



Sheldwich Primary School and Little Hedgehogs Pre-school



Early Years Policy

Aims

- To welcome children into a positive, secure and stimulating environment, where they feel valued and develop in confidence and independence.
- To value the Foundation Stage as a distinct stage in its own right, that provides quality provisions, for all children, therefore enabling them to reach their full potential.
- To establish good relationships with parents and carers, including welcoming them as helpers in the classroom and keeping them up to date with topics being studied.

Standards To Be Achieved

- To provide rich and diverse opportunities for children to reach their maximum potential in each of the seven areas of learning:
 - ❖ Personal, Social and Emotional Development
 - ❖ Communication and Language
 - ❖ Physical Development
 - ❖ Literacy
 - ❖ Mathematics
 - ❖ Understanding the World
 - ❖ Expressive Arts and Design

Styles Of Learning

- To recognise that children learn in different ways and at different rates.
- To provide active learning through well resourced adult directed, adult initiated and child initiated activities.
- To ensure time and opportunities are made for children's deep level involvement in a variety of activities, allowing them to make relevant links in their learning.

Styles Of Teaching

- To vary teaching styles, allowing for visual, kinaesthetic and auditory learners to be engaged fully in the activity.
- To ensure both the class teacher and classroom assistant have an in-depth knowledge and understanding of the Foundation Stage Curriculum and its delivery.
- To ensure good management skills are used, leading to high standards of behaviour, both in the class and around the school.

Early Years Environment

The classroom is organised into well-resourced and identifiable areas, which are easily accessible by all children. These include:

- Role Play area
- Maths area
- Writing area
- Book Corner
- ICT area
- Listening area
- Writing table
- Creative area
- Construction area

All children are also provided with access to a well resourced outside environment. Learning in this area will take the form of adult directed, adult initiated and child initiated activities. Similar to the classroom, the outside environment is organised into easily recognisable areas. These include:

- Sand play
- Quiet area
- Planting area
- Water area
- Physical development area
- Mark making area
- Role-play area

Both the indoor and outdoor areas are used effectively to support and extend children's all round development in the seven areas of learning.

Curriculum and Organisation

Emphasis is placed on the importance of play in the development of children during the Foundation Stage. At Sheldwich, planned play opportunities take place every day, therefore allowing children to learn with enjoyment.

There is a thematic approach to the teaching and learning, which changes approximately every term.

Assessment

During the first term children will be assessed using the Revised Early Years Foundations Stage Base Line Assessment.

Children continue to be assessed throughout the year, mainly through observation, but also through planned assessment activities. Assessments are recorded in the class teacher's daybook, in learning logs and using SIMS.

Settling in New Children

Within the early years at Little Hedgehogs and Ladybirds Class at Sheldwich we believe that each child and family are unique and as such we always strive to work in partnership with parents and carers to provide bespoke settling in arrangements.

Partnerships with Parents/Carers

We aim to develop a relationship of trust and understanding, to be a place where children and parents feel valued and supported.

Parents are encouraged to attend a meeting during Term 1. This is an opportunity to find out about the curriculum their child will be following, plus an opportunity to ask any questions they may have.

Parents' views and knowledge of their children are greatly valued and are used in the feedback in Term 3 & 6 reports. These views continue to be valued throughout the Foundation Stage. Parents are welcome to discuss any concerns with the class teacher at an agreed time, usually at the end of the school day.

Special Needs

We aim to provide all children with support and provisions appropriate to their individual needs. If it is felt that a child needs special needs support, evidence is kept and discussions take place between the class teacher and the SENCO. Appropriate support will be given through individual time and suitably differentiated work. If appropriate, parents are invited to discuss their child's needs with the class teacher and/or the SENCO and a suitable support programme will be developed.

Equal Opportunities/Health and Safety

This is in line with the schools Equal Opportunities and Health and Safety Policies.

This policy has been reviewed in line with the Single Equality Scheme and may have the potential to have a positive impact on equality, by reducing and removing inequalities and barriers that may exist.

***Reviewed by AA: September 24
To be reviewed: September 2026***