



**WILMINGTON PRIMARY
SCHOOL**

EARLY YEARS POLICY

Effective Date
1st September 2023

DOCUMENT CONTROL

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Document Reference	Early Years Policy	
Version	03	
Status	Approved	
Publication Date	September 2023	
Related Policies		
Review Date	June 2025	
Approved/Ratified by	Local Governing Body	Date: June 2023
Distribution:		
Wilmington Primary School Staff		

Version	Date	Comments	Author
02	July 2019		C. Scott
03	July 2021		C. Scott
04	June 2023		C. Scott

Review Process Prior to Ratification:

Name of Committee	Date
FGB	June 2023

Aims:

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development;
- To encourage children to develop independence within a loving, secure and friendly atmosphere;
- To support children in building relationships through the development of social skills such as cooperation and sharing;
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.
- Children will be well prepared for the transition to key stage 1 and teaching staff will share an understanding of progress to date.

Welfare

The welfare of the children will be safeguarded through:

Daily visual risk assessments of the Learning Environments – both indoors and outdoors. Teachers and TA's will report on potential risks to each other – taking appropriate actions to maintain a safe and healthy learning environment. The health and welfare needs of individual children will be considered to ensure their wellbeing. Adults will be aware of allergies and other health needs. Staff will identify where to obtain medication such as Epipens; Asthma Pumps or medicines when appropriate. Parents will be aware of the School Policies and ensure that medication is provided for the schools use as appropriate.

Staff will work closely with the SENCO and outside agencies to provide care appropriate to the child's welfare, wellbeing and learning needs. Children will have access to clean drinking water at all times throughout the day. Opportunities to encourage understanding of the need for hygiene, a healthy lifestyle (food and exercise) and healthy choices will be planned for. Discussion of these factors will be encouraged and acted upon both formally and informally (in relation to the child's interest).

Adults in the setting will hold appropriate Paediatric First Aid Qualifications, which will be updated appropriately.

Social, Cultural and Emotional Factors

- All children will be valued regardless of gender, culture, ability or disability. Differences will be embraced and celebrated as part of the human condition – promoting cultural cohesion within the local community and wider society.
- Achievement will be celebrated – creating an ethos where experimentation and risk taking are positive learning experiences.
There will be clear and consistent behavioural expectations within the setting in accordance with the School Core Values and Behaviour Code.

Additional Educational Needs

- Learning will be planned for and indicated where appropriate on the 'weekly plans'. Differentiation will ensure progression from Baseline and this will be tracked using the WOW books and through Pupil Progress Meetings.
- Staff and SENCO will liaise with Early Years SENCOs from previous settings to ease child's transition to school and agree an Action Plan to meet educational and well-being needs as appropriate.
- Teachers will document concerns and gather evidence through liaising with other Professionals; TAs; Parents and Carers.
- Teachers will employ, where necessary, well researched strategies to develop plans for behaviour management and social interaction. There will be consultation with parents to ensure a consistent approach.
- Additional needs support will be documented on provision maps and Personalised Plans as appropriate.
- Teachers will liaise with our SENCO.

Transition to School

- In school visits will occur for all children and pre-school visits, where needed.
- Information about the School will be provided to parents and other interested parties.
- Parents will be invited to attend a meeting to discuss transition to school.
- Children will have the opportunity to meet their teachers, starting school on a part-time basis. They will attend 'full-time' in accordance with Local Authority guidelines.
- For those who are not statutory school age and find difficulty in attending both daily sessions a Transition Plan will be arranged – staggering full time entry over a longer period.
- Parents will be informed of the Extended School Provision.

Parents

Parents will be encouraged to participate in their children's learning through close links between home and school. This includes:

- An 'open door' policy for consultations (at end of each day or by appointment); official parent consultation appointments; workshops which inform parents about how they can help their children to learn.
- Newsletters, Curriculum Guidance, and WOW books.
- Parents will be encouraged to provide evidence of learning at home.

Learning and Teaching

Planning for teaching will ensure that the curriculum is accessed in a holistic manner. Children will have the opportunity to learn through experiences which are relevant to them.

