

Bede Academy



Early Years Policy

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Early Years Policy

Rationale

Bede Academy believe in the provision of the highest quality of education in all phases. Early Years provision is principally concerned with those students aged 3 to 5 years. It is essential to develop practices which support the students learning and offer them access to a broad and balanced curriculum.

Such practices will support students' development and ensure a smooth progression into KS1 at Year 1. Early Years education must be provided by qualified teachers and supported by additional staff (budget permitting) who are qualified (NNEB/equivalent)

We believe it is our duty to meet the basic needs of our young students and their parents

- Students need to cope with the emotional, physical and intellectual challenges they will meet as they grow older;
- Each student is treated as an individual with needs specific to them, their emotional, physical and intellectual needs;
- Students need a secure environment – emotional and physical;
- Students need rules and routines mutually understood by educators and parents;
- Parents must trust the Early Years Staff, to ensure that rules are fairly and consistently enforced;
- Parents are valued as partners – much early education has already taken place at home;
- Parents are able to see that their students' behaviour is maturing;
- Parents witness a calm, caring atmosphere when they come into the classroom;

Aims

Our aim is:

- To promote social, emotional, spiritual, moral and cultural development including experiences which will introduce students to the traditions of other cultures
- To recognise the importance of literacy, numeracy, oracy and promote their development
- To develop independence, confidence and self-esteem which will help them to access the broader curriculum associated with early learning goals and later National Curriculum KS1
- To help students to feel secure in their environment
- To provide a variety of experiences indoor and outdoor which will support students' physical development.
- To promote curiosity about the world around them and begin to develop knowledge and understanding

We adhere to the Statutory Framework and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

Guidelines

Admissions to School Nursery

Students can enter the Nursery at the beginning of the term following their third birthday, this can result in some students attending Nursery for five terms and some for three. Students attend for five half day sessions, either morning or afternoon, each session lasting three hours. Morning Nursery sessions begin at 8:45am and end at 11:45am afternoon sessions begin at 12:20pm and end at 3:20pm. Nursery students currently enter school over three admission times, September, January and April.

Pre entry visits for parents and students are arranged in the half term before the student will begin in Nursery. Parents can attend with the student for the first visit and stay for a time with them, then are encouraged to leave the student for part of the session so the student accepts the separation as part of the routine procedure. Parents have opportunities throughout the year to attend 'parent drop in' visits enabling involvement in their student's learning as well as providing ideas to stimulate their student's learning at home.

Nursery students have maximum access to both the indoor and outdoor learning environment providing continual opportunities to develop skills across the seven areas of learning. The nursery operates on a 1:13 staff/pupil ratio.

A key worker system operates across the Nursery with all students being designated a key worker. The key worker has responsibility for the wellbeing of the students in their group, keeping records of their achievement, reporting to the Nursery teacher/Manager on progression and attainment as well as any necessary information pertaining to the student.

Nursery students will have access to outdoor learning sessions in the Reception garden in the summer term as an aid to transition.

Reception

A student is of official school age at the beginning of the term following their fifth birthday. However, students are admitted to school during the autumn term of the school year in which they have their fifth birthday. Parents have a right to request for their child to attend reception part-time until they reach compulsory school age, or that the date that their child is admitted to school is deferred until later in the same academic year. Their child must, however, start school full time in the term after its fifth birthday. All requests for deferred entry and part-time admission should be made in writing to the Principal.

Education for the under-fives is provided in school by means of reception class/classes. The reception classes are supported by three Learning Support Assistants working in the classrooms and covering the corridor area. Admission is staggered over morning and afternoon placements during the first two weeks of autumn term.

Pre-school visits for parents and students are arranged during the summer term preceding the student's entry into school. A parent's induction evening also takes place to explain to Reception parents their role in supporting their students' learning and development and how they can contribute to their student's early literacy development especially by supporting the Read Write Inc phonics scheme. Parents have opportunities to attend a number of 'parent drop in' visits throughout the year enabling involvement in their student's learning as well as providing ideas to stimulate their student's learning at home.

Read Write Inc. Phonics is a structured programme – designed to ensure all children learn to read accurately and fluently. Over the first half term, students build up to daily phonics and small group

reading sessions to support them to become independent readers. As the children progress, they will bring home a reading book which contains the sounds they have learned. It is essential that students practice their reading for 5-10 minutes, on a daily basis

Teaching/Learning Environment

Reception will be organised into three classes aiming for a ratio of maximum of 30 students with one teacher plus shared teaching support for a good proportion of the day.

