



Pinfold Street
Primary School



EARLY YEARS POLICY

Date of Policy: December 2017

Date of Review: December 2019

Date of Review: December 2021

Date of Next Review: October 2023

Document Purpose

This document lays out how the Reception Unit operates and is for the attention of staff (permanent and temporary), parents and the governing body.

We follow and comply with the Early Years Statutory Framework:

There are 7 areas of learning and development that must shape educational programmes in early years settings.

3 areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the **prime areas**:

- **Personal, Social and Emotional Development**
- **Physical Development**
- **Communication and Language**

We must also support children in 4 **specific areas**, through which the prime areas are strengthened and applied:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Designs**

The Characteristics of **Effective Teaching and Learning**

- **Playing and Exploring** – investigate and experience things, and 'having a go'
- **Active Learning** – concentrate and keep on trying if they encounter difficulties, enjoy achievements
- **Creating and Thinking Critical** – have and develop their own ideas, make links between ideas, and develop strategies for doing things

A Unique Child – how a child learns and becomes resilient, capable, confident and self-assured.

Positive Relationships – what adults can do to support learning

Enabling Environments – what adults could provide to develop the child

Intent

We provide a motivating education in a safe and secure environment where independence is encouraged, everyone is respected and valued and children enjoy their learning.

We support and nurture the holistic development of each pupil by:

- Developing communication to express needs, wants and feelings.
- Developing social skills and positive learning behaviours.
- Fostering independence.
- Building children's learning around their interests and starting points.
- Giving children success that develops confidence.

- Providing a broad and balanced curriculum that addresses social, physical, emotional, intellectual, moral and cultural development.
- Not putting a ceiling on children's learning; all children are challenged to achieve.
- Encouraging play that builds confidence, problem solving, exploration, curiosity, motivation and communication.

The Reception Unit prepares children for their time in school, developing children in the three Prime Areas and four Specific Areas of Learning, as detailed above.

Throughout their time in Reception, children will be introduced to systems and methods used by the rest of the school, in preparation for their transition into Key Stage 1, but these will be as and when children are ready and do not take precedence over or replace the curriculum and statutory framework.

We have developed our own curriculum plan that details our full offer of specific learning to suit the children at Pinfold Street Primary School; this includes details of visits, visitors and cultural capital development amongst many other things.

Transition

The staff, and specifically Early Years Leader, will develop and maintain good relationships with feeder nurseries.

Staff from Pinfold Street make multiple visits to any nursery that have children who will be starting with us; those children with additional needs will require more visits.

Children feeding from Rowley View will visit regularly throughout the summer term. The visits will include indoor and outdoor free play, indoor focused tasks and a story with their new teacher. All children will also be invited to a school lunch as part of the process.

Whilst still in Nursery, children from Rowley View will be invited to Reception events throughout the year, such as the Christmas Nativity Play.

Children from other nurseries will be offered 'stay and play' visits with their parents to achieve a similar transition.

All children and one accompanying adult will be offered a free meal in the Summer term prior to starting as part of the transition process.

Where possible, class teachers will attend SEND reviews of children who will be in their class, as well as any training that may arise to support specific needs.

Parents / carers will be invited to an Induction Meeting in the summer term before their children start and a Welcome Meeting during the first half term.

Children from families who are new to our school, children with specific needs and those whose parents request one, will be offered a home visit. Staff will check information on application packs and develop a rapport with the child and their family, especially

exploring any additional needs. The School Inclusion Manager will aim to be present at relevant home visits.

The first week of the school year, after staff training days, staff will conduct home visits. During the next week, a group of children start each day with all children attending school full time by the Friday. Children with additional needs may have a longer transition period, agreed upon by the School Inclusion Manager.

All children are entitled to free school meals in Reception so staff will encourage take up of this offer. Staff will have identified and passed on dietary and medical needs to lunch staff and be present during the first half term to help lunchtime staff identify those children with dietary requirements.

Daily Structure and Curriculum

Phonics will be taught each day. This will follow the Read, Write Inc approach.

Children will also have daily Letters and Sounds Listening activities during Autumn 1 to develop their listening skills.

Children fine and gross motor time each morning, where physical activities and sharing will be promoted.

Children will split into groups for snack. Milk, water and fruit will be provided daily (although only enough milk is provided for children who are 4, it can be shared around for most of the year) but children may bring in their own drink and healthy snack if they wish.

Mathematics will be taught each day. Children will access indoor and outdoor adult-focus activities and independent activities to develop their skills. When the children are ready, Maths teaching becomes more formal and follows a Singapore Maths approach, with all children working towards the same objectives, with scaffolding in place for those that need more help and challenge activities for those that grasp concepts quickly.

Afternoon sessions involve more child choice, with continuous provision, indoor and out, that covers all areas of the curriculum. There is a mix of adult-focus work, independent activities and free choice. Adults make observations of adult-led and child-initiated work to capture the children's learning journey. These observations are stored and shared with parents instantly on our Seesaw platform.

Mathematics and Literacy activities will be evidenced in the specific books. Any other pieces of work and observations that relate to the other areas of learning will be recorded in the child's Seesaw Learning Journey. Although the new EYFS Framework does not require recorded evidence for teachers to make judgements on children's learning, we aim to capture 'wow' moments and share learning with parents so that they can talk about it at home and reinforce the learning.

Although included in the wider activities and everyday curriculum, separate music, PSED and PE sessions may be used to develop and assess specific skills.

Every child must participate in PE unless there is a genuine medical reason. Children will not participate in PE if wearing jewellery; earrings should be removed before school although staff can now cover them up with plasters.

