



## **The Horsell Village School**

### **Early Years Policy**

At The Horsell Village School we see the three years that children share with us as a smooth and continuous journey on which the children travel.

In the Early Years at The Horsell Village School we have a consistent approach towards learning and development. Our goal is that every child should have the opportunity to develop-

- confidence
- independence
- self-awareness
- awareness and respect for others and their environment
- a sense of belonging within their community
- a desire to learn and a love of learning
- an awareness of how they learn
- resilience when faced with challenge

The Early Years Foundation Stage applies to children from birth to the end of the reception year.

In our school, all children join us, full time, after a period of staggered entry.

The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice is underpinned by these four themes.

### **A Unique Child:**

All children are seen as unique children who are constantly learning, confident and self-assured.

In order to ensure this:

- Planning and learning caters for all learning styles
- Learning will involve a combination of adult led, independent tasks and child - initiated activities.
- Personalised learning through the means of targeted differentiation.
- Identifying and monitoring SEND - Pathway plans, SMART targets, individual and group time, teacher 1 to 1 time with SENCO
- Identifying gifted and talented
- Phonics, fine motor control and social groups

### **Positive Relationships:**

Children will be given the opportunities to learn to be strong and independent through positive relationships with both staff and their peers.

### **Enabling Environments:**

Children will feel safe and secure in their environment; allowing them to develop their self-esteem and become confident in their learning.

To support this each class uses a tested, consistent approach towards class management and rewards. These are-

- Star of the Day
- Aspirations
- Marble Jar
- Indoor voices
- Rainstick
- Circle time
- Golden sitting
- Class contracts
- Informal discussion with staff
- Values

### **Learning and Development**

Throughout their time at The Horsell Village school children will engage with other people, their learning and environment in different ways; by playing and exploring, through active learning, and through creating and thinking critically - these characteristics of learning and development underpin all areas of the curriculum and support the child to become an effective and motivated learner.

There are seven areas of learning and development in the Early Years that must shape educational provision in Early Years settings.

All areas of learning and development are important and inter-connected. The **Prime Areas** are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four **Specific Areas**, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Knowledge of the world
- Expressive arts and design

### **Outdoor Learning**

- Children will be able to access and use the Outdoor Classroom flexibly and appropriately according to the learning.
- To be consistent with indoor learning
- Children to value and care for both the indoor and outdoor classroom equally.

### **We aim to achieve this by:**

- providing a safe, calm and relaxed environment
- positive recognition, affirmation and praise
- providing high quality, accessible resources
- having clear, set routines and high expectations of behaviour
- leading by example
- having a thorough knowledge of the children as individuals
- setting clear achievable targets to extend each child to meet and go as far as they can
- Each child will read with the class teacher at least once a week
- Each child will have a Learning Journey which shows their progress throughout the year. These are regularly shared with both parents and children. Children can choose their own learning to go into their Learning Journeys.

- Tracking children's success using a variety of methods including observations, photographs, videos and tracker sheets.
- developing a strong home- school relationship
- Parents will be informed of their child's learning via whiteboards outside the classroom and the website.
- Regularly recognising and celebrating class, group and individual achievements
- Children will have the opportunities to develop their own learning styles based upon the Characteristics of Learning in the EYFS.
- Teachers will work closely with other local schools to moderate children's provisions and learning.

### **Website**

- Update weekly
- Add recent events
- Add recent photos, update regularly
- Curriculum maps/topic webs
- Being open to changing the format.

Overall we aim to enable children to become aware of themselves as learners and develop and celebrate their own unique traits in a safe, happy, stimulating, environment.