We have 3 reception classrooms which are connected by internal doors. The learning space is set up across all three rooms and students will have access to this across their day in reception.

Students will usually be class based for the main teaching part of Literacy/Mathematics, and the other areas of learning. They will then work in small groups with an adult to further develop their learning, and have opportunities to learn through play, within the continuous provision of the environment. Our three classrooms are organised so that students can choose to learn with friends from other classes, across the whole space. Students have access to a variety of 'messy creative/construction activities', quiet activities, indeed any activities that come under the umbrella of the 'seven areas of learning' that make up the Foundation Stage Curriculum at different parts of the day. A balance between whole class groups and individual activities takes place with direct teaching, free choice, circle, group work being carried out, and a mixture of structured/spontaneous play.

Students are grouped into smaller groups for phonics and these sessions take place across the 3 reception rooms and in the corridor immediately outside the classrooms. This additional learning space is set up to support small group and quieter learning activities. Students work with staff whilst in the corridor space.

Students also have access to a purpose built outdoor area for developing gross motor skills, and this recently developed space is well resourced and planned into the reception day to ensure all students have access to the area and opportunities to develop a wide range of skills in a meaningful outdoor context.

The physical environment is designed to support learning with appropriate space, facilities and equipment with all due regard given to health and safety issues.

The Reception garden provides stimulating learning opportunities across all the areas of learning incorporating the students' own interests as well planned focused activities. Reception classes have one dedicated weekly garden session with our outdoor learning specialist.

Planning involves all reception staff and is led by the Early Years Lead. There is a three term programme designed to operate on a spectrum of development using the curriculum evidence for the Foundation Stage to inform planning, assessment, thinking and learning (early learning goals leading to National Curriculum when appropriate to the student's developmental progress) rather than a rigid framework.

Play

Using the senses whilst playing, students accumulate knowledge of the world. The greater the variety of first hand material, activities and experiences, the greater the potential for learning. Students interpret equipment according to their needs, hence some largely physical activity may also be the source for social, emotional and intellectual development, in the same way that small world play and role-play play an equally important role in young students' early social, emotional, physical and intellectual development.

It is therefore important that a teacher/LSA or adult supports, stimulates, encourages and extends purposeful play. Playing is doing, talking thinking and learning.

Planning for learning through play

Students need the opportunity to explore materials, create artefacts and practise and refine skills. The Reception students have a shared space where there is a stimulating environment created with time and space, carefully built in to the activities both structured and spontaneous. The adult must intervene appropriately to challenge/extend spontaneous play, make provision for a challenging response in structured play and scaffold those students who need some form of support to gain the most benefit from the play on offer.

Spontaneous Play

- Some of the time is devoted to self-directed activities with students planning, carrying out and completing activities for themselves.
- Some activities are shared as a group eg: stories, songs, rhymes, music and extension of role play and games.
- There is time for students to reflect, not continually rush from one activity to another, encompassing a cross curricular approach to develop all skills that is, emotional, social, physical, creative and intellectual development.
- Topics are used throughout the year which are designed to extend and stimulate students' imaginations.

Bede Areas of the Curriculum/Early Years

Thinking, Observing, Discriminating

The curriculum should enable most of our students to:

1. Develop their attention and concentration;
2. Develop logical and sequential thought;
3. Recognise patterns;
4. Develop their curiosity and inquisitiveness;
5. Develop powers of observation;
6. Develop the ability to make critical judgements.
7. Challenge their thinking and ability

Students should have opportunities to:

- a) Reflect on experiences;
- b) Review and evaluate outcomes;
- c) Consider alternatives;
- d) Solve problems;
- e) Ask questions with increasing skill;
- f) Experience detailed and close observation;
- g) Recognise similarities and differences and make simple comparisons;
- h) Explain their thinking.

The Reception Baseline Assessment

The Reception Baseline Assessment (RBA) is a statutory assessment from September 2021 onwards. It provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school.

The Reception Baseline Assessment itself is just a series of activities or games that students take part in with their teacher. It is nothing for students or families to worry about, and often the students don't

even realise it's an assessment they are doing. The activities are carried out in a familiar space using toys and familiar resources.

