



Early Years' Policy



Early Years' Policy

WHY?

This policy reflects the values, ethos and philosophy of Paganel Primary School and the EYFS curriculum in relation to the Foundation Stage unit. It gives a framework within which all governors, staff and children work together, and it gives guidance on planning, teaching and assessment.

WHAT?

Our main principles for teaching and learning in EYFS are to:

- Promote a curriculum and approach to learning that gives high priority to children's social and emotional well-being.
- Keep at the forefront, the importance of children leading the learning, as children make the most progress when they are engaged and this level of engagement is at its highest when children follow their interests.
- Set high expectations for the quality and organisation of the environment, both indoors and outside. High quality environments promote learning, progress and social, emotional and academic development.
- Place a strong emphasis on creating a clear framework for children's behaviour, with clear boundaries for all. This enables children to feel safe and secure and therefore leads to learning and progress.
- Focus on the role of educators and stress that the responsibility for children's learning lies in their hands: to create a rich and stimulating environment, to develop a culture in which children's ideas thrive, and to engage with children in a way that cultivates their ideas and challenges their thinking.

HOW?

Our Early Years' ethos centres around four themes which underpin the EYFS document. These four themes promote children's ability to be independent, confident and lifelong learners:

- A unique child (See In The Moment Planning (ITMP) Policy and Tapestry Policy)
- Positive Relationships (See Induction Policy and Home Visits)
- Enabling Environments (See Environment Policy and Outdoor Learning Policy)
- Learning and development (See Characteristics of Effective Learning Policy)

WHO?

The children in the Foundation Stage are the responsibility of all staff. The class teachers lead on most of the whole class sessions and TAs are also used to effectively teach smaller groups to allow for a more targeted and responsive approach. Teachers are responsible for ensuring the children's files are up to date and that all areas of learning are supported with TA's monitoring and supporting with ITMP sheets and Tapestry. However, all members of staff support the children's learning (See ITMP Policy).



In The Moment Planning Policy

WHY?

Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest – the ‘teachable moment’ – that the skilful adult makes a difference. By using this cycle, on a moment-by-moment basis; the adult will always be alert to individual children (observation), always thinking about what it tells us about the child’s thinking (assessment), and always be ready to respond by using appropriate strategies at the right moment to support children’s well-being and learning (planning for the next moment).”

From National Strategies document Learning, Playing and Interacting P.22 – 23. The revised EYFS advises us to continue using this document.

WHAT?

In the Moment Planning is led by the cycle of observation, assessment, planning, and observation. It is carried out on a moment-by-moment basis. We have focus children each week (approximately 10% of the group). Activities that occur, are recorded when the cycle is complete. These records are in the learning journeys for the focus children and on spontaneous planning sheets for activities in which a group have become involved.

We have focus children **NOT** focus activities. **The adult goes to the child.** The child is NOT called to come to the adult. We work this way because high-level involvement occurs in child-initiated activity. When children show high levels of involvement, that is when there is progress and development occurring – when the brain is at its most active. High level involvement occurs most often when children are able to pursue their own interests in an enabling environment. “In the moment” planning helps to make this possible.

HOW?

The “planning sheets” are blank at the start of the week. They are then filled up gradually during the week. All adults contribute to these sheets. When possible, photos are printed and added to the records. In addition, independent “Wow” moments are recorded for all children on Tapestry as and when they occur.

We use the observation cycle on a moment by moment basis. The focus children are given extra attention, but all the children are busy and learning all the time. The planning sheets are a record of activities that have occurred. It is particularly important that the adults’ input is recorded. The symbol “T” indicates “adult”. Adult input is high-lighted in yellow:-

“T suggests ... encourages ...models ...asks ...models ...helps ... offers resources .. etc.”

The children and the adults have time and space to engage in meaningful conversations. The children set the agenda and the adults are there to show interest and engage with the children in order to further learning.

WHO?

All adults working within the EYFS are there to facilitate learning. They do this through observations and interactions. Our adults know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level.



Tapestry Policy

WHY?

At Paganel Primary School we use Tapestry as a record of children's independent learning. Tapestry is an online learning journal which is accessed through an app or internet browser.

Tapestry is a safe and secure system, that enables parents and carers to access their child's learning journey at any time, this helps to create a fully holistic view of the child and strengthen the parent partnership.

