

# MALVERN PARISH CE PRIMARY SCHOOL

‘LEARNING TOGETHER FOR AN EXCITING FUTURE’



## EARLY YEARS POLICY

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Member of Staff Responsible:

Name: Martyn Bream



# Malvern Parish CE Primary School

## 'Learning Together for an Exciting Future'



At Malvern Parish our vision is for all children and adults to become aware of their God given gifts so they can flourish as individuals, achieve academically and build firm foundations for the future.

This vision is deeply rooted in strong Christian tradition and based upon:

***"I come that they may have life and have it to the full". John 10.10***

***"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future."* Jeremiah 29.11**

We seek to develop our vision through our Christian values of Friendship Respect, Trust, Peace, Truthfulness and Forgiveness and live out these values in every part of school life.



# Malvern Parish CE Primary School

## Early Years Policy

At Malvern Parish we promote enjoyment, high academic and personal achievement. We aim to provide children with a love for learning and life. We nurture our children to enable them to:

- live life through our Christian Values - Respect, Friendship, Trust, Peace, Truthfulness and Forgiveness
- be happy, independent and self-confident
- be adaptable, determined, resilient and show perseverance when meeting new challenges
- be respectful, polite, tolerant and show empathy to pupils, staff and the wider community
- value others, be sociable, open minded and a great communicator
- be curious, enthusiastic, aspirational and ambitious
- be creative, questioning and have a sense of adventure
- understand and aspire to living a healthy lifestyle

As a school we are committed to providing our children with:

- a happy and interesting learning environment
- positive role models who embody our Christian Values
- an exciting and creative curriculum which prepares children for living in modern Britain
- 'Essential Learning Experiences' to enrich learning and teaching opportunities
- the time to appreciate, explore, investigate and play in the local environment
- the opportunity to share their achievements with parents and the wider community
- a voice to share their thoughts and feelings, whilst helping to shape our school for the future
- the chance to take part competitively and co-operatively so to understand the importance of participation and learn to manage successes and disappointments

As a Church school we give the highest priority to enabling our children to live happy and safe lives. We will implement this policy to reflect our distinctive Christian values.

## 'Learning Together for an Exciting Future'

Our Early Years Foundation Stage policy describes the framework upon which the practice and philosophy of the Early Years at Malvern Parish C.E Primary School is based. This policy works in conjunction with the whole school policies of Malvern Parish C.E Primary School.

### Our Philosophy

At the heart of the Early Years Foundation Stage at Malvern Parish C of E Primary School are our children! We value each individual and their personalised learning journey. We recognise that to enable our learners to flourish and fulfill their potential, we must begin with each child's unique starting point, and then inspire, challenge and support their learning, laying firm foundations for all future learning to build upon.

At Malvern Parish we value play and first-hand experiences. We design our curriculum around the needs and interests of our young learners to ensure that learning and teaching are purposeful, meaningful and memorable. We recognise our role in enabling our learners to flourish emotionally, socially, physically, creatively, and intellectually. We strive to give each and every child a happy and

positive start to their school life in which they can establish a solid foundation for a love of learning, at Malvern Parish and beyond.

## Our Aims and Principles

We believe that the development of the whole child is crucial and that our provision underpins future attitudes towards learning. At Malvern Parish we strive to:

- Provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children.
- Ensure that all children feel safe, valued and respected.
- Develop warm and secure relationships between children and adults.
- Provide a high-quality curriculum in line with the Early Years Foundation Stage document.
- Support children in becoming aware of moral and social values and responsibilities which underpin the Christian values of our school.
- Encourage active learning through first hand experiences during indoor and outdoor play and through verbal and non-verbal communication.
- Encourage children to become self-motivated, confident and independent learners with a positive attitude to learning and self-discipline.
- Value the cultural diversity within our school, community and the wider world to encapsulate Modern British Values.
- Foster positive home school links and share a common sense of purpose with parents.

## Our Early Years Foundation Stage Curriculum

### Early Years Curriculum

At the heart of our teaching and learning in the early years at Malvern Parish are the characteristics of effective learning which are essential for children's development. These are:

- 1) Playing and Exploring:
  - Finding out and exploring;
  - Using what they know in their play;
  - Being willing to have a go.
- 2) Active Learning:
  - Being involved and concentrating;
  - Keeping on trying;
  - Enjoying achieving what they set out to do.
- 3) Creating and Thinking Critically:
  - Having their own ideas;
  - Using what they already know to learn new things;
  - Choosing ways to do things and finding new ways.

