



## Martley C.E. Primary School and Pre-School

### Early Years Policy

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#### Our Christian Values

Our Core Christian values are the 5 C's - **Commitment, Creativity, Compassion, Cooperation and Courage**. They permeate our curriculum and are taught through our collective worship, within our curriculum and as part of our personal development programme.

Our vision is that everyone will know that they are loved by God. We nurture all children and adults so that they flourish as individuals and make the best of their God-given talents, through embracing our diverse world.

'Every good action and every perfect gift is from God. These good gifts come down from the creator of the sun, moon and stars. God does not change like their shifting shadows'.  
James 1:17

International Children's Bible

We also support and follow the vision of the Diocese of Worcester Multi-Academy Trust (DoWMAT) of which we are a member school:

'To Love, To Learn, To Serve' sums up the DoWMAT's vision for those who come together to create the MAT, enabling all to flourish both as individuals and in community with each other; living life in all its fullness (John 10:10).

## **Equality and Diversity Statement.**

In line with our vision that 'everyone is loved by God' at Martley CE Primary School and Preschool, we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief or sexuality.

In so doing, we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found, appropriate action will be taken immediately.

## **Legal Framework.**

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

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- Data Protection Act

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

DfE 'Statutory framework for the early years foundation stage'

DfE 'Keeping Children Safe in Education'

DfE 'Working Together to Safeguard Children'

DfE 'The prevent duty'

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

Behaviour Policy

Special Educational Needs and Disabilities (SEND) Policy

Child Protection and Safeguarding Policy

Equal Opportunities Policy

Administering Medication Policy

Health and Safety Policy

Recruitment Policy

Data Protection Policy (GDPR)

## **Our Philosophy**

Our curriculum is designed to recognise children's previous learning, both from previous settings and their experiences at home. We work in partnership with parents, carers, and other settings to provide the best possible start for children and families at Martley CE

Primary School, ensuring that everyone reaches their full potential from their various starting points.

At our school, our curriculum has been designed to ensure it meets the needs of our learners and their families, alongside our ethos as a Church of England Primary School. In Reception, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development, Physical Development and Communication and Language. We feel that developing these skills will give the children a strong foundation to access their academic life at Martley.

Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We believe that high-level engagement ensures high-level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We follow the children's interests and ideas to foster a lifelong love of learning both in and outside of school.

By the end of the Reception year, our intent is to ensure that all children make at least good progress from their individual starting points and that they are equipped with the skills and knowledge to have a smooth transition to Year 1.

### **Our aims and principles**

Our learning environment and curriculum enables the development of the whole child which is vitally important for a child to become a curious and independent learner. We strive to:

Provide a safe, happy and caring environment indoors and outdoors.

Develop warm and respectful relationships with fellow peers and adults.

Provide a broad and balanced curriculum, in line with the EYFS document.

Help children to learn and play, becoming aware of our Christian values.

Value and respect the cultural diversity within our school, community and the wider world.

Develop a solid partnership with all parents/carers.

The Special Educational Needs and Disabilities (SEND) Policy ensures all the children receive the support they need and are given the best learning experience possible.

### **Our Early Years Foundation Stage Curriculum**

At the heart of our teaching and learning in the early years at Martley are the characteristics of effective learning which are essential for children's development.

These are:

- 1) **Playing and Exploring:**
  - Finding out and exploring;
  - Using what they know in their play;
  - Being willing to have a go.

## 2) Active Learning:

- Being involved and concentrating;
- Keeping on trying;
- Enjoying achieving what they set out to do.

## 3) Creating and Thinking Critically:

- Having their own ideas;
- Using what they already know to learn new things;
- Choosing ways to do things and finding new ways.

We also encourage the children to adopt a Growth Mindset and engage with their own positive learning attitude - often emphasising that we may not be able to do something yet, but we persevere and get better at something each day or each week.

### **High quality learning and teaching within the Martley C.E. Primary School ensures that:**

- Our children are at the centre of decisions about the curriculum
- The curriculum reflects the way that young children learn, through purposeful and well-planned play and first hand experiences
- We take account of children's previous learning and experiences, ensuring that next steps in learning build upon these
- The curriculum is planned to ensure continuity and progression in the development of key skills
- The environment, both indoors and outdoors, is well planned and resourced to promote independence
- Practitioners work in partnership with parents and colleagues
- Practitioners have high expectations of all children
- Practitioners understand how children learn and the developmental stages of growth and learning
- Children enjoy learning

Our Early Years curriculum is supported by the statutory and non-statutory guidance for the Early Years Foundation Stage (Department for Education and Skills). Our Early Years Foundation Stage curriculum supports Learning and Development within seven main curriculum areas:

#### The Prime Areas:

- Communication and Language (Listening, attention and understanding/ Speaking)
- Physical Development (Fine motor control and gross motor control)
- Personal, Social and Emotional Development ( Self-regulation, managing self and building relationships)

#### The Specific Areas:

- Literacy (Comprehension, word reading and writing)
- Mathematics (Number and number patterns)
- Understanding the World (Past and present, People culture and communities and natural world)
- Expressive Arts and Design (Creating with materials and being expressive and expressive)

We plan topics and activities that meet all the Early Learning Goals and work closely with the Key Stage One staff to ensure a smooth transition and a good progression of skills and knowledge as the children move into year 1.

