



Newton Solney Church of England (Aided) Infant School

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EARLY YEARS POLICY

Introduction

Reception class children are in the final year of the early years foundation stage. The teaching they receive adheres to government requirements and prepares them for Key Stage 1 of the National Curriculum. The EYFS applies to children from birth to the end of the reception year. The EYFS is based upon 4 principles 1, A Unique Child 2, Positive Relationships 3, Enabling Environments 4, Learning and Developing.

Aims

All children begin school with a variety of experiences and learning. At Newton Solney School our aims are to:-

- help each child to become a valued member of the school
- challenge, inspire and encourage positive attitude for learning
- develop confidence and independence
- provide opportunities which allow children to co-operate with others
- develop each child's attention skills
- develop lively enquiring minds
- allow children to develop at a rate appropriate to their own particular needs
- provide a happy and secure environment in which the children are aware of the limits and expectations
- provide a broad and balanced curriculum which is rich and stimulating which will enable each child to develop emotionally, socially, physically and intellectually to his/her full potential
- foster a good partnership between parent, child and teacher
- engage in a Forest School session

Organisation

At Newton Solney School we admit children to the reception class in September of the (school) year in which they are five years old. The class is staffed by a teacher and a qualified classroom assistant. We have links with Newton Solney pre-school throughout the year, and Newton Solney Rising Fives group. Newton Solney Rising Fives group visits for playtimes, special days, Collective Worship and classroom sessions during the Spring and mainly Summer terms. A teacher from school visits Pre-school to meet with the children and to lead story sessions. In that summer term parents/carers are invited to attend a meeting during which the headteacher, reception teacher, school nurse and a representative from the catering department will discuss and answer questions on any matters concerning their child's first year at school.

Following this each new child is offered the opportunity to attend taster sessions during which time they will have the opportunity to socialise, play and take part in a variety of experiences within the classroom and have lunch.

Baseline

In September, before they commence full time schooling, children are admitted for one day only in small groups in order for staff to spend more focused time settling the children and making assessments of their level of achievements (based on the EYFS) on entry.

We aim to make the classroom an attractive welcoming place in which the children feel secure and confident. Children's work is valued and displayed attractively. Stimulating and exciting opportunities are offered and structured play is a valuable and necessary part of the curriculum. At all times children are encouraged to be independent, thoughtful, respectful and considerate, and to adopt a quiet way of working, playing or moving around the school.

A formal baseline will be trialed in 2015 and a baseline will be in place to use from 2016 onwards.

In the reception class children are taught according to the guidelines laid down in the EYFS of the Foundation stage. Throughout the year the children are closely monitored and assessed in order to ease the transition, when appropriate, to Key Stage 1 of the National Curriculum.

The home corner is set up each half term in a different way to reflect the current topic. The children have access to 5 computers within the classroom, and a CD/cassette player is provided for their use. Tablets are also available for use. The children take part in all forms of P.E. - gymnastics (including use of large apparatus), dance, games and music. A weekly play plan is produced which incorporate provision for sand and water etc.

Numeracy and Literacy are taught weekly and incorporated into our topics. Phonics is taught daily. Understanding of the World, Expressive Arts and Design, Communication and Language, Physical and Personal Social and Emotional Development are incorporated into the weekly curriculum. Child initiated activities are encouraged both in and outdoors. Provision for free flow between the classroom and outside area is provided throughout the day. The whole school (both children and staff alike) take part in a daily act of worship. The children take part in an hour of RE each week.

Teaching and Learning

During the reception year many aspects of learning are brought together effectively through playing and talking. At Newton Solney school we are aware that each child is different. We therefore aim to cater for the individual needs by delivering each area of the EYFS in an appropriately planned teaching style.

Planning

To be effective, the curriculum should be carefully structured. Provision is made for the different starting points from which children develop, building on what they already know. There is a relevant and appropriate curriculum offered which matches the different levels of children's needs.

Planning is organised on three levels:-

- long term - which provides a broad framework for the year based on the Early Learning Goals.
- medium term - which specifies learning activities and objectives over each term.
- short term - which focuses on the day to day teaching and learning activities informed by on-going assessments and observations.

Equal Opportunities

At this school we aim to provide all children, regardless of ability, race, disability or gender, equal access to the curriculum. Children with S.E.N. will be given support as appropriate and similarly those children who are more able will be challenged and extended.

Monitoring, Evaluating and Reviewing

Please refer to ARRA policy.

Child Protection.

Please see separate Child Protection Policy. If a member of staff is concerned about a child he/she must fill in a "Cause for concern" sheet and discuss it with the Child Protection officer or deputy.

This policy was reviewed and agreed by staff in October 2015 and approved by the governors Teaching and Learning Committee in October 2015.