Tapestry provides a clear picture of children's achievements, interests and of their progress in the Characteristics of Effective Learning. Across the year, parents and staff are able to see developmental progress through the different age bands of the EYFS.

HOW? WHAT?

Observations completed in both the indoor and outdoor learning environments display what the children can achieve during their own initiated learning. Observations should not contain any form of adult teaching, as this does not portray what a child can truly do independently.

Tapestry allows staff and parents/carers to access their child's Learning Journey from any computer or tablet via a personal, password-protected login. Parents/carers are encouraged to contribute to their child's learning journey through Tapestry, as Staff recognise the importance of parents as their child's first educator.

Parents logging into the system are only able to see their own child's Learning Journey. Parents are asked to give consent/ permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey. Observations input into the Tapestry system are validated by the child's Class Teacher before being added to the child's Learning Journey.

WHO?

Teachers are responsible for the assessment of all children in their class. It is therefore the responsibility of the teacher to direct support staff to complete observations of the children. Teachers should ensure that judgements accurately reflect a picture of each child's attainment. Staff upload observations of the children on a daily basis and each observation is linked to the 'Development Matters' and 'Characteristics of Effective Learning' documents. Every child will have at least one observation sent home across a fortnight.



Induction Policy

WHY?

At Paganel Primary School, we want to ensure a smooth transition from home, (or other settings) to school where the child's happiness is the primary concern. We want children to feel confident, safe and secure when starting school and we want parents/carers to feel happy with the transition process.

WHAT?

- To ensure every child has a positive introduction to school life
- To value the parents' contribution and their role as first educator
- To inform parents of the key principles of the Early Years Foundation Stage and the importance of play

HOW?

- Open Days – For both Reception and Nursery classes.
- Induction meeting - this is a meeting for parents who have accepted a place in the unit.
- Foundation Stage leaflet - this informs parents about daily routines, uniform, staffing etc.
- General school information leaflet - this informs parents about life at Paganel Primary School
- Home visits - Every child who is new to Paganel Primary will be visited at home by their child's new class teacher and teaching assistant (See Home Visits policy)
- Previous setting visits – Paganel staff will visit the child's current setting to speak to staff and meet the child

In Nursery all children will be initially part-time; the decision to move to full-time will be based upon the children meeting the criteria set out below:-

- Separates from carer easily.
- Moves independently around the garden and class.
- Stays awake and energetic throughout the session.
- Copes with changes of adults in the classroom without distress.
- Behaves appropriately (and non-aggressively) for the majority of time, e.g. tidying up when they have finished playing.
- Manages their own personal hygiene (for nursery attempt to manage).

**Part-time may also be considered for some Reception children according to the above criteria*

WHO?

EYFS Leader, EYFS teachers, SLT



Home Visits Policy

WHY?

At Paganel Primary School we want to ensure a smooth transition from home, (or other settings) to school where the child's happiness is the primary concern. We want children to feel confident, safe and secure when starting school and we want parents/carers to feel happy with the transition process.

WHAT?

Each child who is new to Paganel Primary School will receive a home visit. These home visits will be booked at the Parents Meeting in July and will take place during September. During the visits we:

- Create relationships with the child in a familiar, comforting setting (home)
- Create relationships with the parents/carers
- Value the parents' contribution and their role as first educator
- Establish with parents what the child can already do

HOW?

Staff will visit in pairs with one member of staff there to talk to the adult(s) and the other to play/observe the child. Staff will establish a settling in routine, gather essential information, discuss the setting and the child's development and answer any queries that may arise.

Staff will provide:

- Essential medical/contact forms to complete and a discussion will be had about the process for changing children (any parent wishing to change their child themselves will be listed and information shared with all staff).
- A questionnaire which will help us gather important information to help settle the children in.
- A device for taking photos.

WHO?

EYFS staff and SLT



Environment Policy

WHY?

There are 17 areas of learning in the EYFS document. At Paganel Primary School, our learning environments are arranged, planned and reviewed in order to ensure that children are exposed to and learn within these areas. We believe that the environment should be stimulating, engaging and plays a fundamental role in promoting, developing and challenging children's learning.

WHAT?

The Early Years environment always should be:

- * Engaging (high levels of engagement = high level attainment)
- * Accessible without an adult
- * Challenging – implicit (provision you provide) and explicit (I wonder if...)
- * Differentiated
- * Skill based – learning new skills, developing skills
- * Process led, not outcome led

With a system of focus children (See ITMP policy), a workshop style environment and records kept on spontaneous planning sheets, the children are learning effectively all the time at Paganel Primary School.