- Play and activities will develop and extend their skills and understanding.
- Teaching will be differentiated to the needs of the child and reflect their interests.
- Children will be taught key skills that they will apply during their Child Initiated Learning Activities (e.g. basic concepts; reading and writing and phonics).
- There will be access to learning in both the indoor and outdoor environments and across the breadth of Areas of Learning.
- Observation and assessment of children's play and activities will inform the next stage of their learning, which will be scaffolded through sensitive interventions at the point of learning.
- The Development Matters Document will be used to regularly assess children's learning and their next steps.
- Learning experiences will be presented in a multi-sensory style and children will be encouraged to learn in a variety of ways.
- Children will engage with their learning, making choices and plans that will enhance their understanding and promote their role as independent learners.
- The Learning Environment will be arranged to promote independence and to encourage the use of resources across areas of learning.
- Children will plan, complete and review their learning experiences and will be encouraged to use their knowledge to extend their understanding or improve/ adapt their work or activities.
- Assessment for learning will be used at an oral level and, where appropriate, be clear in assessment and marking of activities. Children's responses will be noted.
- Where appropriate, learning objectives will be shared with the children and success criteria identified

Formative and Summative Assessment

- Observation and Assessment will be ongoing from Baseline. Wow books will be current working documents and will inform planning.
- Progress will be tracked from Baseline through input into data grids.
- Analyses will be performed to inform planning for individuals, groups of children and the cohort.
- Data from Kent L.A will be analysed to identify trends both in and between local cluster schools.

Transition to Key Stage 1

The children will be integrated and orientated within the school. This will be evident through their confidence and the smooth transitions between other areas within the school.

- They will feel part of the wider school community.
- The children will be able to recognise and respond to places and adults within the school appropriately.
- There will be opportunities to learn with their cohort across the year group.
- Children will be prepared for the change to a new environment and teacher. They will have the opportunity to visit their teacher and to grow used to the environment and new organisational practices.
- Foundation Stage practitioners will provide sufficient information and data to allow the Key Stage 1 teacher to plan for class and individual's progression.

Planning for Learning

Progression in learning will be achieved in the following ways:

- Observation and assessment of children's learning and activities will indicate where the focus of teaching should be. Activities must be differentiated to ensure that children will progress through the Development Matters Statements onto the Early Learning Goals and potentially to exceed the Early Learning Goals for the Areas of Learning.
- Long Term Objectives for Autumn; Spring and Summer are clearly indicated for each Area of Learning in the Long Term Plans. There will be a progression from Autumn to Summer which indicates the main focus for teaching activities – this will require differentiation of teaching at class and group levels and within activities.
- Weekly planning will identify learning intentions will be identified with reference to Development Matters.
- Weekly planning will indicate how the learning intentions will be taught and which activities will support learning differentiated to group and individual ability. Learning will be personalised according to individual needs. Those children with Additional Educational

Needs (including more able) will be indicated – when differentiation is required to ensure that they are learning. The weekly maths and literacy planning will indicate the deployment of Teaching Assistants and other staff to support and enhance learning.

- Resources and learning areas will be labelled with learning objectives/success criteria and key vocabulary to encourage this learning.
- Children will learn to read and write through the Super Sonic Phonics Programme. This will be supported by other reading and writing activities throughout the week. Children will have opportunities to apply their phonics skills in both reading and writing activities appropriate to their developmental and academic level.
- Key maths concepts will be taught through a variety of practical techniques, using the White Rose Scheme; planning will be changed and adapted to suit the children and the topic being worked on.
- Handwriting will be encouraged through gross motor skill development, hand-eye co-ordination activities and fine motor skills including Dough Disco. Writing will be modelled constantly in a variety of situations and activities throughout the school year.
- Creative writing skills will be developed through the use of role-play and small world play. Oral story telling as a prelude to writing will be encouraged and developed. Small group creative writing will be planned for.
- ICT skills will be taught and there will be opportunities to apply these throughout the curriculum and within all areas of learning. The children will recognise ICT as a resource that we can use to improve and extend our learning and day to day activities. They will have the opportunity to use tablets as an interactive tool for learning, an information source, to communicate with others, as a way of recording and recalling ideas, events and data and as an entertainment source.
- 'Understanding the World' should encompass the children's understanding and perception of their own environment and culture and those of others.
- 'Physical Development' will allow differentiation within group activities and enable progression in skills. Planning will reflect formative assessment through observation of skills and activities.
- 'Expressive Arts and Design' will demonstrate the teaching of skills and the opportunity to develop projects which reflect ideas, feelings and emotions. The children should be provided with the opportunity to reflect on and appraise their own projects and those of others and allow them to make links and comparison.

