



Court de Wyck Church School

Early Years Policy

Growing Together, Belonging and Achieving

Everybody in our caring Christian Community inspiring, nurturing and challenging each other to do their best in mind, body and spirit to achieve more than they ever thought possible.

John 10:10 'Life in all its fullness'

Our Curriculum Intent

Our Curriculum Intent At Court de Wyck Church School our curriculum is child-centred, aspirational and purposeful in order to instil within our pupils the knowledge, skills and confidence needed for their ever-changing futures. Its focus is on nurturing pupils' natural curiosity and love of learning, supporting them to develop resilience and understanding of the world around them. It encourages pupils to make connections and to be creative, independent thinkers who relate their learning to real- life experiences. At the heart of our curriculum are our Christian values and the dedication to working collaboratively to achieve more than we ever thought possible.

Our Early Years Intent

At Court De Wyck Church school we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS, '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.'

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured

- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Importance of **learning and development**. Children develop and learn in different ways and at different rates

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are child-initiated, supported by the adult and adult-initiated
- Provide a secure and safe and enabling learning environment indoors and out

Our Early Years Implementation

At Court de Wyck Church School, we ensure that the requirements of the EYFS and the Educational Programmes are met through all seven areas of learning and development, in order for children to make progress towards the early learning goals, which are the established expectations for most children to reach by the end of the EYFS.

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across these seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Each area of learning and development is implemented through planned, purposeful play with a balance of child-initiated activities and adult-led. During children's play, adults will observe and interact to stretch and challenge children further.

Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active in both the indoor and outdoor environment. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

As a team, we write long term and medium term plans using the EYFS based on a series of themes, each of which offers experiences in all seven areas building on prior learning to create a progressive curriculum. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

Children have whole class and small group times which increase as they progress through the EYFS. There are daily phonic session using the SSP, Unlocking Letter and Sounds and daily Maths session using WhiteRose and the Boolean Mastering Number program.

Play in the Foundation Stage

We recognise that play underpins all learning and development for young children and therefore the curriculum is delivered using a play-based approach as outlined by the EYFS. Children learn by leading their own play, and by taking part in play which is guided by adults. It is through play that children develop intellectually, creatively, physically, socially and emotionally. By providing well planned experiences based on children's spontaneous play, both indoors and outside we support our children to learn with enjoyment and challenge. They have the opportunity to think creatively alongside other children and adults as well as on their own. They communicate with others as they investigate and solve problems.

At Court de Wyck Church School, we recognise children learn in different ways, so our feedback to parents on their child's learning references the **characteristics of effective learning** in the Early Years Foundation Stage:

- **Playing and exploring** - children investigate and experience things, and ‘have a go’;
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We also encourage the children to reflect on their learning and play through discussing these characteristics and sharing examples of how they have demonstrated them.

Observation and Assessment

We make regular assessments of the children, both informally and formally. We carry out the Statutory Baseline assessment during the first six weeks of school and The Early Years Foundation Stage Profile in June. We make regular assessments of children’s learning and we use this information to ensure that future planning and provision reflects identified needs. These ongoing assessments are used to track their progress towards the Early Learning Goals and are regularly updated throughout the year as well as ongoing phonics assessments to identify gaps in their phonic knowledge.

All Early Years staff are able to record observations of children’s learning using Tapestry (online learning journals), which parents are encouraged to comment on and add their own observations from home. Parents are invited to parent consultations three times a year.

At the end of the school year we provide the parents with a report based on their child's development against each of the 17 Early Learning Goals and the characteristics of effective learning. The parents are then given the opportunity to discuss these judgements with the teacher in preparation for Year 1.

Safety

Children’s safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children’s safety.

We promote the good health of the children in our care in numerous ways, including learning about nutritious food, providing opportunity for PE and outside activities, and following set procedures when children become ill or have an accident.

Inclusion

We value all our children as individuals at Court De Wyck, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve

and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies

Parents as Partners and the wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on school trips and inviting members of the community into our setting.

Induction and Transition

In the summer term, prior to joining Reception at Court de Wyck Church School, staff make contact with children's pre-school settings to get to know the children and discuss their transition, staff from Court de Wyck will endeavour to see all children in their pre school settings before they join Court De Wyck in the Autumn term. Wherever possible children attend introductory sessions in our Reception class to develop familiarity with the setting and practitioners. Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and pre-schools.

EYFS and Year 1 teachers work closely with each other throughout the year to provide a smooth transition. They carry out a range of activities together such as singing, story time, Christmas play and themed sessions.

All children take part in 'moving up morning' and the EYFS teacher will provide extra transition time to support those children that need it. The Year 1 teacher, in the final term will come and share stories with the Reception class.

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. In the final term in EYFS, the Year 1 teacher will meet with the EYFS teacher and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The year 1 classroom will be set up as a continuation from EYFS, with continuous provision for the children to access.

Impact

At Court de Wyck, we intend for the impact of our high-quality Early Years curriculum to be that the majority of pupils will achieve at GLD (Good level of development) and make good progress from their starting points. Disadvantaged pupils and pupils with SEND will acquire the knowledge and skills needed to move on to the next stage of their education.