

# *Lyminster Primary School*



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## Early Years Policy

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Lyminster Primary School Wick Street, Littlehampton, West Sussex, BN17 7JZ

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**POLICY**

## Lyminster Primary School

*'Breathing Love into Learning'*



### Early Years Policy

**In Early Years we want the children to be happy, safe and excited about learning. We want them to make the best possible start to their school life and to feel part of the school community of Lyminster. We want to imbue confidence, instil community spirit and foster a life-long love of learning**

Children are happy when they 'know how' to do things and feel safe. We want the children to learn how to play together, how to become more confident in all seven areas of learning and to develop a love of learning new things. We want to help our children to:

Grow socially  
Grow personally  
Grow academically

We want the children to feel secure in our learning environment and feel able to take calculated risks. We want parents to feel welcome to work alongside us to help their child grow.



This booklet contains strategies on how we plan to do this:

- Early Years Aims and Objectives
- Early Years Key Principles
- Early Years Teaching and Learning
- Early Years Assessment
- Early Years Behaviour
- Early Years Transition and induction
- Early Years Health and Safety

## **Our Aims**

At Lyminster Primary EYFS, our aims are that your child will:

- Be happy, safe, and excited about learning.
- Make the best possible start to their school life.
- Fit in with their peers and develop new friendships.
- Develop a sense of identity and feel part of the familial school community of Lyminster.
- Be kind, polite, and considerate to others.
- Grow in confidence and foster a life-long love of learning.
- Learn to play together collaboratively.
- Develop their vocabulary and communication skills and be able to share their ideas and know they will be valued by others.
- Become more independent and self-confident to try new things and overcome obstacles.
- Develop good concentration skills and sustain attention on child led activities.
- Feel secure in the learning environment and be able to take calculated risks.
- Grow socially, grow personally, and grow academically.

## **Early Years Foundation Stage Principles.**

EYFS is based upon four principles which underpin everything we do in Early Years:

### **A Unique Child;**

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement to motivate and inform children's learning choices.

### **Positive Relationships**

We recognise that children learn to be confident and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise the importance of developing the relationship between teachers and parents/carers so we work in partnership for the child's best interests.

### **Enabling Environments**

We recognise that the environment plays a key role in supporting and extending the children's development. We observe the children and assess their interests and development, before planning challenging and motivating activities and experiences to extend their learning.

### **The Reception Curriculum**

We will be following the revised Early Years Foundation Stage Framework (EYFS) which consists of three *prime* areas and four *specific* areas of learning and development. The prime areas cover the knowledge and skills which are the foundations for children's development and future progress.

The Reception curriculum consists of:

### **The Prime Areas**

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

## **The Specific Areas**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

## **Learning and Development**

We value all areas of learning and development equally and understand that they are interconnected. Our whole school core learning attributes of:

*Courage      Respect      Confidence      Community      Responsibility*  
*Friendship      Wonder      Joy*

also form the foundations of what we set out to achieve in our Early Years setting. These values are developed and encouraged throughout our curriculum and in our class environment.

## **Objectives**

We will facilitate these aims by:

### **1. Careful management of the transition from home to school:**

- Providing information to parents through the school brochure, meetings, and an induction pack
- Providing opportunities for parents and children to have pre-school visits
- The Early Years Class Teacher visiting local feeder playgroups, childminders and nurseries where appropriate
- Gradually introducing children to the whole school routine to help with the settling-in period
- Inviting parents to a 'Six Week In' meeting in the first term.

### **2. Providing a learning-rich environment:**

- Planning which includes provision for a learning environment both indoors and outdoors
- Use of materials, equipment and displays that reflect the community the children come from and the wider world
- Encourage children to make choices and develop independence by having equipment and materials readily available and well organised
- Provide resources that inspire children and encourage them to initiate their own learning
- Plan an environment free from stereotypical images and discriminatory practice
- Plan for and include things that are of interest for the children within groups or individually, these enhancements will capture their imagination and motivate them to learn
- Include the local community and environment as a source of learning by having visits and visitors.

### **3. Providing experiences that build on what children already know:**

- Plan experiences that reflect real life situations, that are the natural 'next steps' in their learning and allow for sustained concentration.
- Understand that every aspect of learning for young children is interrelated and interdependent and reflect this in planning

- In partnership with parents through school contact books and their Online learning journals; where parents can record significant achievements at home which are celebrated at school and used to inform next-step planning.