Outdoor Learning

The outdoor learning environment provides different learning opportunities to those inside, meeting the requirements for areas of learning with opportunities that cannot be created inside. The children will have Forest School sessions with a Forest School qualified member of staff as part of this offer. They will also access the School Farm and adventure playground. These provide unique experiences where children have time to investigate their environment in detail and in their own time and also where prior learning and skills can be used for a purpose and in context.

Learning may take place individually, in groups or whole class and will be a mixture of child initiated, adult initiated and adult directed learning.

The environment will be safe and well-maintained, with resources that are ideally located for quick and easy access by staff and children.

There are daily opportunities for children to learn outside with continuous provision that enables children to practise taught skills in Literacy and Maths as well as developing key skills in other areas, e.g. physical development with the trikes.

How we support children with special educational needs and disabilities

Identification process

We work closely with the child's previous early years' provider to share information during times of transition to school. Any children who have already been identified as having a special educational need and/or disability then this information will be shared with our Reception class teacher and SENDCO. Any previous target plans will be used to inform your child's ADPR (assess, plan, do, review) within school and this will be shared and agreed with yourself to ensure the best possible outcomes for your child.

The staff with in Reception are secure in their knowledge of child development and if, during routine observations, have any cause for concern regarding your child's development then they will share these with parents. In agreement with parents, an Early Response will be put in place to highlight and monitor any concerns.

Specific interventions

We prioritise communication and language interventions e.g. NELI Nuffield Early Language Intervention, Wellcomm, Early Talk Boost and Talk Boost. Our staff are trained to deliver these programmes and we will identify the appropriate one for the pupil.

We will also prioritise reading and pupils who need additional support to maintain the pace of learning will receive it.

External Agencies

Pinfold Street Primary School work closely with a range of external agencies, who will support us to provide additional support for pupils with more complex needs e.g. Educational Psychologist, Speech and Language Team, School Nursing, Occupational Therapist.

Planning and Assessment

Planning is based upon what is right for the children at our school; it is unique to their interests, starting points and backgrounds. We use the revised Development Matters document as guidance but have our own curriculum plan that details what we are offering the children and what we would like them to know or do by the end of each half term.

Observations are sharply focused and feedback to the children is immediate; this means that learning can be moved on rapidly and that future work is based on the next step for children.

Baseline checks are completed when children enter Reception to give children and staff a clear starting point for their time in school. These take place in Autumn 1 and are completed by October half term.

Data for all areas of learning is collected again at the end of Autumn 2; this gives a clear indication of how well children are learning and retaining new things. We assess if children are on track or not on track, based on what has been taught but we can also split 'not on track' into the bands 0-3 or Nursery.

Data is collected again at the end of Spring 2 and then a final time at the start of Summer 2. The final data is against the Early Learning Goals; this is the expected learning level for children at the end of Reception. Children can either meet the goals (MET) or not (NOT MET). All of these levels are sent to Walsall Local Authority.

Medication and illness

Parents will follow the school policy on this, giving medication before or after school whenever possible; only medication prescribed by a doctor, and that needs to be taken four times a day can be given at school. A form can be filled in at the office if medication needs to be given throughout the day. Parents can come in at lunchtime to administer it should they wish.

Any child who has asthma listed on their medical form will have an inhaler in school. Inhalers will be kept in the Reception unit medical locker. Children will be encouraged to take the inhaler themselves but will be guided and supervised throughout. Any use of inhalers must be logged and parents informed.

As stated in the wider school policy, children who have been sick or suffered from diarrhoea must be kept off school for 48 hours after the last occurrence. See Spotty Book for full infection control procedures.

Home School

Relationships between school and home are vital. All staff will form positive relationships with families and value contributions. We share work on Seesaw with parents and ask them to send things back to us.

We also communicate and work with parents through:

- Phone calls
- Marvellous Me
- Two parents evenings
- Meeting and workshops
- Parent / child activities
- Performances
- 100 Day celebration
- Providing resources

Safeguarding

All staff have attended safeguarding training at regular and appropriate intervals and be updated termly by the school in whole school staff training.

All staff are aware of and follow the safeguarding procedures.

All adults working with children must be DBS checked and safe to be in school.

No medication or mobile phones are allowed in the Reception unit. There are signs on entry doors to make visitors aware and staff must be very vigilant for breaches.

The indoor and outdoor areas need to be subjected to visual daily inspections by staff to remove potential hazards. Any problems that require attention need passing to the school caretaker and hazardous areas closed off.

There is a checklist on the exit door for staff to use to check that they are leaving the unit in a tidy and safe state.

Staff must practise a fire evacuation with Reception during their first full week in school so that they are ready to evacuate in the event of a fire. Other emergency procedures (lock down and invacuation) will be practised throughout the year, in accordance with wider school policy.

Each parent filled in a form at the start of the year giving up to three names of people who can collect their child; if someone different is collecting the child, we need advance warning, e.g. a verbal message in the morning or a phone call to the school office. This needs to be done each time someone different is collecting the child. Due to the young age of the children, any person collecting them needs to be 16 or over; in exceptional circumstances and with prior written consent of the parents / carers, someone younger may collect.

When parents attend school events, we ask that they only aim to photograph their child and use the photographs responsibly, i.e. no social media.

Wider School Policies

Aside from this policy, we also follow further policies as part of the wider school:

- Safeguarding
- Staff Code of Conduct
- Health and Safety
- Assessment
- Behaviour
- Concerns and Complaints
- Illness and Injury
- Accident and Incident
- Arrival and Incident
- Lost / Missing Child
- Fire Safety
- Medication
- GDPR and Confidentiality
- Inclusion Policy (inc. SEND and equal opportunities)
- Risk Assessment and Risk Benefit
- Safer Recruitment
- Admissions Policy
- Keeping Children Safe in Education

Date of next review: October 2023