



# Fallings Park Primary School

## Early Years Policy

2022

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# Policy for Early Years at Fallings Park

## Whole School Vision

Fallings Park's curriculum is designed to enable all pupils to work towards our mission statement: *Learn Today For Tomorrow's Success*. As we want our children to thrive and contribute to both the school and local communities, our curriculum provides memorable, knowledge-rich learning experiences in every stage of school life, within and outside the classroom.

The primary focus of our curriculum is to provide a purpose and relevance to learning, whilst making connections between all subject areas. Our school intends to empower students to embrace every learning opportunity, achieve their personal best and build their social, emotional, mental and physical well-being through a wide variety of experiences. This will provide our children with the foundations to become curious and creative thinkers; respectful and reflective individuals and be self-motivated learners.

## Intent

At Fallings Park we want pupils to become independent, critical thinkers who are school ready. We aim to achieve this through the environment offered which will provide the skills, knowledge, understanding, values and resources needed for becoming successful and confident lifelong learners. Pupils are encouraged to recognise links within their learning and build on previous knowledge and skills. Practitioners will support, guide and model, enabling pupils to have opportunities to develop their confidence and ability to overcome challenges, develop relationships and the ability to work with others. Pupils will be guided to support an understanding of rules and boundaries, in order to be resilient and friendly members of the school and wider community. Daily activities will support the development of gross and fine motor skills and there will be opportunities to gain an understanding of their body, how to be healthy and keep safe. A quality vocabulary rich environment immerses pupils in new words and language and practitioners are skilled in modelling quality language to support this. Through daily systematic phonic sessions, pupils will gain firm foundations for phonetical knowledge that they can use in reading and writing. They will develop mathematical knowledge and skills needed for a deeper understanding of number, shape and measure. Using a mastery approach staff will support pupils to reason and use mathematical language to extend and explain their mathematical knowledge. Pupils are exposed to a range of themes and experiences, both in and outdoors, and have access to a wide range of resources to develop their understanding of the world around them and their expressive art and design.

This is provided through a fun, stimulating learning environment with quality

provisions to challenge and support children's personal interests. Practitioners in Early Years build relationships with pupils to support, provide language and challenge them to progress with these skills and knowledge.

## **Implementation**

H. Athersmith and L.Gough take the lead in Early Years policy development, the Early Years environment and the development of Early Years practice. This activity is supported by the Early Years enthusiasts and practitioners with a deep understanding and passion in Early Years.

Senior Leaders support colleagues in the teaching in Early Years. They monitor coverage, differentiation and ensure that quality teaching and interactions are taking place. They keep up to date with developments in Early Years and disseminate information to colleagues as appropriate. Year Leaders track progress using a tracker and advise Senior Leaders on actions needed.

## **Organisation**

- Daily discrete Phonics and Maths sessions.
- Extensive periods of time for pupils to apply their new learning, skills and thinking through their play
- Planned adult led and child led activities ensures coverage of each strand of the EYFS
- Broad themes are developed over time, usually half a term and are led by the pupils and their interests.
- Planned discrete adult sessions allow a broad understanding of the world and allow pupils to express themselves through a range of media.
- Visits and visitors enhance the curriculum and allow pupil to engage in new themes and make links with others. These activities also develop cultural capital and give pupils experiences that are not always offered to them.

## **Planning**

- The Early Years Curriculum at Fallings Park is based upon practitioners knowledge of child development and supported by Development Matters.
- Planning is led by the needs of the pupils and the progress they are making and any gaps in learning
- Specific and in the moment interventions support pupils who are not on track.
- We aim for Early Years to be imaginative, purposeful, well managed and enjoyable.

Excellence in Early Years is celebrated through:

- a) Display, e.g. in classrooms, corridors and wow boards;
- b) Presentation of certificates, e.g. awards assembly.
- c) Children's workbooks.
- d) Class floorbooks

## Impact

### Assessment, Recording and Reporting

At Fallings Park Primary School children are baselined within 6 weeks of starting the setting. In Reception this forms the statutory baseline.

Assessment is ongoing and daily in Early Years. Skilled practitioner questions, observations and interactions inform staff as to what individual pupils need next. Pupils are assessed as being on track or not on track against Fallings Park Curriculum Goals midway through the academic year and then a final time at the end of the Summer Term. At the end of Reception children are assessed against the statutory Early Learning Goals.

Reporting to parents in Early Years is formally carried out on a termly basis through Parents' Evenings and annually through a written report will focus upon each child's:

- a) Attitudes to learning;
- b) Progress towards curriculum goals/Early Learning Goals.
- c) Knowledge and understanding of each EYFS aspect.

We aim for all pupils, including EAL, SEND and disadvantaged to leave Early Years ready to transition to Year 1 with the skills, knowledge and understanding to be school ready appropriate to their learning needs through the 7 areas of the curriculum.

They will have built secure knowledge in phonics to help them with reading along with other Early reading skills and develop vocabulary to help with their language and communication skills.