

BURFORD SCHOOL



Burford School

Early Years Policy



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EARLY YEARS POLICY - RECEPTION CLASS

This policy was approved by the governing body in November 2009

This policy will be reviewed in November 2011

Aims

- a) To provide a happy, safe and welcoming environment where the children feel secure and content, and where the parents trust our care and commitment
- b) To work in full partnership with the parents
- c) To provide well trained and qualified practitioners
- d) To provide a rich and varied environment which supports every child's learning and development
- e) To provide a broad play based curriculum encompassing the needs of all our children and embracing the following areas:
 - Personal, social and emotional well-being
 - Positive attitudes and dispositions towards their learning
 - Social skills
 - Attention skills and perseverance
 - Language and communication
 - Reading and writing
 - Mathematics
 - Knowledge and understanding of the world
 - Physical development
 - Creative development

We aim that every aspect of the curriculum in our school should be directed towards raising the level of children's achievement and self-esteem.

Management

Initially each child's parents meet with the Head Teacher providing an opportunity to become familiar with the ethos and organisation of the school and to receive a copy of the school prospectus.

Children are admitted annually in the September following their fourth birthday. Prior to admission the Reception Teachers visit the two main feeder Pre-schools to become acquainted with the new children and to discuss their needs. Parents are invited to an induction afternoon at the school during the summer Term where the Head Teacher discusses the daily routines. Children from the feeder Pre-schools visit with their Teachers in four groups and spend part of an afternoon in their new classes. Children from other Nursery or Pre-school settings are also invited to visit.

Admission is staggered over the first two weeks of term allowing staff to work towards making the transition from home, Pre-school or Nursery as smooth as possible, and ensuring each child feels secure and settled in their new environment. Autumn born children attend full-time from September, Spring and Summer born children attend mornings only and transfer to full-time attendance in January.

The Reception classes are supported by two full-time Learning Support Assistants who are NNEB trained.

In Reception the key person is the class teacher. The key person supports each child's development and is the key point of contact with the child's parents. The second key person is the Learning Support Assistant. At lunchtime the key person is a named Lunchtime Supervisor. Photographs of Class Teacher, Learning Support Assistants and the Lunchtime Supervisor will be displayed in the Reception shared area.

Teaching and Learning

We recognise that young children learn through their spontaneous interactions with their environment and with the people around them and we value the importance of play in this context. The quality of these interactions will determine whether or not a child feels encouraged to extend his or her own natural curiosity and interest, which in turn develops the disposition to learn, as well as to increase knowledge.

We aim to provide a balance of planned, purposeful activities and play opportunities for a child to express his or her feelings, to learn self control, to share, and to co-operate. Children will have the opportunity to work in large groups, small groups and individually. Their learning will be generated through self initiated activities which may be extended by the practitioners as well as through direct teaching, practical activities, observation and creation and problem solving.

The curriculum for the Foundation Stage in our School reflects the areas of learning identified in the Early Learning Goals. The National strategies for Literacy and Mathematics support our teaching and phonics is taught systematically using Letters and Sounds. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

The Learning Environment

The learning environment will be well planned and organised. Resources will be well labelled, carefully maintained, and stored in such a way that provides ease of access for young children. Children will be encouraged to develop independence and to adopt a sense of responsibility and respect for resources and for their learning environment.

The outdoor learning environment is very important as being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development. We will continue to develop both the physical environment and ideas for teaching and learning outside.

Inclusion in the Foundation Stage

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

Assessment

We recognise that regular assessment of children's development is vital if they are to be offered well matched learning opportunities to achieve progress. For this reason meaningful records will be regularly maintained.

Pre-school and Nursery records accompany the children into school. During the first two weeks initial assessments are made using the Foundation Stage Profile. Information from these assessment activities along with that from the Pre-school and Nursery records provides a base- line assessment showing basic skills.

Thereafter children are assessed on an on-going basis through daily observations of social behaviour and performance in both child-initiated and adult-directed activities. The Profile is updated on a half-termly basis. Examples of work are collected, annotated and filed to show the progress being made by each child.

The Foundation Stage Profile is completed by June of the Summer term. Children who have not achieved at least 6 points in any strand of Personal and Social Development, Communication, Language and Literacy and Problem Solving, Reasoning and Numeracy will continue to work on these in Year 1.

The Role of Parents

We believe that all parents have a vital role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Inviting all parents to an induction meeting during the Summer term before their child starts school
- Keeping parents fully informed. Formal meeting for parents take place each term at which the teacher and the parents discuss the child's progress in private. If the Teacher has any concerns about a child she will discuss it with the parent as soon as possible. Parents receive a report on their child's attainment and progress based on the Foundation Stage Profile at the end of the school year
- Offering a range of activities that support the involvement of parents. There is regular communication with home through the child's reading record. We invite parents to curriculum meetings to discuss the work that the children undertake in the Reception classes
- Encouraging parents to talk to the child's teacher if they have any concerns
- Inviting and encouraging parents to help in the classroom

Evaluation

This policy will be evaluated and updated by the Foundation Stage Coordinator in conjunction with the SLT every two Years.

23.09.09/WA