Early Years Foundation Stage Profile

The EYFS Profile summarises and describes students' attainment at the end of EYFS. It is based on ongoing observation and assessment in the three prime areas and four specific areas of learning, and the three characteristics of effective learning, as set out below:

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Communication, and Language Educational Programme:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

To ensure good communication and language development:

- a) Curriculum and routines are planned to allow staff time to spend both listening to and talking with the students;
- b) All staff are aware of the language potential of the various activities;
- c) The students must hear good quality language between and from the adults and use language to imagine and re-create roles and experiences, sequence and clarify thinking;
- d) The range of activities stimulates and encourages both student/student and adult/student conversation giving students opportunities to speak and listen to an adult and each other;
- e) Good listening skills are encouraged and developed;
- f) Staff observe students and identify and make provision for difficulties in language development;
- g) Staff observe, assess and plan the next stage in students' learning.

Personal, Social and Emotional Development Educational Programme:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

To ensure development in these areas, students should have opportunities to:

- a) Play and interact with adults and peers and develop the capacity to concentrate on their own play/group tasks;
- b) Understand the needs and feelings of others and display appropriate support and help;
- c) Use suitable, safe resources, to stimulate and develop the learning processes;
- d) Work independently or as part of a group;
- e) Share, take turns, follow and lead;
- f) Co-operate and collaborate with others;
- g) Explore the natural and the man-made world around them;
- h) Experience success and take risks;
- i) Respond to adult intervention that is carried out in a sensitive way, to promote self-esteem and not undermine the students' confidence;
- j) Appreciate the wonder and value of life.
- k) Through Philosophy sessions, thinking skills and challenges students are encouraged to think of the wider aspects of what is happening in the world around them, of their behaviour and how it affects others, of the consequences of certain behaviour and of cause and effect in situations that are relevant to them.

Physical Development Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

To ensure the development of skills and competencies it is important that:

- a) The students are given opportunities to play both indoors and outdoors with access to safe and suitable open spaces;

- b) Equipment is carefully chosen to ensure that gross and fine motor skills are developed and extended;
- c) The students handle tools, objects, construction and malleable materials safely with increasing control. Activities are planned to ensure progression, to provide for individual needs and to challenge the student;
- d) The equipment provided allows for imaginative use;
- e) The students develop and practise their fine and gross motor skills;
- f) The students participate in structured and invented games;
- g) The students travel around, under, over and through balancing and climbing equipment.

Literacy Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

To ensure the development of good literacy skills it is important that:

- a) Students have opportunities to listen to a wide range of stories and rhymes as well as non-fiction. This may be in groups or individually, and at home with parents. They need to make up their own stories, songs, rhymes and poems. Students have the opportunity to explore sound through musical instruments, words and texts;
- b) Students are encouraged to use appropriate books and other resources to gain information, relevant to their age group;
- c) Books are available in all areas of the curriculum;
- d) Students are encouraged to be aware of print in the environment;
- e) Students are taught decoding skills required to learn to read, linking sounds and letters to hear, see, read and use familiar words, hear and say initial and final sounds, and short vowel sounds within words;
- f) Students are given opportunities to explore software packages for sound recognition, letter/sound recognition and formation, early blending and segmenting skills as well as a variety of programmes to listen to stories and Nursery Rhymes on the class PCs either independently, in pairs or in whole group sessions. They learn to navigate through the packages developing sequencing and ordering skills, reading and comprehension skills and also many ICT skills at the same time.
- g) Students are given opportunities to see adults writing, students make marks, begin the process of writing and further develop their ability to write;
- h) Students are taught pencil control, correct letter formation and how to write phonetically plausible words/sentences;
- i) Students are introduced to structure in their writing, retelling narrative and drawing on the language pattern of stories;

Mathematics Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep

understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

To ensure the development of good mathematical skills it is important that:

- a) Mathematical aspects of day to day experiences are exploited;
- b) All staff are aware of the mathematical language potential within activities;
- c) Students listen to and learn counting rhymes;
- d) Students are made aware of mathematics in the environment;
- e) Concepts are understood through practical experiences;
- f) Quality resources and mathematical equipment are available;
- g) Appropriate computation skills are taught;
- h) Students are taught and have a basic understanding of how the number system operates;
- i) Students are engaged in problem solving activities;
- j) Students are taught and use mental strategies;
- k) A 'can do' attitude to mathematics is fostered – confidence in abilities.
- l) As well as the above, many of these skills are taught, consolidated and achieved through the continual use of ICT as a support to teaching and learning in mathematical development. Students have daily lessons using the interactive whiteboard, using software packages for number recognition, order of numbers, developing counting skills, shape recognition as well as a variety of other mathematical skills, many are followed up on the class PCs as support work, as their individual task or as free opportunities to consolidate earlier learning.

