

## Laira Green Early Years Policy

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 2014.**

### Admission and Induction

Children are usually admitted in September of the school year in which they turn five, 1st September - 31st August. Admissions are handled centrally by Plymouth city council  
<http://www.plymouth.gov.uk/>

Children are admitted in the following order, as determined by Plymouth City Council.

- a. Those with brothers and sisters in the school and living within the catchment area
- b. Others that live within the catchment area.
- c. Those with brothers and sisters in the school but living outside the catchment area

Should there be spaces, those from outside the area, with those living nearest to the school are given priority.

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Once a child has been allocated a place they receive a school prospectus and welcome pack. They will be invited to attend a welcome meeting with their parent or carer where they will be given an overview of the school, information about life in foundation and a school tour. There will also be opportunities to visit the school for several 'play and stay' sessions with their parent/ carer. Staff liaise with local pre school settings regarding transfer information and the on site pre school 'Greenshoots' children visit informally. The school SENCO attends meetings regarding children requiring enhanced transition or early alert schemes.

In September parents will be invited to come to the school with their child for a 1:1 meeting with their new teacher and familiarise themselves with their new environment. A short, part time induction commences:

Two/three days (depending on return to school dates) – half of the cohort at a time attend independently for a shorter morning or afternoon session.

Two/ Three days (depending on return to school dates)-All children attend for a morning session, going home just before lunch commences.

Two/ three days (depending on return to school dates)-All children attend for a morning session and stay for lunch, going home at 1.15.

(Week three)- Most of the children will attend full time, although if children require an extended transition period this will be discussed with parents/ carers on an individual basis.

### The Early Years Principles at Laura Green:

There are four overarching principles that shape early year's practice (**Statutory framework for the early years foundation stage 2014**):

**A unique child.** We recognise that children develop in individual ways and at varying rates. We encourage children to be resilient, capable, confident and self-assured. We use praise and encouragement including celebration of effort and achievements to encourage and develop a positive attitude to learning.

**Positive relationships.** We recognise that children learn to be strong and independent from positive relationships and aim to develop caring, respectful and professional relationships with the children and their families.

**Enabling environments.** We recognise that the environment plays a key role in supporting and extending the children's development. We aim to provide a communication friendly foundation unit which encourages independence and provides stimulating learning experiences. Through adult interactions and observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

**Learning and development.** The Foundation Unit is organised to allow children to explore and learn securely and safely in different ways and at different rates. The needs of all children are carefully considered including children with English as an additional language, special educational needs and disabilities. There are areas where the children can be active, be quiet and rest. All areas of learning and development in the early year's foundation stage are considered important and interconnected.

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**The Statutory Framework for the Early Years Foundation Stage (DFE 2014)** outlines three pivotal elements to the EYFS:

#### 1. The learning and development requirements

The early year's curriculum is divided into three '**Prime**' areas of learning:

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

Additionally there are four '**specific**' areas of learning:

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

Underpinning learning and development across all areas of the curriculum are the **Characteristics of Effective Learning**. These are the ways in which the child engages with other people and their environment and demonstrates their key learning behaviours.

**The Characteristics of Effective Learning are:**

- Playing and exploring- finding out and being willing to have a go.
- Active learning- being involved and concentrating, enjoying achieving and being resilient.
- Creating and thinking critically- having their own ideas, making links and choosing the way to do things.

Our practice is best described by **The Statutory Framework for the Early Years Foundation Stage (DFE 2014)**:

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

Our staff respond to each child's emerging needs and interests and guide their development through positive interactions. As children grow older, and as their development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

## 2. Assessment

During the first few weeks in school teachers assess what children know, understand and can do. This is known as their Baseline Assessment. This assessment has two aims:

- To find out what children know, understand and can do, so that teachers can plan effectively for each child's learning needs.
- To help the school measure and monitor children's progress from the time they start school.

From September 2015 the school will be using the 'Eexba' baseline assessment and from September 2016 statutory baseline assessment will commence.

Assessment of each child's progress and learning will take place through regular observations, discussions, photographs and planned assessments (such as Read Write Inc). Evidence from home and out of school activities are also valued and included. Assessment information is recorded on the school's assessment system 'School pupil tracker' and evidenced against **development matters** descriptors as a continuous 'learning journey'. This provides an ongoing record of the children's achievements and progress. Additionally there are data review points six times per academic year when staff reflect on the information for future planning and provision to ensure progress for all children. Our planning is reflective and flexible.

At the end of the academic year (June) there is a statutory requirement for the **Early years foundation stage profile** to be completed for each child. Each child's level of development must be assessed against the early learning goals for the prime and specific areas of learning. Parents are provided with this information as part of their child's end of year report. Additionally this information is reported as a cohort to the local authority which in turn reports the data to relevant government departments. Staff attend yearly agreement trialling and 4 yearly in depth school moderation visits by the local authority to ensure accuracy of assessments. Foundation staff ensure that this information is passed onto the children's year 1 teachers along with a commentary on individual children's characteristics of learning. There is time given for staff to meet for dialogue

regarding this and to ensure a smooth transition to year 1 regarding development, learning needs and planning.

### 3. The safeguarding and welfare requirements:

Only suitable adults who have a current DBS have contact with the children in accordance with the school's Safeguarding Policy.

At least one member of EYFS staff on site is a trained Paediatric First Aider.

All EYFS staff have appropriate qualifications, training, skills and knowledge with a clear understanding of their roles and responsibilities.

Good health is promoted with high standards of hygiene and healthy lifestyles fully integrated into daily life at school, for example, each child has unlimited access to water and milk and one piece of fruit snack per day. Children are encouraged to access the free school dinner scheme, all school dinners are cooked on site and are healthy well balanced meals.

Behaviour is managed in a positive manner in accordance with the school's Behaviour Policy.

Designated Safeguarding Leader is the Headteacher Miss Bailey, deputy safeguarding leader is the school Inco Mr Whitnall. All staff have basic training in safeguarding.

Laira Green Primary is included in operation encompass where Devon and Cornwall police will inform the school of any reported domestic violence incidents which may impact on a child in our care.

Medicines are administered in accordance with the school Medicine Policy.

The premises, environment and equipment are all secure, clean, risk assessed and well maintained.

Any 'off site' visits or trips are risk assessed and adult: child staffing ratios are rigorously adhered to.

#### Intimate Care

Occasionally a child may require support with changing or following a toileting incident. Staff will always respond to these situations in pairs but where possible will encourage a child to clean, dress or change themselves as independently as possible. In cases of heavy or repeated soiling it is school policy to contact parents/ carers to assist with this.

Due to the increase of children starting school who are not clean and dry during the day, the school now clearly alerts parents/ carers to the expectation of independence with this within the initial welcome pack and during the initial parent's meeting. Parents are signposted to health visitor/ doctor/ school nurse for support if required in the Summer term prior to their child's start to school.

This policy will be reviewed as implementation, advice and/or legislation necessitates.

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Agreed by Governors:

Policy to be reviewed: Autumn 2016 following advice regarding new statutory baseline and cessation of ELGs in June 2015.

Date of next review: September 2016