At Malvern Parish, we work with pupils, right from the beginning of their school career in the foundation stage, to enable them to gain a strong recognition of these learning characteristics. This is achieved by linking the characteristics of effective learning to a British woodland animal. Rory the Reflective Owl, Rena the Relationship Badger, Russell the Resilient Fox and Rosie the Resourceful Squirrel all demonstrably act out these characteristics in four linked, short narratives. Subsequently, children quickly become acutely aware of the creatures and their associated characteristics and how they help them to learn. As pupils get older, the emphasis inevitably switches from the creature to characteristic. We also encourage the children to adopt a Growth Mindset and engage with their

own learning power – often emphasizing that we may not be able to do something YET! Our Learning Characteristics are:

1. Reflectiveness;
2. Relationship;
3. Resilience;
4. Resourcefulness.

Our Early Years curriculum is supported by the statutory and non-statutory guidance for the Early Years Foundation Stage (Department for Education and Skills). Our Early Years Foundation Stage curriculum supports Learning and Development within seven main curriculum areas:

The Prime Areas:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

The Specific Areas:

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

The seven areas identified			
The prime areas			
<b>Communication and language</b>	<b>Physical development</b>	<b>Personal, social and emotional development</b>	
• Listening, attention and understanding	• Gross motor skills	• Self-regulation	
• Speaking	• <b>Fine motor skills</b>	• Managing self	• Building relationships
The specific areas			
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the world</b>	<b>Expressive arts and design</b>
Word reading	Number and numerical patterns	Past and present	Creating with materials
Comprehension	<b>Shape, space and measures</b>	People, culture and communities	Being imaginative and expressive
Writing		The natural world	

We plan topics that enable the children to meet the Early Learning Goals and work closely with subject leaders and the Key Stage 1, year 1 teacher, to ensure that there is a good progression of skills and knowledge as the children move to year 1 and beyond.

## **The Prime Areas**

### **Communication and language**

- Listening, attention and understanding
- Speaking

At the core of our curriculum is interaction with the children which enables them to develop communication skills. Throughout the year, the children will gain confidence to express themselves in a variety of social and learning situations. There will be opportunities for them to demonstrate their understanding in an assortment of ways and to contextually use a range of broad and rich vocabulary.

### **Physical development**

Physical activity is vital in children's all-round development and enables them to flourish and pursue happy, healthy and active lives. The two focus areas are:

- Gross motor skills
- Fine motor skills

Physical development is at the heart of every area of learning as the children develop fine skills through a variety of play-based activities. Activities such as threading, construction, using pegs, tweezers, tools, using cutlery and malleable materials such as play dough, all enhance their hand eye coordination and ability to form letters for fluent writing.

Reception pupils have weekly P.E sessions where they develop gross motor skills such as negotiating space, demonstrating strength, balance and coordination and moving energetically in a variety of ways; running, jumping, dancing, hopping and skipping.

### **Personal, Social and Emotional Development**

As this is such an important skill for the pupils to develop, we provide continuous opportunities for the pupils to develop skills in:

- Self-regulation
- Managing Self
- Building relationships

Integrated into the daily curriculum are opportunities for the children to develop all of these skills through the play-based curriculum. These skills are also reflected in the values and beliefs that are taught to the children in whole school collective worship and behaviour policy.

The children are taught about a healthy lifestyle and learn that physical activity is an important part of being happy and healthy. As the children become more independent, they learn to manage their own hygiene and personal needs as well as the importance of making healthy choices. Along with healthy food choices, this will include an awareness of sun safety, hydration, personal hygiene, screen time and good sleep routines.

## The Specific Areas

### Literacy

- **Word Reading**
- **Comprehension**
- **Writing**



At Malvern Parish CofE Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. The children read in small groups with a Little Wandle trained teacher or teaching assistant and read each book 3 times; for decoding, to develop prosody and to develop comprehension skills.

