.6. Pupils have access to a range of learning environments, including indoor and outdoor activities, at all times.

5.7. The indoor environment contains resources which are age-appropriate, well-maintained and accessible to all children.

5.8. All indoor spaces are sufficiently maintained and appropriate for the activities planned in the spaces.

5.9. We recognise the positive impact that outdoor learning can have on pupils' wellbeing and development; therefore, we ensure that pupils are given regular opportunities to work outside.

5.10. Our outdoor provision incorporates the prime areas of learning, offering pupils the freedom to explore, use their senses and be physically active through:

- The use of natural materials.
- Learning about growing and the living world.
- Research and experimentation.
- Playing with water.
- Physical play and movement.
- Imagination and creativity.
- Construction and den building.

5.11. Learning environments within the school are well organised and suitable for group, individual and whole-class learning – with interactive displays and easily accessible resources utilised to encourage independence.

5.12. School rules and expectations of behaviour are consistent throughout the different learning areas and pupils are aware of these.

5.13. Educational visits are arranged in order to further expand pupils' learning experiences. Prior to a trip, a risk assessment of the space is carried out and it is ensured that the area is appropriate for the activity and pupils involved.

## 6. Parental engagement

6.1. The early years leader makes the following information available to parents:

- How the EYFS is being delivered at the school, and where parents can access more information
- The range and type of activities and experiences provided for pupils, including the setting's daily routines and how parents can share learning at home
- How the school supports pupils with SEND

- What types of food and drink the school provides for pupils
- Details of all the school's policies and procedures, including the following:
    - The procedure to be followed in the event of a parent failing to collect their child
    - The procedure to be followed if a pupil goes missing
- Staffing arrangements, including the name of their child's key person and their role, and a telephone number for parents to contact in an emergency
- How parents can contact Ofsted if they believe the school is not meeting the EYFS requirements

6.2. The school is committed to working closely with parents and creating an ongoing dialogue in order to capitalise on pupils' school and home experiences.

6.3. The school provides support, advice and workshops for parents, with the aim of enriching and underpinning the teaching at the school.

6.4. We provide parents with the opportunity to join pupils in sessions on a regular basis.

6.5. Any concerns or lines of enquiry relating to a pupil's development are discussed with parents in person where possible.

6.6. The school works with parents to develop strategies to enhance pupil's learning and chances of progressing well.

6.7. Parents are kept up-to-date through the use of the school website, texts, newsletters, notice boards and teacher consultations.

6.8. Tasks are set to be completed at home under parental supervision.

## 7. Planning and assessment

7.1. Diversity and inclusion are at the heart of planning, ensuring provision is differentiated to allow every pupil access to learning at their stage of development.

7.2. Staff observations are used to inform planning and create a picture of pupils' competencies.

7.3. When planning activities, the following aspects are taken into consideration:

- Pupils' individual needs
- Pupils' learning styles
- Observable patterns of behaviour
- The learning environment
- Necessary resources
- Provocations
- The early learning goals (ELGs)
- Staff members' roles

7.4. During planning stages, finding a suitable space which is safe and enhances the planned activities is a priority.

7.5. Staff members develop knowledge of pupils and their families, and use this information to plan learning experiences.

7.6. Data for groups of pupils is collected on a termly basis in order to inform the learning foci of the termly plan.

7.7. All plans are evaluated to ensure breadth, challenge and relativity.

7.8. On-going formative assessment and weekly evaluation meetings enable staff members to reflect on pupils' self-initiated learning and interests, helping to inform the provision plan for the next day.

7.9. Staff members provide pupils with action-specific, concise and positive feedback, allowing pupils to reflect on their own learning experiences.

7.10. Assessment does not entail prolonged breaks from interaction with pupils, nor does it require excessive paperwork.

7.11. To ensure all pupils can reach their full potential, EYFS staff members are alert to the general diversity of each child's interests, needs and inclinations, and reasonable adjustments are made to the assessment procedure, where necessary.

7.12 The results of the EYFS profile are shared with parents and, where required, parents are given the opportunity to meet with the teacher who completed the profile. How will we share the profiles with parents now on TT?

## Transition periods

7.12. Pupils are supported by their key person during transition periods.

7.13. The school understands the importance of the transition process and, therefore, we adapt our practices to support pupils settling into their new learning environment.

7.14. The school offers home visits and sessions during the summer term prior to pupils starting primary school.

7.15. Internal transition is a carefully planned process that focusses on a pupil's key relationships.

7.16. Transition meetings between EYFS staff members and Year 1 staff members are held during the Summer term.

7.17. EYFS staff members provide the relevant Year 1 teachers with information regarding pupils, allowing them to accurately plan effective learning during Year 1.

7.18. The Reception class teacher and Year 1 teacher will meet to discuss and expand on the information presented in pupils' EYFS profiles.

# 8. Monitoring and review

8.1. The quality of teaching is continuously monitored, and any concerns are raised with the early years leader.

8.2. This policy is reviewed by the early years leader and **governing board** on an **annual** basis.

8.3. The next scheduled review date of this policy is September 2021.

8.4. Any changes to this policy are communicated to parents and staff members, who can request a copy of the policy from the school website.