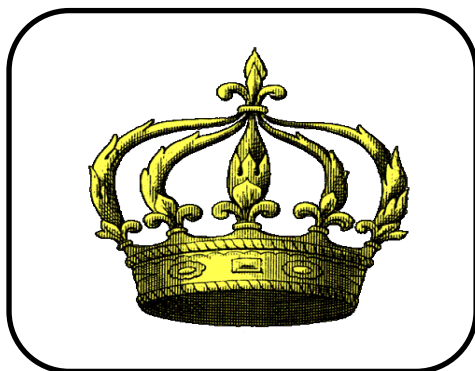


King George V Primary School



Early Years Teaching and Learning Policy

September 2015

Teaching and Learning

Foundation Stage staff aim to provide children with the social and emotional support they need during their first years at school. They help children adjust to the new social context in which they find themselves and to a range of new challenges fostering confidence in learning. Staff aim to create successful and stimulating learning situations for individuals and groups. Children will often work collaboratively with their peers and with adults who are able to extend their natural curiosity through questioning and suggestion. Every opportunity is taken to support children's learning through meaningful contexts including play.

The Learning Context

We aim to create a welcoming, well-organised learning environment which provides children with opportunities for discovery across the curriculum. Resources are located in designated areas and are easily accessed by the children. Pupils are encouraged to handle equipment carefully and to help with tidying up. We aim to encourage independence and develop a sense of responsibility in the children.

We ensure that the physical layout of the classroom remains constant to encourage familiarity and independence, although we appreciate the need for flexibility in order to challenge and stimulate

Areas are designated within the classroom including:

- a writing corner containing various writing implements and papers as well as envelopes and dictionaries
- a book corner containing a range of fiction, non-fiction, poetry and class-made books
- a maths resource area which allows children to select appropriate items to help them solve practical problems
- an art area containing resources for a range of art, design and technology activities
- a construction area containing resources for developing fine motor skills, social interaction and problem solving
- a small world area which allows children to extend fine motor skills, engage in imaginative play and develop language
- an area for sand and water play, where children can engage in practical investigations
- a role play area which can be developed along themed line to cover several aspects of learning in "real life" scenarios
- an outdoor play area which can be accessed at all times to develop learning experiences

The Foundation Stage Curriculum

During their time in nursery and reception the children follow the Early Years Foundation Stage which serves as a foundation for future learning. It is an important, distinct stage which aims to support and develop:

- personal, social and emotional well-being
- social skills
- positive attitudes towards learning
- attention skills

These are achieved through the six areas of learning which are:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

As the Foundation Stage covers learning in both the Nursery and Reception years it is important that continuity is maintained but that a child's experiences and learning are developed. Nursery and Reception staff aim to provide a curriculum which recognises the wide range of abilities within each year and select experiences to develop all children's abilities. During their time in Reception the children will be introduced to elements of both the EYFS and the National Curriculum as appropriate. However, it is recognised that some children may not be ready for the more formal experiences and suitable activities for their development are planned.

The importance of play in the Foundation Stage.

Play is a very important feature of children's early learning. Through play children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, develop social skills and begin to understand the need for rules. They have the opportunity to think creatively alongside other children, as well as on their own. The children communicate with others as they investigate and solve problems. Play allows the children to explore feelings and fears or re-live anxious experiences in controlled and safe situations.

Planning

Successful planning involves clear perceptions about the objectives of the curriculum and how different activities can contribute towards their achievement. Curriculum planning should be related to:

- the children's stage of development
- individual needs
- the EYFS
- assessment and progression

Planning should involve all members of the Nursery and Reception teams to ensure a continuity of expectation and understanding of the individual stages of a child's learning.

Planning is seen as a continuous process. Learning intentions are identified and supporting experiences and activities are planned. Adults observe children's responses to these activities and use this knowledge to promote and extend learning. There is a continuous cycle involving planning, observing and assessing.

Planning process

1. Long term curriculum planning, which is part of the whole school planning, ensures continuity, progression and coverage
2. Medium term planning, which may focus on a specific area of learning under a topic heading. This identifies broad learning intentions for all areas of learning, assessment opportunities and differentiation.
3. Short term planning shows specific learning intentions, supporting activities and daily organisation. It identifies in more detail differentiation and assessment and opportunities for observation, this then feeds back into future planning needs.

Observation and Assessment

Assessment and record keeping, informed by careful observations, enables staff to plan a curriculum that will meet the needs of individuals and ensure effective continuity and progression. Observations and assessments are built into the planning process.

The observation and assessment of children's learning helps to:

- inform planning
- ensure obstacles to learning are identified and responded to
- provide an all round picture of the child's development
- provide information which can be used to evaluate the quality of curriculum provision

Evidence of children's progress and achievement is collected through:

- observations, both formal and of a targeted child
- questioning and interaction
- samples of work
- talking to parents and colleagues

All members of the Nursery and Reception teams should be involved in the observation process.

Baseline Assessment

The children in Reception are assessed during their first weeks in school by their teacher using the WellComm screening. The results are discussed with parents at the parents' evenings in the Autumn term. This assessment allows staff to plan and prepare learning experiences to support and develop a child's understanding. The assessment carried out at the end of the Reception year will be in line with the national procedure. In addition to this, after children have settled into Reception routines, children are assessed to enable them to have a baseline school. This is now a statutory requirement and is completed against the Early Excellence Baseline document.

Record Keeping

Record keeping should start at the beginning of the child's school career and take account of previous experiences. Recording and reporting of children's performance should be thorough and intelligible to all concerned.

Records help teachers to:

- monitor children's progress
- evaluate the curriculum and the children's response to it
- plan curriculum development

Confidentiality of all records is respected.

Reporting to Parents

In the Nursery and Reception classes, communication between parents/carers and staff take place daily. Parents are invited to make appointments to see staff should the need arise. Children's progress is reported more formally at parents' evenings held three times a year and a written report is given at the end of the school year. Parents' evenings provide an opportunity to discuss children's work, share information concerning all aspects of the child's development and progress and to set new targets for the child advising on the best way parents can help.