### Word Reading

The Early Learning Goal (ELG) states that children should be able to:

- say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

In order to work towards the ELG, all pupils take part in daily phonics sessions. Particular focus is placed on blending and segmenting skills which are also shared with the parents in a phonics workshop, usually in the Autumn term. Within the classroom, reception pupils have a 'reading garden' where they can go and explore a wide variety of texts; both fiction, non-fiction, poetry, traditional and modern texts along with a text rich environment, often linked to our topic.

Parents are expected to listen to their child read for a short period of time daily. The children will take home a phonetically decodable book that is closely matched to their phonic knowledge from a range of reading schemes in order to practise their reading skills at home. We ask that each phonics practice book is read 3 times; firstly, for decoding, secondly to develop prosody and thirdly to develop comprehension skills. In addition, the children will choose a 'sharing book' which, in Reception Class, we suggest is shared as a 'bedtime story'. By being read to, the children not only develop comprehension skills and prosody by listening to different character voices or expression, they also begin to value the enjoyment that is found in reading for pleasure.

The common exception words are taught throughout the Little Wandle phonics programme too. The 'tricky' part of the word is taught and these will be shared with parents and children so that they can then practise reading and writing them at home too.

### Comprehension

The Early Learning Goal (ELG) states that children should be able to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

During focus reading sessions and whole class reading, children will be asked to answer questions relation to what they have read or heard; including the meaning of new words. This enables the children to develop purposeful reading skills and also a love of reading for pleasure.

## **Writing**

The Early Learning Goal (ELG) states that children should be able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

In addition to their daily phonic sessions (please see reading), pupils are provided with the opportunity to write for a variety of different purposes: lists, labels, recipes, names, menus, stories etc. When children enter reception class, mark making is encouraged and promoted. Writing opportunities are available in all areas of the classroom, both inside and outside. Many of the physical development activities will help to support their writing ability and correct letter formation.

The children will sometimes work in a focus group to practice specific skills with an adult. The spelling of irregular common words should be correct and they will be taught how to use word mats and working walls to aid their writing. Many of the Communication and Language and Physical Development objectives further support effective writing. This may be to say and remember a sentence, considering finger spaces between words and punctuation such as a capital letter and full stop. They will record some work in their writing book and their self-initiated work may be added to their Busy Bee Book. Adults in the classroom will help the children to engage with their targets verbally and to begin to learn about the marking policy at Malvern Parish.

## **Mathematics**

- Number
- Numerical Patterns

### **Number**

The Early Learning Goal (ELG) states that children should be able to:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **Numerical Patterns**

The Early Learning Goal (ELG) states that children should be able to:

- Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



As the children make progress towards the Early Learning Goal, they have opportunities to demonstrate their mastery skills in a range of appropriate activities, both inside and outside of the classroom. They will learn some of the strategies found within the key stage 1 mastery curriculum such as the use of ten frames, part-part whole models and the representation of numbers in different ways. This will help them to develop a sound early understanding of the number system.

Adults, in all areas of the classroom, will model mathematical language and use questioning to deepen the children's understanding and enhance their learning. Some activities will be child initiated and others will be planned focus activities. It is important that children develop positive attitudes and interest in mathematics, look for patterns and spot connections. Children will be encouraged to 'have a go' and talk about what they have noticed and not be afraid to make mistakes.

## **Understanding the World**

- Past and Present
- People, Culture and Communities
- The Natural World.

Through the variety of topics taught, the pupils build a range of knowledge and skills about their local community and the natural world around them. As we teach our Christian Values, the children will be sensitive to differences and curious as they learn how to take care of the world around them and each other. Families are encouraged to share their skills with reception class as we learn about each other; may this be culturally or to learn about different professions. We aim to visit local areas to provide a range of personal experiences to foster an understanding and increase their knowledge of the world around them, enriching vocabulary too.

Our global link with Mabawa Primary School in Tanzania provides the opportunity to celebrate other cultures and develop tolerance and understanding of different ways of life.

## **Expressive arts and design**

- Creating with materials
- Being imaginative and expressive

The creation station and the role play areas in the classroom offer the opportunity for the children to develop skills such as using scissors and explore a range of materials to demonstrate their creativity and imagination. Role play also helps to develop their language skills and making relationships (PSED). The children are encouraged to choose their own resources and to share their creations, explaining the processes they have used.

