

Dore Primary School



Early Years Teaching and Learning Policy

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Statement of intent

At **Dore Primary** we continuously encourage pupils to be independent, curious, creative and resilient learners who show respect for each other, their communities and the environment. Through our teaching and learning strategy, we develop pupils' communication skills, ensuring that they know how to appropriately express themselves and feel heard.

By establishing effective and supportive relationships with pupils, **Dore Primary** aims to ensure that pupils feel valued as an individual, are empowered to meet their own needs and enjoy their learning experience whilst achieving the early years learning goals.

As a Rights Respecting School, the best interests of the child are a top priority (article 3) and we ensure children know about their rights when thinking about relationships. These include the right to an education (article 28), protection from harm (article 19) and privacy (article 16).

Signed by:
G BRADLEY

**Leader of
Foundation Stage**

Date: _____

25/09/2018

Chair of governors

Date: _____

1. Legal framework

1.1. This policy has due regard to statutory guidance and legislation including, but not limited to, the following:

- Childcare Act 2016
- Children and Young Persons Act 2008
- Education Act 2011
- DfE (2014) 'Statutory framework for the early years foundation stage'

1.2. This policy is intended to be used in conjunction with the following school policies:

- Early Years Policy
- Early Years Foundation Stage (EYFS) Assessment Policy
- Early Years Supervision Policy
- Early Years Behaviour Policy
- Early Years Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy

2. Aims

2.1. **Dore Primary** School aims to support each pupil's welfare, learning and developmental needs by:

- Providing a broad and balanced curriculum which is in line with the statutory framework for the EYFS.
- Creating an environment that enables and develops learning.
- Recognising that all pupils are unique and special.
- Understanding that all pupils have different needs, their own learning style and develop at different rates.
- Providing a safe, secure and caring environment.
- Encouraging pupils' independence and decision-making skills.
- Raising pupils' awareness of their identity and role within the community.
- Teaching appropriate methods of expressing needs and feelings.

- Developing pupils' understanding of social skills and the appropriate behaviour towards one another.
- Providing learning experiences which reflect pupils' personal interests and build on their existing knowledge.
- Understanding the importance of play in pupils' learning and development.
- Providing a range of learning environments, including outdoor learning.
- Enabling pupils, parents and staff members to feel valued and respected as part of the school community.

3. Roles and responsibilities

3.1. The **Leader of Foundation Stage** is responsible for:

- Ensuring that all staff members have received a copy of this policy.
- Implementing this policy throughout the school.
- Ensuring that all staff members, pupils and parents are aware of this policy.
- Assigning a key person to support the needs of each pupil.
- Supporting staff development by providing regular training and CPD opportunities.
- Ensuring that parents are continuously kept informed regarding the achievements and progress of pupils.
- Maximising parental engagement and community involvement.

3.2. EYFS staff members are responsible for:

- Acting in accordance with this policy at all times.
- Ensuring that parents are aware of this policy and their role regarding the teaching and development of pupils.
- Having a firm understanding of child development and age-appropriate needs.
- Developing planning that challenges pupils and meets their individual needs.
- Encouraging pupils to effectively communicate in a variety of ways and work collaboratively.
- Supporting pupils in becoming mastery learners.

- Ensuring that the environment is appropriate and safe, as well as being supportive of their learning.
- Providing learning experiences which adhere to the EYFS statutory framework.
- Identifying any areas of concern in regards to pupils and their learning, development and emotional needs.
- Ensuring that appropriate measures are in place to safeguard pupils.

3.3. Parents are responsible for:

- Ensuring that their child regularly attends schools, giving reasons for any absences.
- Informing the school of any concerns or problems which may affect the child's behaviour, learning or wellbeing.
- Attending parent consultations and having an active role in the school community.
- Ensuring that their child is appropriately dressed.
- Building and developing on pupils' knowledge and understanding to continue learning experiences at home.
- