

St Augustine's Catholic Primary School



Early Years Policy

We live, love and learn together in the light of the life of Christ

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

"Statutory Framework for the Early Years Foundation Stage",
Department for Education, 2012

At St Augustine's Catholic Primary School, we are committed to providing a high quality early years' education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

Agreed: March 2017

Early Years Policy March 2017

Review:

Staffing and Organisation

At St Augustine's Primary School, we have one Reception class that has the use of a large classroom and dedicated outdoor area. The classroom has a carpet area and the rest of the space is organised into learning zones for the children to access. There is a full time teacher, supported by one full time teaching assistant. Other teaching assistants may be deployed in Reception based on the needs of the children.

Staff are organised to support the children in a balance of adult led and child initiated experiences throughout the day. Most sessions include free flow access to the supervised outdoor area. Practitioners are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.

Planning

The Early Learning Goals are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five. There are three prime areas of learning:

Communication and Language
Physical Development
Personal, Social and Emotional Development

In addition, there are four core areas of learning:

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

Our planning has a sharp focus on the children's needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

Long Term Planning

Our long term planning shows our aims and values, demonstrates how our continuous provision meets the EYFS requirements and promotes learning within the areas of learning and development, tracks the learning objectives that have been covered and highlights any key events to be included.

Medium Term Planning

At St Augustine's Primary School, we deliver a creative curriculum, which is based around a new topic each half term. Medium term planning shows the key learning experiences for each area of the curriculum. Practitioners use this flexibly, choosing learning experiences to meet the needs of the children. At the beginning of each topic, practitioners lead the children in discussion to identify areas that they are particularly interested in. These ideas are incorporated into the medium term plan.

Short Term Planning

Short term planning shows the learning opportunities that will be available over the week. It includes differentiated adult led experiences for all curriculum areas, as well as showing how the learning environment will be enhanced in response to the previous week's observations and assessment of the children.

Effective Teaching and Learning

We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning. Each half term, the children look at and discuss their Records of Achievement as part of a "Learning Review".

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of "continuous provision" available in the classroom, that is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each week, the provision is enhanced with additional resources, based on the previous week's observations.

Adult led activities are practical in nature and based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The number of adult led activities that the children take part in increases throughout the year, as their concentration develops.

Whole class learning takes place at the beginning of phonics and maths sessions and as an introduction to a new theme. There is also a whole class approach for PE hall sessions. These sessions will usually include support, for some children, by the teaching assistant.

Observation and Assessment

At St Augustine's Primary School, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. During child initiated activities, practitioners make 'snapshot' observations. Notes about guided activities are recorded on class record sheets. Each child has a 'Learning Folder' and a 'Learning Journey Book' and all observations are gathered here along with examples of work and parental contributions.

From the first half of the Autumn term onwards, the Reception teachers use their knowledge of each child to decide which band of 'Development Matters' they are working on in each area of the curriculum. This allows learning opportunities to be pitched appropriately and also provides a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress.

In the Summer term, practitioners consider the 17 ELGS in the EYFS Profile to decide whether each child is working at the expected levels, exceeding the levels or have not yet met the levels. Judgements against the ELGs are based on ongoing observation; all relevant records; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

The results of the Profile are shared with parents and/or carers, and there are opportunities for them to meet their child's class teacher to discuss this information.

At the end of the year, Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This helps to create a smooth transition and assists with the planning of activities in Year 1.

The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

Working in Partnership

We recognise that children may access EYFS provision through other providers throughout the week and that all providers have an equally important role to play in their early years experiences. We seek information about the other settings that our children attend so that we can establish communication about their learning and development.

Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience. Resources are clearly labeled and organised into learning zones, enabling the children to access them with a high level of

independence. Practitioners regularly evaluate the effectiveness of the learning zones and make adaptations as necessary.

Parent Partnerships

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Each half term, we publish a newsletter to inform parents of what their child will be learning and how they can support them at home. In the Autumn and Spring terms we hold parents' consultations and in the Summer term we send home detailed reports. The children take reading books home to share and can also choose a resource each week from our lending library. Throughout the year, there are parent's meetings and open mornings where parent's can find out how their child learns in school.