### **Personal, Social and Emotional Development**

*'Who we are (personal), how we get along with others (social) and how we feel (emotional) are foundations that form the bedrock of our lives.'* (Birth to 5 Matters)

Through our curriculum and positive relationships with our practitioners, children will be supported to develop a positive sense of self, their emotional understanding and the quality of their relationships within school and the wider community. Through adult modelling and guidance, they will learn how to set simple goals, have confidence in their own abilities and look after their bodies.

### **Physical Development**

Children are given opportunities to move in a variety of ways and use equipment to develop and practise their fine and gross motor skills, whilst they develop an increasing understanding of how their body works. This is done both indoors and outdoors, by working with a wide range of resources. Children will be taught aspects of dance, gymnastics, ball skills and games through PE lessons to develop gross motor function and have the opportunity to access a large variety of resources to build fine motor strength in their hands ready for writing and using smaller tools.

### **Communication and Language**

This covers all aspects of language development and provides a foundation for the core literacy skills. Developing a child's competence in speaking and listening is of great importance. Children will learn to be able to express themselves effectively, sharing their own experiences and having an awareness of the listener's needs. They will develop their ability to follow instructions and understand 'how' and 'why' questions in relation to stories or recent events. We aim to extend and enrich a child's vocabulary through the implementation of story time, rhymes, role-play and group discussions.

### **Literacy**

This area of learning supports the development of linking sounds to letters and understanding that from this we can read and write. Our phonic and reading sessions are supported with resources and reading books from the scheme "Read Write Inc". Children will be immersed in a print-rich environment and begin to recognise the importance of reading and writing as a way to communicate with others.

We actively promote the importance of reading and writing which is done through stories, songs, poems, mark-making and writing using a wide range of media, whole class shared reading, phonics sessions and small group guided reading and writing. Pre-writing activities encourage correct pencil control, left/right orientation and letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and stories are shared daily with the children to develop their comprehension and

encourage an enjoyment of reading.

### **Mathematics**

Children will develop a strong number sense and a deep understanding of numbers to 10, the relationships between them and the patterns within those numbers. They will experience frequent and varied opportunities to build on and apply this understanding, using a variety of resources to help them develop a concept image of number. Through an enhanced curriculum of rich opportunities, children will develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. They will develop positive attitudes and interests in mathematics, look for patterns and spot connections, and talk about what they notice.

### **Understanding the World**

All children are given the opportunities to explore, solve problems, investigate, and make decisions. They will learn about their surrounding environment, living things, other areas of the world and people who are important in their lives. Children are also given opportunities to listen to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally, socially, technologically and ecologically diverse world; building important knowledge and extending their vocabulary.

Children learn about our core Christian values and demonstrate these in daily school life, alongside developing an understanding and respect for other cultures and beliefs. We recognise and value the impact of real life experiences and we provide opportunities to enhance the children's learning through outdoor learning and educational visits.

### **Expressive Arts and Design**

We encourage children to develop their artistic and cultural awareness to support their imagination and creativity. They are given frequent opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Children will develop their understanding, self-expression, vocabulary and ability to communicate through the arts, and have the opportunity to perform for audiences of various sizes.

### **Assessment**

Assessments are incredibly important in Early Years and are carried out on a daily basis by adults observing children's responses and listening to their "voice" when they are engrossed in a child-initiated activity or in an adult led session. These observations inform future planning and can be tailored to individuals. The child's next steps can be catered for and so their development is positively enhanced.

In Reception, each child has a Baseline Assessment to complete with an adult (within the first six weeks of the Autumn Term). It is a statutory requirement to assess each child against the Early Learning Goals (from the Early Years Foundation Stage Profile). This happens at the end of the Reception year and the child is assessed as Met or not Met in achieving the Early Learning Goal.

## **Parental Engagement**

Parents are involved with our summer term induction sessions, prior to starting school in the following September. These include: Induction meeting for all parents during July, stay and play sessions for the children in the Reception classroom.

Staff are readily available to chat on a daily basis, either in the morning drop off or the pick-up time. Parents are invited to “Parent Pop-in” sessions throughout the year where they can see their child’s learning environments and their Learning Journeys. Parents are updated each week about their child’s learning via “Classdojo” and parents can also have regular communication with teachers on the platform.

## **Role of the Early Years Foundation Stage Leader**

It is the role of the Early Years Foundation Leader under the guidance of the Head Teacher:  
\*To oversee and support the delivery of the Early Years Foundation Stage Curriculum and to ensure progression and development.

\*To keep abreast of any Early Years developments and inform other staff of these and how they may impact the Early Years practice.

\*To take part in moderation with other Reception teachers.

\*To analyse data to inform learning and teaching.

\*To liaise with Pre-school and discuss practice and individual children.

\*Identify areas for development and keep up dated an Early Years Development Plan.