Understanding the World Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

To ensure good development in these areas students should have opportunities to:

- a) Learn from day to day experiences having opportunities to investigate objects and materials using all their senses;
- b) Take part in activities planned to develop a specific area of understanding, (look for patterns, change, similarities, differences);
- c) Plan and develop ideas and questioning skills why things happen and how they work.
- d) Evaluate and review;
- e) Make use of the school, surroundings and the locality;
- f) Have experiences that demonstrate everyday life past and present;
- g) Use a range of appropriate resources;
- h) Learn and use relevant language;
- i) Experience the natural and man-made world;

- j) Use a variety of tools, materials and techniques to build – construct a wide range of objects, shape, assemble and join using a selection of tools;
- k) Communicate ideas and findings in simple ways;
- l) Use appropriate equipment and software, in an appropriate setting;
- m) Identify everyday uses of technology and use a variety of communication technology and programmable toys to support their learning;
- n) Explore and discuss ideas with adults and peers;
- o) Develop increasing independence in handling, using, storing and retrieving information;
- p) Review and evaluate their work.

Expressive Arts and Design Educational Programme

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

To support good development students should have opportunities to:

- a) Explore in a tactile way, texture, shape, form and space in 2D, 3D;
- b) Receive adult stimulation, guidance and encouragement to extend creativity;
- c) Experience pitch, duration and tempo in music with increasing understanding;
- d) Sing, dance, play tuned and un-tuned percussion instruments;
- e) Use the voice and simple instruments to create sound with increasing control;
- f) Use art, craft and design materials;
- g) Draw, crayon, paint and model, with a variety of materials and resources;
- h) Record their observations using a variety of media;
- i) Begin to distinguish between various qualities in their own work and the work of others;
- j) Interact with others through drama and experience theatrical performance;
- k) Use imagination in art, design, music, dance, role play, and stories.

Planned Areas of learning within the reception environment (indoor and outdoor)

- Construction resources which encourage students to use early engineering skills
- Remote control/programmable toys which provide a stimulus for Technical Intelligence Skills
- Computers which provide opportunities to use a variety of software to promote ICT skills delivered in the classroom environment, allowing for consolidation and extension of the learning
- Paint
- Water tray and equipment
- Sand tray and equipment
- Construction – large and small blocks, cogs, gears, pulleys, etc
- Small equipment with variety of fastenings such as lego, mobilo, brio, etc should be included, also scrap materials, paste, tape, wool etc. Jigsaws, mosaics and other activities that encourage exploration of space, shape and pattern.
- Role play area to stimulate speaking and listening, and co-operative imaginative play with adult support and intervention in order to extend and create atmosphere and purposeful play with a purpose.
- Dough/clay with variety of tools
- Books with variety of Nursery Rhymes, traditional and fairy stories, non-fiction books covering a variety of information as well as those we have focussed on in class.
- An observation/interest table where students can closely observe different objects of interest to do with topic, thematic approach introduced in classrooms.

Transfer and admissions procedures

Transfer and admissions procedures can have a significant impact on ensuring continuity and progression as students move from one educational setting or playgroup to another. To this end, we share some of our practices with playgroups, ie handwriting styles, and correct number formation. We also ask that the students leave the playgroup able to put coats/hats etc on as far as possible. This message is reinforced at the New Parents Meeting in July when the Principal and Early Years staff discuss the Early Years Curriculum with prospective parents. Classroom routines, organisation and expectations are consistent throughout the school who share the same aims and objectives thus ensuring a seamless transition from Early Years education to Key Stage 1 and beyond. Parents are kept well informed and every effort is made to continue to build good relationships. Similarly, assessment information accompanies the students, showing fully the student's strengths and areas for development, attitude, personal qualities and current achievements. This is done by way of assessment in the seven areas of learning using the Foundation Stage profile achievement and targets for improving performance in Y1. Curriculum planning and assessment are supported by a whole school approach of which Early Years is an integral part.