Community Links and the Wider World

Over the year, we arrange visits from members of the local community to support our topic work. We also arrange trips for children in the EYFS within the local community. The children may take part in educational visits linked to their topic work. Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations.

Behaviour Management

Please refer to the school's 'Behaviour Management' policy.

Safeguarding

Please refer to the school's 'Safeguarding Children' policy.

Inclusion and Equal Opportunities

We have a responsibility to ensure positive attitudes to diversity and difference. We can support each child's needs by:

- removing or helping to overcome barriers where these already exist;
- being alert to the early signs of needs that could later lead to difficulties and responding quickly and appropriately, involving other agencies as required;
- stretching and challenging all children.

Please refer to the school's 'Equality, 'SEN' and 'Gifted and Talented' policies.

Premises and Security

All access to the school is through the main school door, which is kept locked. Staff use a code to gain access to the building and sign in and out. The office staff are responsible for verifying the identity of any visitors before they enter school. Visitors are asked to sign in to the school visitor's log and are given a visitor sticker to wear. Staff are aware of their role in challenging anyone who is not recognized and asking for identification from anyone claiming to be from an outside agency.

The external classroom doors are kept locked, except when the children enter and leave the setting at the beginning and end of their sessions and when the children access the playground for playtimes and lunchtime. The door to the outdoor area is kept locked when this area is not in use.

The external doors are closely monitored by staff when children are entering or leaving the setting, to ensure that they cannot leave unaccompanied. All staff are aware of the need to monitor the external doors to ensure that they are secure during the session. The register is used to check how many children are present. When moving from one area school to another, head counts are used to check that all children are present before leaving.

Arrival and Collection of Children

Children can enter school from 8:40. Parents may accompany the children until the bell goes at 8:45. Each child is marked in on the day's register by the class teacher. Parents/carers wait at the external classroom doors when collecting their child(ren) at the end of the school day. If a child needs to be collected during the school day, parents report to the school office.

Under no circumstances is a child allowed to leave with anyone other than those named on the child's registration form, unless the parent has given written permission. Parents write a list of people who are able to collect their child. In exceptional circumstances, a parent may give verbal permission, but a description and password will be required. If there are

queries regarding a child's collection, the class teacher will contact the child's parent/guardian to discuss the situation with them.

If a child is not collected and the parent/guardian is uncontactable, the other names on the child's registration form will be called to collect the child. If no-one on the child's registration form is contactable, the head teacher should telephone the Social Services Duty Officer or Out of Hours Duty Point. Arrangements should then be made for the child to be removed to an appropriate place of protection agreed by the Social Services Department. It remains the responsibility of the Social Services Department in conjunction with the Police to contact the parents and if appropriate, to inform them of their child's whereabouts.

Missing Child

If a child disappears during the school day, practitioners will; check with all members of staff when the child was last seen and that they have not been collected by a parent/carer, organize a thorough and systematic search of the building and surrounding playground etc, inform the head teacher of the situation and telephone the child's parents or other emergency contact to explain the situation and double check that the child is not there or their whereabouts known. If the child is still unable to be located, the school will notify the police of a missing person.

Outings

Written parental permission to take the children into the local environment is sought upon admission to the school. Further permission is obtained for any other outings. Risk assessments are completed for each type of outing.

Promoting Awareness of Dangers and How to Stay Safe

We encourage the children to take an active role in ensuring their own safety and involve them in discussions about health and safety issues. For example, the children may take on the role of a 'Danger Detective' and look for possible hazards around the classroom or use photographs of a place that they will visit on a school trip to complete their own risk assessment. The school follows the 'SEAL' programme and the 'Protective Behaviours'

programme, which encourages children to think about who can help them in different situations.

Risk Assessments

In addition to the school's risk assessment, risk assessments are completed in Reception to ensure that any hazards are identified and managed before the children enter the classroom.

Complaints

Please refer to the school's 'Complaints' policy.

Information for Parents and Carers

We provide a pack for new parents and carers that includes information about our daily routines, the types of activities provided, staffing and food and drink.