## **Busy Bee Challenges**

Each area of learning is incorporated into a variety of activities which the children are encouraged to complete. These are called The Busy Bee Challenges. These challenges are designed to encourage each child to access every area of the curriculum and therefore receive a broad and balanced educational experience. When the challenges are completed, the children collect a coloured stick and receive a certificate to reward their efforts. This also gives the children the opportunity to develop as independent learners who can approach an activity with the enthusiasm and confidence to challenge themselves. There is a strong emphasis on learning through play, both pupils initiated and planned play. The curriculum is delivered through a combination of whole class activities, adult-led focused activities and pupil-initiated activities.

## Christian Values

At Malvern Parish, our vision is for all children to become aware of their God-given gifts so they can flourish as individuals, achieve academically and build firm foundations for the future. This vision is deeply rooted in strong Christian tradition and based upon:

*“I come that they may have life and have it to the full”. John 10.10*

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We seek to develop our vision through our Christian values of Friendship, Respect, Trust, Peace, Truthfulness and Forgiveness and live out these values in every part of school life, including our curriculum.

## Assessment

We believe that assessment is a key element in the success of a child’s learning journey and is a crucial part of the planning and learning cycle. Observations are carried out in both planned and spontaneous contexts and are used to support the judgements of the children’s learning. Early Years practitioners use both formative and summative assessment to identify what children know and can do and what needs to be done next in order to move their learning forward.

In Reception it is a statutory requirement to assess each child against the Early Learning Goals (from the Early Years Foundation Stage Profile). This happens at the end of the Reception year and the children will be assessed as being – Emerging (Working towards the Early Learning Goal) or Expected (Have achieved the Early Learning Goal)

Termly assessments are carried out to monitor children’s learning and progress. Adults use their knowledge of the children – informed by interactions, observations and formal assessments such as phonics data to complete the assessments. These are subsequently used to discuss children’s progress with the Senior Leadership Team (SLT) and will inform their next steps.

## Parental Engagement

We value the contribution of parents and carers in their child’s life at Malvern Parish including their involvement in the assessment process. Staff are readily available at the end of each school day for questions and discussions. Parents are invited to share their child’s learning journey and development through sharing using Class Dojo’s. Parents also have consultations to review their child’s learning and progress. A written report is sent out to all parents and carers at the end of the Reception year. Throughout the year parents are invited to share ‘Wow moments’ and personal achievements. In addition, parents are invited to stay and play sessions along with curriculum workshops.

## The Learning Environment

At Malvern Parish we allocate 30 children in each class. The Reception class has a teacher and a full-time teaching assistant and is within the main school building. It has a free flow outdoor area and toilet facilities are located in the classroom.

The Early Years Foundation Stage learning environment at Malvern Parish C of E Primary School is designed around the developing needs of the children. The free flow arrangements enable children to make choices in the context for their learning and the environment is adapted to enable staff to respond to developing interests and themes.

The areas for learning inside the classroom have resources that are freely accessible and clearly labeled to enable children to develop independence skills. Display spaces are used to support children in consolidating their learning and to celebrate achievements.

## Transitions

Establishing smooth and successful transitions into the Early Years Foundation Stage is fundamental at Malvern Parish. Successful transitions are facilitated by:

- Induction meetings where parents and carers can meet school staff.
- Providing induction information booklets to Reception parents and carers.
- Home visits to provide opportunity for the Reception class teacher and teaching assistant, the child and their families to meet in comfortable and familiar surroundings.
- School visits where children will become familiar with the Reception setting during the summer term prior to starting in Reception.
- Preschool/Nursery visits to liaise with previous settings.

## Role of the Early Years Foundation Stage Leader

It is the role of the Early Years Foundation Stage Leader under the guidance of the Head Teacher:

- To oversee and support the delivery of Early Years Foundation Stage Curriculum and to ensure progression and development.
- To keep abreast of developments within Early Years and carry out INSET when required.
- To moderate with the Early Years teacher to ensure continuity within assessment judgements made.
- To analyse assessment data to inform learning and teaching within the Early Years.
- Identify key areas for development – implement annual action plans, reviewing and evaluating progress and developments.

### **Jenny Lowndes December 2022**

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