



Cumnor C of E School

Early Years Policy

Agreed by Governors:
September 2021

.....V CARR.....Chair of Govs)

...E READ. (Headteacher)

To be reviewed Autumn 2024

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1. Introduction

The Early Years Foundation Stage supports learning, development and care for children from birth to five. At Cumnor School we deliver the EYFS to children aged 4 to 5 years old within our Reception Class. Children enter school with a range of experiences bringing with them varied skills and knowledge, the majority come from our onsite Pre School and some from other local Early Years settings. Within our Reception Class, children are given the opportunity to encounter new experiences through play-based activities, extending their skills and building on what they already know in preparation for Key Stage 1.

Cumnor Reception Class, ‘Acorn Class’, makes its own contribution to the school and plays an essential role in the start of a child’s school life. They are very much part of whole school activities, children attend some school assemblies, have lunch with the rest of the school, use the hall for P.E, go to Forest School and take advantage of our Music room and other facilities to enhance the curriculum.

2. Aims for the Reception class are:

- To give each child a happy and positive start to their school life where they can establish solid foundations to become active learners.
- To encourage and support children to develop a positive and strong sense of personal, social, and emotional well being.
- To offer each child a wide range of new and exciting experiences within a stimulating and challenging environment.
- To offer a structure for learning that caters for a range of starting points and gives a breadth of opportunity for development.
- To encourage children to develop independence within a caring, secure and friendly atmosphere.
- To support children in building relationships through the development of social skills such as

cooperation and sharing.

- To help each child recognize their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

3. Curriculum

Our curriculum is designed to fulfill the needs of the [2021 EYFS statutory framework](#) and also builds on guidance from [Revised Development Matters \(2020\)](#) and take into account the needs and prior experiences of our pupils.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

4. Teaching and Learning

In order to promote effective learning, teaching methods will provide opportunities and experiences for children to:

- Have access to a wide range of opportunities and experiences which will allow them to explore, investigate, discover, create, practice and rehearse, repeat, revise and consolidate their knowledge, skills and understanding.
- Develop independence by choosing their own activities and also initiating activities that promote learning and enable them to learn from one another.
- Have time to explore ideas and interests in depth.
- Feel secure in order to become confident learners.
- Make links to other areas of learning.
- Undertake creative and imaginative play activities, both independently and with adult input, that promote the development of speaking and listening skills.
- Experience a range of learning environments and resources both inside and outside.

Phonics: A key tool in learning to read and write is the understanding and use of phonics. Children in the Reception Class will take part in a daily 20 minute session of activities to develop their learning and understanding in phonics and the prerequisite stages of development that lead up to good phonic knowledge. We follow the Soundwrite scheme for phonics.

5. Assessing and monitoring

Assessment in our Foundation Stage takes the form of observation and requires a whole team approach. We believe in making regular assessments of children's learning in order to monitor progress, identify and address difficulties, offer challenges, provide support and ensure that future planning reflects needs.

We have a system of planned and spontaneous observations. These are built up over a period of time to create a detailed picture of each child's strengths and needs and are used to devise suitable next steps and feed into future planning.

6. Play

Through play our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for boundaries. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

Our approach to play in the Foundation Stage involves offering children stimulating active play experiences in which they can explore and develop their learning. Play is carefully supported and extended by all practitioners in the Foundation Stage and we believe in a balance between child and adult initiated activities.

Learning Environment: The environment plays a key role in supporting and extending children's development and learning. We organise our classroom environment, indoors and outdoors, in ways that encourage a wide range of choices and opportunities for self-initiated activity. Children have the chance to choose resources and are able to repeat and return to activities that spark their interest. We offer well defined areas of interest that promote independent access to materials and equipment.

7. Inclusion

It is our intention to provide;

- A safe, secure learning environment in which all children are valued.
- Support for children who have specific needs, ensuring that their needs are catered for within the class.
- A close working relationship with the SENCO, parents and, if necessary, outside agencies, to support and monitor the progress of children with Special Educational Needs and assess future requirements to aid the child's learning and development.

8. Home-School Communication

We value and greatly enjoy the relationships we establish with parents of children in our care. Effective communication between school and home is vital and this communication takes various forms.

- Annual Welcome Meeting for new parents
- Parents are welcome and encouraged to spend time with their child in the classroom at the beginning of each school day and the class teacher and other staff are available to discuss any issues each day.
- Class 'Diary' for parents to record home time arrangements
- Half Termly News Letter informing parents on forthcoming themes, nature of

learning, activities and events.

- Class/Parent notice board
- Reception & KS1 Annual Phonics evening for parents to help support their child with early reading and spelling.
- Sound Book & Reading Diary; Teacher, support staff and parents write comments about a child's reading progress. This serves as a very valuable form of communication between home and school.
- We offer parents opportunities to talk about their child's progress in formal meetings at Parents Evenings (October & February)
- On an informal daily basis, we actively encourage parents to talk to class teachers and support staff about any concerns they may have or to simply chat about how well their child is doing and take the time to celebrate those stepping stones of success.
- Parents are actively encouraged to contribute to our assessment process by recording observations of their child's progress or achievements and adding them to our 'Home Achievements' classroom display.
- Children's Learning Profiles are shared regularly with parents.
- Parents are welcome to volunteer within class and accompany children on visits, themed days or school events.

9. Admissions

We aim to make the transition between Pre-School settings or home and full-time school as smooth as possible. We offer a home visit, an informal meeting at parents and carers' homes to introduce ourselves to them and their child. This gives a great opportunity to share knowledge of the child, address any concerns and for the child to begin to know us. Children also make at least two introductory visits to the classroom prior to the term in which they begin school. This serves a useful time for children to familiarise themselves with their new teachers and environment. Where appropriate extra visits will be arranged as part of a gradual transition process to meet individual needs.

Parents are also invited to a meeting with the class teacher prior to the child beginning school, where parents can discuss any concerns or uncertainties and the teacher can find out a little more about individual children's needs.

It is our goal that all children leave our Reception Class with increased confidence and independence, an inquisitive mind, a good understanding of core skills, a sense of achievement and of where they are progressing to, some good friends and some fantastic memories!

Teacher: Mrs Gemma Barry
Nursery Nurse: Mrs Helen Stockford
Teaching Assistants: Mrs Natalie Kerby, Mrs Shoko Scatchard