Transition from Pre-school to Reception

We hold a transition meeting for new parents in the Summer term, where we outline daily routines and expectations. Parents are invited to attend two 'taster' sessions with their child. In September, we hold parent interviews before the children start to gather information about them and answer any questions that parents may have.

The children start school on a part-time timetable. After two weeks, they begin full-time. Routines such as assemblies and playtimes are built up gradually, with support from the children's teachers.

Transition from Reception to Year One

In the Summer term, we begin a programme of transition to support the children with their move to Year One. This involves visits to the Year One classroom, discussion with current Year One children, walks to look at where they will enter school and opportunities to ask any questions about the next year. The school holds a 'Move Up' morning, giving the children a taste of their new class and also arrange a transition meeting for parents.

The Year One classroom is organised to reflect aspects of Reception provision, for example by the inclusion of learning zones. The first half term of Year One is based on the principles of the EYFS, allowing the children to feel secure in their new environment.

Being Active

The children have access to an outdoor area, which provides a range of physical activities; including soft play blocks, large balls, bats and balls, rockers and digging equipment. They are also able to access the trim trail on the main playground. The children take part in two PE sessions each week.

Food and Drink

A range of healthy snacks are available, supplied by "The School Fruit and Vegetable Scheme". Children are supported to wash their hands with soap before snack time. Fresh drinking water is available at all times.

Information about the children's dietary needs is sought when they enter the setting. A list of the children's dietary needs is available in the classroom and all practitioners have regard to this when putting out food and drink in the snack area or when leading a cooking or food tasting activity.

Illnesses and Injuries

Parents and carers are asked not to send their child to school if they are unwell and to inform the school office of their absence. Parents/carers are asked to inform staff if their child is suffering from a minor ailment so that appropriate care can be given. Children must not return to school within 48 hours of a bout of sickness or diarrhea.

If a child becomes unwell whilst at school, a member of staff will:

- phone the parents/carers, explain that their child is unwell, explain the symptoms noted and ask them to collect their child.

- sit with the child in a quiet place away from other children, if possible, until the parents arrive.
- if the child has had sickness or diarrhea, explain the policy of at least a 48 hour clearance of either symptom before the child may return.

Advice relating to notifiable diseases is displayed in the school office.

In the case of an injury, appropriate first aid will be administered by a qualified first aider. A first aid kit is kept near the Reception classroom and its contents are in accordance with advice from the Health and Safety Executive and the Community Health Physician. First aid cover is provided at playtimes and lunchtimes. All accidents are recorded in one of the school's accident books and signed by the member of staff who dealt with the incident. The staff member dealing with the incident is responsible for completing an accident slip and this is sent home with the child at the end of the day. Parents/carers may be contacted by telephone to inform them of an injury if deemed necessary.

We ask for written parental consent to seek any necessary emergency medical advice or treatment in the future when the children are admitted to school. In the case of a more serious accident to a child, the practitioner/school will contact the parent/guardian to agree a course of action if time permits. If the parent/guardian cannot be contacted the practitioner/school will seek appropriate medical attention or treatment for the child. The child should not be given anything to eat or drink. If a child or adult needs to be transported to hospital, every effort should be made to use a car with fully comprehensive insurance including business use. Two adults must accompany the child, and one adult must accompany a member of staff. Should an ambulance be required, one adult must accompany the child or adult. The child's registration form must be taken to the hospital with the child.

Medicines

Only drugs/medicines prescribed by a registered Medical Practitioner will be administered to children. Parents should complete and hand in a Medication Consent Form, along with medicine, to a member of staff. Drugs/medicines must only be administered to the child for whom they are prescribed and all drugs/medicines must be kept in the original container stating whom they are prescribed for and dosage information. Unwanted or unused medicines

must be returned to the parent for disposal. A record of the drugs given should be made indicating the time, dosage and signed by the person administering the dose. The child's parent should sign this each day that medicine is given.

Training for prescribed medication that is invasive i.e. EPIPENS etc is available via the school nurse. If an individual child requires a care plan, this will be drawn up in partnership with parents and the school nurse.