#### **4. Providing an effective, carefully structured early years curriculum:**

- Plan experiences that are relevant, imaginative, motivating, enjoyable and challenging
- Make effective use of unexpected and unforeseen opportunities for children's learning that arise from everyday events and individual interests (In The Moment Planning)
- Make good use of outdoor space so that children are enabled to learn by working on a larger, more active scale than is possible indoors.

#### **5. Meeting the diverse needs of the children to develop their self esteem and confidence in their ability to learn:**

- Help children to see the purpose of activities and what they need to do to be successful.
- Accommodate the different ways children learn by planning for the same objective in a range of different ways (Visual, Auditory and Kinaesthetic learners)
- Help consolidate their learning by revisiting the same learning objective as many times as necessary
- Plan differentiated activities suited to the individual child
- Establish an ethos in which individual achievements are valued and they are encouraged to have a positive attitude towards making mistakes and learning from them
- Plan a mixture of both Adult Led, Adult Directed and Child Initiated activities with uninterrupted time for children to work in depth.

### **Teaching and Learning**

At Lyminster Primary various strategies are employed in learning and teaching that can be adapted to suit the needs of the children. Young children's learning is developed by offering experiences as such the children will experience a lot of practical work and structured play activities, which take place in the outside area as well as within the classroom. The practical work may seem like play to the children, because we endeavour to make these activities enjoyable and motivated by the child's own interests, but these activities are structured and provide a sound foundation for moving the learning on (to learn new things) as well as being encouraged to reflect on what they already know and consolidate this learning. Our environment will provide a positive context for learning and teaching.

The children will follow topics each term to bring together the different curriculum areas. These topics are linked to the children's interests and may include: superheroes, mini-beasts, toys, picture books, the natural world, castles and fairy tales.

### **Behaviour and rewards**

In Early Years we agree to:

- Highlight good behaviour.
- Model polite behaviour 'Please' and 'Thank you', holding doors etc.
- Explain and demonstrate the kind of behaviour we want to see.
- Have clear boundaries and shared expectations displayed around the classroom.
- Follow whole school and class rules.
- Ensure that feedback of a child's behaviour is helpful and clearly explained.
- Support children who struggle to consistently make good choices through 'Individual Behaviour Plans', including full engagement with the child's family.

As part of our class reward system we use positive reinforcement strategies such as 'Behaviour Beans' that are collected in a jar and go towards a whole class reward. We also award individual stickers and use personalised sticker charts where appropriate. We celebrate the children's achievements and interests during circle time and in whole school Achievement Assembly. Children in Reception as also part of a whole school reward system where they can earn 'Dragon Points' for their Dragon house. At the end of every half term, the points will be counted and the winning house will get a 'home clothes day' to celebrate their achievement. All children across the school from that house will have the choice to wear their own clothes.

### **Assessment and observations**

All children are assessed on first entering school. These assessments are usually incorporated into the children's classroom activities so that the children are not aware that they are being assessed. These initial assessments enable us to track each child's progress and aid early identification of children with additional or special educational needs. The adults observe the children every day and record observations of the children's learning in their learning journals or directly onto their on-line Learning Journal using Tapestry. We will photograph or video the children's 'Wow Moments' daily and children are encouraged to bring in 'Wow' slips from home and Parents/carers can put observations directly onto Tapestry to tell us about progress observed at home. Ongoing observations inform our provision and planning every day.

### **Induction and transition**

We will run our traditional 'Stay and Play' events. These are open to new Reception children, a parent and also siblings already attending the school. We believe these first encounters of school are hugely beneficial and provide an opportunity for children and parents/carers to get to know the cohort.

We run 'New Parents Talk' to inform parents about the Early Years Framework and recent changes and most importantly to give parents an idea of what Reception looks like for children at Lyminster Primary School.

### **Health and Safety**

We consider health and safety to be of utmost importance and comply with The Health and Safety at Work Act 1974 and the Workplace Regulations 1992 at all times.

Early Years daily dynamic safety checks are as follows:

- boundaries and gates
- water hazards
- hazardous substances and equipment are kept in a safe place
- hazardous plants, pets and other animals when applicable

- electrical equipment used safely
- check doors, windows, floors, steps, stacked furniture
- hygiene and cleanliness
- fire
- equipment and toys.

This Early Years Policy is regularly reviewed by the Early Years team, school management team and governors.