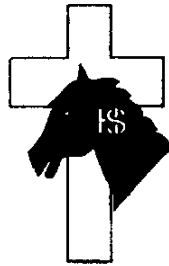


HORSINGTON CHURCH SCHOOL



EARLY YEARS POLICY

We believe that all children have a right to high quality learning experiences and high quality care. We intend that all Reception children have access to a balanced and structured programme of learning which encourages and develops each child's potential to the full and takes into account the individual development level alongside that of intellectual growth.

The Early Years Foundation Stage sets the standards to ensure that children learn and develop well and are kept healthy and safe. It provides teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

THE EARLY YEARS FOUNDATION STAGES

The four themes of the EYFS are:-

1. A unique child with commitments to:
 - 1.1. Child development
 - 1.2. Inclusive practise
 - 1.3. Keeping safe
 - 1.4. Health and well-being
2. Positive relationships with commitments to:
 - 2.1. Respecting each other
 - 2.2. Parents as partners
 - 2.3. Supporting learning
 - 2.4. Key person
3. Enabling environments with commitments to:
 - 3.1. Observation, assessment and planning
 - 3.2. Supporting every child
 - 3.3. The learning environment
 - 3.4. The wider context
4. Learning and development with commitments to:
 - 4.1. Play and exploration
 - 4.2. Active learning

- 4.3. Creativity and critical thinking
- 4.4. Areas of learning and development

PLAY

The characteristics of effective learning.

The ways in which a child engages with other people and their environment – playing and exploring; active learning; and creating and thinking; critically underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Playing and Exploring - engagement

Finding out and exploring

Playing with what they know

Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating

Keep trying

Enjoying achieving what they set out to do

Creating and thinking critically - thinking

Having their own ideas

Making links

Choosing ways to do things

THE FOUNDATION - EARLY LEARNING GOALS

At this school we recognise the importance that younger children have the right to expect that their educational experiences will provide them with a sound foundation. In this respect the Reception children will follow the Early Learning Goals which gives them many opportunities for experience and learning.

THE LEARNING ENVIRONMENT

The Early Year environment is carefully structured to achieve the full teaching and learning potential. There is a balance between active, quiet, individual, group and class times. Direct experience and appropriate language organised by the teachers and assistants who understand the needs and interests of young children are provided for cognitive growth. The adult's role is interactive and will show an awareness of what the children are learning. It is important to ensure the children widen their experiences of the world and develop new challenges. This is created by a careful selection of materials and activities provided. In this way children can develop positive self images as well as growing emotionally, socially and intellectually. We encourage children to take calculated risks through direct experience.

PLANNING ASSESSMENT AND RECORDING

PLANNING

Medium term plans (each term) will detail activities and areas to be covered.

Daily and weekly planning will detail learning objectives, activities and skills to be developed.

ASSESSMENT

In the final term of the year in which the child reaches age 5 the EYFS profile is completed. Each child's level of development is assessed against the Early Learning Goals.

Year 1 teachers are given a copy of the profile report together with a short commentary on each child's skills and abilities in relation to the 3 key characteristics of effective learning.

Proposed: February 2003

Adopted: May 2003

Reviewed: June 2007

Reviewed: July 2008

Reviewed: March 2013

Reviewed: January 2017