



EARLY YEARS POLICY

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1. HARTBURN EARLY YEARS VISION

1.1 Early Years provision at Hartburn provides daily opportunities for every child to *Explore, Develop and Learn*. Children are happy, feel safe and secure and are welcomed into a nurturing environment.

1.2 Children actively explore the indoor and outdoor environment through *curiosity, awe and wonder* and begin to understand their own **local and global responsibilities**. They become inquisitive learners and ask questions to improve their *critical thinking* and build their independence and **resilience**.

1.3 They build trusting relationships with adults and their peers and develop their physical, social and emotional skills to ensure they are ready for the next stage of their learning journey. We ensure all children achieve their full potential. Having the **highest of expectations** ensures that children are challenged and their individual interests and beliefs are valued and celebrated. Many of these inform planning, provision, the environment and play experiences.

1.4 Our Early Years Team are passionate about child development and dedicated to ensure every child can thrive, achieve and be successful as they begin their learning journey at Hartburn. Here we are 'Learning for Life'

1.5 The Early Years education we offer our children is based in the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors,
- It provides a rich and stimulating environment.
- It acknowledges the importance of a full working partnership with parents and carers.

2. THE EARLY YEARS CURRICULUM

2.1 Our Early Years curriculum underpins all future learning by supporting, fostering, promoting and developing all seven areas of learning from the EYFS framework.

All areas are equally important and interconnected. However, three areas known as the Prime Areas are particularly important for encouraging curiosity and enthusiasm for learning, for building children's capacity to learn and to help children form relationships and thrive.

2.2 The Prime Areas are:

- Communication and Language
- Physical Development

- Personal, Social and Emotional Development

The Prime Areas are strengthened and applied through four Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

3. TEACHING AND LEARNING

3.1 Each of the seven Areas of Learning and Development are implemented and embedded, through planned, purposeful play and through a combination of adult led, and child- initiated activity. Educational Programmes involve activities and experiences in each of the seven areas of learning.













3.2 The features of good practice in Nursery and Reception are:

- An effective partnership between staff and parents, so that children feel secure at school and develop a sense of well-being and achievement.
- Practitioners who have a shared purpose, expectation and consistency of practice, who work and communicate effectively as a team.
- A positive, happy, secure environment, which encourages all children to reach their full potential as learners, and have a sense of well-being.
- The knowledge and understanding that teachers have, of how children develop and learn, and how this affects their teaching.
- The use of a broad range of teaching and learning approaches, to provide stimulating, enjoyable learning experiences.
- Strategies that involve clear explanations make appropriate interventions, which extend and develop children's learning.
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage.
- Provision for children to take part in activities that build upon, extend their interests, and develop their intellectual, physical, social and emotional abilities.
- Encouragement for children to communicate and talk about their learning, and to develop independence and self- management.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations and assessments.
- The clear aims of our work, and regular monitoring, to evaluate and improve what we do.
- The regular identification of the training needs of all staff working within Early Years.
- A systematic phonics programme, which enables children to learn letters and sounds in a multisensory, fun way.

We offer a rich variety of activities, both focussed and independent, which encourage all children to play and explore, engage in active learning and become creative, critical thinkers.

4. MEDIUM TERM PLANNING

4.1 We deliver the Early Years curriculum through carefully chosen themes.

Term		Term 1		Term 2		Term 3	
EYFS Cycle A	Main project	 How many colours in a rainbow?	 Starry Night	 Once Upon a Time	 Dangerous Dinosaurs	 Sunshine and Sunflowers	 Big Wide World
	Companion projects			Winter Wonderland	Puddles and Rainbows	Shadows and Reflections	Splash
EYFS Cycle B	Main project	 Let's Explore	 Marvellous Machines	 Long Ago	 Ready Steady Grow	 Animal Safari	 On the Beach
	Companion projects	Build It Up	Puppets and Pop Ups	Stories and Rhymes	Signs of Spring	Creep, Crawl and Wriggle	Move It Moving on

4.2 Planning includes:

- A long-term overview for the year.
- Medium-term planning for each area of the curriculum, outlining each topic and learning focus.
- Short term planning for adult directed activities, focussed independent activities and self-initiated activities.
- Weekly planning in Reception for Reading, Writing Mathematics and Phonics.

4.3 Staff plan activities and experiences that enable children to develop and learn effectively. Through a variety of interesting themes, children are given a wide range of active, real-life and enjoyable experiences to enhance their learning, including visits in and around the locality. These themes are chosen to reflect the children's interests, individual needs and stage of development.

4.4 We offer both active and quiet times throughout the day, and children have the opportunities to participate in both indoor and outdoor activities. Children learn new skills, which they are encouraged to enrich and apply independently indoors and in our outdoor areas.

4.5 We take every opportunity to develop children's communication skills in speaking and listening. We have a language rich environment.

4.6 We encourage the development of writing skills in all areas both indoors and outdoors. As soon as children make recognisable marks, we teach them to write their names using our school

script. Writing tasks are purposeful and meaningful and all children are encouraged to make marks and write at every opportunity.

4.7 We promote a love of reading and seek opportunities to read to, and with the children. We encourage reading at home through free choice, shared reading books and Jolly Phonics readers scheme books. We welcome reading volunteers and welcome adults to 'Stay and Read' sessions.

4.8 We provide a multi-sensory approach to teaching phonics. We follow the Jolly Phonics systematic approach to teaching letter sounds. We also encourage parental involvement at home and through school based workshops.

