



Early Years Policy 2021/2022

To be reviewed September 2022

Our aim is for...

At Oldhill Community school children will discover their identity, gain their independence and unleash their potential through play, high levels of wellbeing and creativity. By working together we will provide a safe, secure and stimulating environment that will meet, challenge and develop each child's individual needs

Curriculum

Children in Early years learn best through feeling safe and secure, fostering a welcoming setting with familiar adults. At this age children need to be fully engaged in their learning which is best achieved through play that stems from their own needs and interests. Exploring the world around them and having real life experiences stimulate and encourage their learning journey. When children show high levels of well-being and involvement, progress and development are a natural product as it is when their brains are at their most active. High level involvement occurs most often when children are able to pursue their own interests in an enabling environment supported by skilled practitioners.

Teaching

We teach following the Early Years Foundation Stage curriculum as well as building upon children's interests. Teachers and practitioners are there to guide children through their learning journey during free flow play as well as adult led sessions.

We monitor children's levels of involvement at school using the Leuven Scale for Involvement ensuring they are settled, happy and engaged therefore ready to learn. Staff then observe children in their relaxed environment where they will intervene during 'teachable' moments, linking play to the EYFS, extend the children's thinking and broaden their knowledge and skills.

Adult led group sessions occur at various points in the day (at relevant times so that play and learning is not interrupted unnecessarily.) This includes reading, phonics, literacy and mathematics teaching. These are planned meticulously to meet all the children's needs to ensure maximum progress and self worth.



Planning and assessment

Planning child led activities are extended by all staff and written up to document the teaching and learning that has occurred. Ensuring the next steps are met instantly and children have a sense of immediate achievement as well as being constantly challenged. Carpet sessions are pre planned; linked to the objective (EYFS) of the week. Sessions are sequenced to ensure children are gradually taught new concepts and these are consolidated regularly.

Learning to be me books are journals that document the children's learning in all areas of the curriculum. Samples and evidence are collected to build the portfolio. These can include **work** made by the children, **photos** and **observations**. All learning is annotated by staff to link to the EYFS as well as the children's voice.



Working walls are used in each class to support children's **special weeks**. Three or more children are focused on every week (each child should have minimum of three per year) adults work and assess these children more on their allocated week, working with them and extending them further. Parents and carers are met at the end of this time to discuss their child's learning and set some age appropriate targets to work on at home.



Summative reports are sent out for every child in Early Years on entry and exit of each class they are in. Initially informing parents /carers about children personal, social and emotional development and their readiness for learning. On exit they are notified of children's levels in all seven of the EYFS areas.

Environment

The environments are safe, inviting and stimulating. Children have access to all the resources and equipment all of the time. This builds independence and gives children ownership over their own learning, as well as keeping high levels of



Outdoor and indoor are both classrooms, in regards to resources, staffing and teaching. A free flow approach is adopted at most parts throughout the day.

Our environments and ethos support the three characteristics of effective learning (EYFS)

***Playing and Exploring** – do they investigate and experience things, and ‘have a go’?*

***Learning Actively** – do they concentrate and keep on trying if they encounter difficulties, and enjoy achievements?*

***Creating and Thinking Critically** – do they have and develop their own ideas, make links between ideas, and develop strategies for doing things.*