The Early Years Lead works with the playgroup in devising transfer records – which consist in the main of the seven areas of learning as well as an individual record of students' learning.

The Early Years Lead visits the students in the summer term to introduce themselves and to spend some time getting to know the students in order to make the transition from playgroup to school as smooth as possible.

Partnership with Parents

It is important for us as Early Years carers and educators to give high priority to developing effective partnerships with parents. This commitment is essential to ensuring success for all students throughout their education in their first educational setting and indeed as we now travel through the all age system which is Bede Academy. We value parents by building relationships of trust with both them and their students so that they all feel valued and confident. We encourage parents to talk to us at a mutually convenient time to share their concerns about their students' welfare and to inform us in the strictest of confidence about anything that may affect their students' emotional, physical or mental well-being. Only then can we provide the support necessary to ensure a stable emotional and physical environment for their students whilst in our care.

Before students start school we invite parents and their student to visit the school and their respective teacher. There is a new parents evening held in June where the aims and objectives of the Early Years curriculum and admission procedure is discussed. Welcome packs are shared with families at this time, containing important information about starting times, and information we need in school. We also include in the pack a story books for each child and some simple activities for them to enjoy during the summer holidays. Children are invited to bring some of these activities back into school when they start to share with their new teacher. This makes the transition from home to school seem less onerous and gives the students something to talk about when they start school. It is also a way for the teachers to get to know the students as individuals and to assess their strengths and curriculum needs so that a broad and balanced curriculum is achieved for the student's early education and development.

Parents are kept informed about their students' progress by means of an informal meeting early in their first term, discussing how they have settled into school life. Through a more formal parents meeting in the spring term to discuss progression and highlight any concerns or problematic areas to work on. In the summer term the meeting is primarily to discuss the students' written report covering all the areas of the curriculum, how they have developed in relation to the Early Years Foundation Stage Profile and the targets to be met if their students are to continue to make the required progress in the next year and

beyond. We also liaise with parents closely on any areas of concern behavioural or otherwise throughout the year.

Parents are invited to share in developing their students' potential in the following ways:

- By engaging with Tapestry. This is an online tool where parents can read observations about their child in school and upload their own from home. By writing comments on the student's home reading diary
- By sending half termly Curriculum Newsletters to parents to keep them informed of the topic and teaching and learning taking place across the six areas of learning curriculum areas
- By attending 'Drop in' visits in both Nursery and Reception, allowing opportunities to see their student work and play, as well as to discover new ideas and initiatives to help support their students at home
- By providing information on skills and development they see at home, through small certificates and through questionnaires prior to entry.
- To share their skills and expertise with the school. Seeing skills demonstrated is far more valuable to students than being told about it or reading about it. It also shows the parents how much their skills are valued
- Inviting parents to participate in school activities, for example, helping in class, baking, using the computer, library time. All these things make them feel part of their students' education and demonstrate to the students that home and school have positive links. Home and school develop strong ties as parents become familiar with routines and staff, sharing activities with their student. Discussing school life at home will become more meaningful because parent and student are able to discuss it on an equal footing
- By inviting parents to make or send in things for the role play areas which will enrich the students' learning and encourage co-operative and meaningful play and thus language and social skills.

Parents are encouraged to offer their help to the student's teacher and other teachers throughout the school however, it is a legal requirement that all parents wishing to help anywhere in the school are DBS checked for the safety and well-being of all who work in the school. Their help is much appreciated in whatever capacity they feel they can. However, it is essential that the parents are made fully aware of the confidentiality that must exist with what they see in the classroom. They need to be made aware that it is inappropriate to discuss the progress of other students within the class with other parents. They are asked to wear badges and to sign in and out of the school in order to maintain the safety and well-being of all the students in our care.

Working with other services and organisations is integral to our practice in order to meet the needs of our students. At times we may need to share information with other professionals to provide the best support possible.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition point, we acknowledge the students' needs and establish effective partnerships with those involved with the student and other settings, including nurseries and student minders. Students attend introductory sessions to both Nursery and Reception to develop familiarity with the setting and practitioners. At the end of the EYFS Reception year students have their own transition morning in their Year 1 classroom, meeting their new teachers, locating classrooms, toilets etc and playing outside in the Key Stage 1 yard to develop familiarity with their new surroundings.