HOW?

We have a workshop style environment indoors and outside. The children select what they want to do in each area. Children have daily access to continuous provision inside and outside. Staff establish rules and routines which are shared with the children and are continuously referred to in order to create continuity within the setting which leads to happy, safe and secure children who can independently access the environment.

Our principle is that resources are accessible to the children and they are varied, open-ended and high quality. This gives children the opportunity to select resources to support their chosen activity. The majority of equipment remains constant, to allow the children to access deep and meaningful learning that they can revisit, in order to extend ideas and explore further. Staff will add enhancements to the environment which have been influenced by children's interests.

WHO?

EYFS Leader, all EYFS Staff



Outdoor Policy

WHY?

Early Years Settings are required to provide children with a quality and engaging outdoor environment. At Paganel Primary School, we understand the great importance that outdoor learning has on the holistic development of a child. We will not compromise on allowing children to play outdoors, as we believe it to be an essential component of young children's learning and development.

WHAT?

The outdoors is the very best place for young children to practice and master emerging physical skills. It is in the outdoors that children can fully and freely experience motor skills like running, leaping and jumping. Children can perform other manipulative skills such as pushing a swing, pulling a wagon and lifting and carrying movable objects. Additionally, it is in the outdoors that children are likely to burn the most calories, which helps prevent obesity, a heart disease risk factor that has doubled in the past decade. The outside is also important because the outdoor light stimulates the pineal gland, the part of the brain that regulates the "biological clock," is vital to the immune system, and makes us feel happier.

Cognitive and social/emotional development are impacted too. Outside, children are more likely to invent games. As they do this, they're able to express themselves and learn about the world in their own way. They feel safe and in control, which promotes autonomy, decision-making, and organizational skills. Children will develop their:

- Communication skills and vocabulary (as they invent, modify and enforce rules)
- Number relationships (as they keep score and count)
- Social customs (as they learn to play together and cooperate)

HOW?

If children are to make useful meaning of the world around them, they must be allowed to experience it in a fun, messy, muddy, wet environment. Children learn so much through their senses and the outdoor stimulates these. Here, we adhere to the following principles:

- All children will be given the opportunity to play outside throughout most of the day, whatever the weather.
- We ensure that children are dressed appropriately: warm clothes and waterproof coat when it's cold and wet; sun hat and sunscreen when it's sunny.
- Children get wet, muddy and messy when they play outside. We provide protective clothing for them to wear, including wellington boots.
- We teach children how to minimize how messy they get and they do get better at this as they get older, but it's part of their learning and development.

WHO?

It is the responsibility of all the EYFS Staff (Teachers and TAs) to provide outdoor learning opportunities.

**** Getting wet does not cause us to catch a cold. If the cold virus is around, we will pick it up regardless of whether we are wet or dry.*



Characteristics of Effective Learning Policy

WHY?

Across the EYFS the Characteristics of Effective Learning (CofEL) are the building blocks of how children learn. They run through and underpin the seven areas of learning and development, as detailed in the 'Early Years Foundation Stage Framework' (2012). They describe learning processes that occur throughout every day activities and experiences. They also support the child to remain an effective and motivated learner.

WHAT?

There are three Characteristics of Effective Learning (Revised EYFS):

Playing and Exploring – do they investigate and experience things, and 'have a go'?

Learning Actively – do they concentrate and keep on trying if they encounter difficulties, and enjoy achievements?

Creating and Thinking Critically – do they have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Explorasaur 	Tryasaur 	Thinkosaur 
--	---	--

HOW?

At Paganel, we use dinosaurs to enable children to become more aware of how they learn, and give them language to explain the skills they use when learning.

There are three dinosaurs, each linking to an aspect of the characteristics: Tryasaur, Explorasaur and Thinkasaur.

To support the CoEL further:

- Adults encourage children to recognise when they have displayed the characteristics of effective learning and use the Dinosaurs' names to reflect this
- Adults model the characteristics of effective learning and skills for the children to use
- Adults value their efforts and praising and valuing them and their learning (developing the characteristics of effective learning)
- Children are supported and developed by the adults challenges, designed to extend their thinking and develop effective characteristics of learning

WHO?

All EYFS staff