4.9 We develop early mathematical skills and problem solving, through everyday routines, as well as through planned experiences, games and challenges. Children have home access to TEN TOWN, which is an excellent resource encouraging number recognition, composition, formation and subitising. We also use activities and challenges from White Rose Maths.

4.10 In all seven areas of learning, we aim to plan and provide opportunities, which involve children in problem solving, and investigation linked to real life experiences.

4.11 We stimulate the children's imaginative and creative development through a range of activities, including role-play; a variety of painting, construction, modelling and drawing experiences, both focused and independent; singing and dancing to music, as well as listening to music and playing instruments.

4.12 We encourage children to make independent choices and decisions during their play. We also expect them, with support from adults, to respect and take appropriate responsibility for the care of resources.

4.13 The Early Learning Goals detail the level of development children are expected to achieve by the end of Reception. The Early Learning Goals do not determine our curriculum but support teachers to make a holistic, best-fit judgement about a child's development and readiness for Year 1.

4.14 ELG can be found in the Statutory Framework for the EYFS

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

5. WORKING WITH PARENTS AND CARERS. PARTNERSHIP WITH PARENTS

5.1 We aim to work in partnership with parents and parental involvement is valued and encouraged. We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

5.2 This principle is established from the first meeting with parents/carers on the Nursery visit. We also invite parents/carers to an induction meeting before their children's entry to Nursery and/or Reception to discuss policies and procedures in our setting.

5.3 We ask parents/carers for information about their children, their individual needs and requirements in order to ensure the best possible care for them.

5.4 Parental involvement is actively encouraged through home reading, 'Jolly Phonics' and other home learning activities including learning tricky words and mathematical challenges. All EY pupils have home access to TEN TOWN.

5.5 We provide information about curriculum, through newsletters and notice boards. Information is also uploaded to the school website.



<https://www.hartburn.org.uk/>

5.6 Parents/Carers are welcomed, and encouraged to communicate with staff if they have any concerns. Staff are available for parents/carers at the beginning and end of each Nursery session and school day in Reception.

5.7 We keep parents/carers up to date with their child's progress and development. We hold two formal consultation evenings but are also available for a quick 'catch up' throughout the year. If you have a talent, hobby or skill we would love you to share your interest and expertise with our EYFS pupils.

6. ASSESSMENT

6.1 Initial assessment is provided by parent's oral response, given at the time of the Nursery visit. Parents/Carers are asked to complete a booklet about their child prior to entry. This enables staff to be ready for a smooth transition from home to school. Staff also liaise with private providers/childminders and playgroups so we build up a well-rounded picture of your child. During the first few weeks in Nursery, staff complete observational assessments. Individual profiles are updated every term so that progress can be measured and support will be put in place if needed.

6.2 During the children's first six weeks in Reception, the teacher completes the Statutory Reception baseline assessment. This data is used to identify patterns of attainment within a cohort of children and use this information to modify the teaching programme for individual children and groups of children.

6.3 Staff continually evaluate children's progress, using formative observational assessment. Observations are used to plan the next steps in the children's learning. Progress and achievements are regularly shared with parents, either informally or at the two formal consultation appointments.

7. INCLUSION IN EARLY YEARS

7.1 We recognise that every child has unique abilities and gifts. We aim to provide an appropriate curriculum for children of differing physical and intellectual abilities. In Early Years, we set realistic and challenging expectations that meet the needs of all our children, so that most achieve the Early Learning Goals by the end of Reception. Our school Special Educational Needs and Disability (SEND) procedures and systems such as visits in Nursery, individual profiles, discussions with parents, monitoring and assessments are effective in early identification. Concerns are discussed with the SENDCO and appropriate action can follow as outlined in the school SEND policy

7.2 We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- Using a wide range of teaching strategies based upon children's learning needs
- Providing a wide range of opportunities to motivate and support children to help them 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. This involves speech and language therapy for some of our children.

8. SAFEGUARDING AND WELFARE PROCEDURES

8.1 Our safeguarding and welfare procedures meet statutory requirements and are outlined in our Safeguarding Policy.

9. COMMUNITY LINKS

9.1 We have strong links with Stockton Sixth Form College, Egglescliffe Sixth Form, Stockton Riverside College, Ian Ramsey School and Teesside University, providing placements for students on various courses. We also mentor students from the Stockton SCITT scheme.

9.2 We support local charities and hold regular fundraising events for The Butterwick Hospice, Children in Need, Comic Relief and The Poppy Appeal.

9.3 We work closely with local Health Visitors and the School Nurse and actively promote the NHS tooth-brushing scheme in Reception.

10. CONCLUSION

10.1 We believe children attending Hartburn Primary School are 'Learning for Life'. Children are individuals and therefore the experiences they have encountered are unique to them. Careful, well-planned teaching in Early Years takes this into account. Staff are sensitive to the needs of all individuals at any given point of time, at the same time taking into account the need for continuity, progression and high expectations. We hope that all children will become confident, independent learners who are engaged, interested and develop a deep love for learning.

10.2 This list shows the policies and procedures that we must have according to the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Safeguarding policy and Child Protection policy Keeping Children Safe in Education
Procedure for responding to illness	See Health and Safety policy Supporting Pupils with medical needs
Administering medicines policy	First Aid Policy Supporting Pupils with medical needs
Emergency evacuation procedure	Fire Evacuation policy, Health and Safety policy
Procedure for checking the identity of visitors.	See Child Protection policy, Safeguarding policy, Visitors policy and External Speakers policy
Procedures for a parent failing to collect a child and for missing children.	See Child Protection policy, Safeguarding policy, Lost Child Policy
Procedure for dealing with concerns and complaints.	See Complaints policy