In the final term of EYFS, the Year 1 teacher will meet with the Reception staff and discuss each student's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the year 1 teacher to plan an effective, responsive and appropriate curriculum that meets the needs of all students.

Equal Opportunities

Having admitted students to the school it is essential that they are given an equal opportunity to take advantage of the range of experiences on offer in the school equal opportunities policy, and that they feel valued as an individual and as part of a group. Students with SEND are identified as early as possible through liaising with the playgroup and/or relevant bodies and steps are then taken to get the necessary help and support in place before the students start their full-time education. This ensures that the necessary provision is in place when the students start school. All students are made to feel valued and competent in that they can all achieve.

Citizenship

We aim to help young students become responsible citizens by helping them to develop the following qualities:

- Self-esteem, self-reliance and self confidence
- Self-control and self-discipline
- Respect and consideration for others
- An interest in the world and the things in it, both natural and man-made
- A sense of fairness
- A willingness to help others
- A sense of pride in and responsibility for the school
- A positive attitude to school and learning

SEND

The Early Years Foundation Stage provides a warm supportive atmosphere where students with SEND can participate without the fear of ridicule and or prejudice.

With few exceptions, students with SEND have access to the full curriculum. Some students will require special educational provision to enable them to do this. In these cases, parents are consulted and the student is referred to the educational psychologist or relevant agency.

Students with SEND will have individual records that will reflect the small step targets set for them as identified on IEP's.

Where students are identified as struggling to pick up early basic concepts such as letter identification and recognition, and early number concepts (number recognition, basic counting skills and order of number in the number system) then an Early Intervention Group is established to provide extra opportunities for these students to practise and develop these skills as without this intervention the gap between these students and their peers could widen considerably in a short space of time.

Most Able Students

Assessment procedures will be used to identify and track the attainment of those identified as a Most Able student, in line with the 'Advance Performance Policy'. Students identified as Most Able within the Early Years will have appropriate individual targets reflecting their learning needs in all areas and will be encouraged and challenged in all areas of learning. Such students will be added to the Most Able lists held by the staff member responsible for overseeing their progress, which will be monitored.

Assessments and observations

Nursery

Assessments are carried out at the beginning of/entry to Nursery, at regular intervals throughout the nursery year, and again at the end.

Staff track pupil progress, and use this information in order to plan next steps for the students.

Throughout the year staff carry out observations of the students. This information is collated with a range of other evidence, such as photos, work books, examples of work etc, and staff use this to form a picture of each child's attainment.

Tapestry is used to store some of this evidence, which will be accessible to parents. Parents are invited to share their students learning and experiences from home with school staff via Tapestry. This allows us to create a complete 'learning journey' for each student.

Reception

On entry to Reception, staff carry out the statutory reception Baseline Assessment for all students. Staff then continue to track and monitor student progress across the year so that they can best plan to meet the needs of the students.

Throughout the year staff carry out observations of the students. This information is collated with a range of other evidence, such as photos, work books, examples of work etc, and staff use this to form a picture of each child's attainment.

Tapestry is used to store some of this evidence, which will be accessible to parents. Parents are invited to share their students learning and experiences from home with school staff via Tapestry. This allows us to create a complete 'learning journey' for each student.

Data Analysis

All data from baseline, term ends, end of Foundation Stage and teacher assessments will be analysed and the results used to assist in the raising of standards. Data analysis informs SMT and later parents and Year 1 teachers at the end of the Foundation Stage of students' progress and ability. Additionally data is used to gather information individually for each student, for each class and from across the year group to assess students' progression at specific points in the year, pin point areas of concern and allow staff opportunities to focus on specific areas to ensure all students have the best opportunity to achieve success.

Observation of students' social, emotional, physical and intellectual behaviour is the key to successful Early Years teaching. Each student is observed:

- As an individual, as part of a group/or as a whole class.
- In structured/free play.
- In spontaneous free play
- In their preferred activities in order to record developmental achievement, involvement and their ability to interact socially, emotionally and co-operatively with their peers, teachers and support staff, also with other adults.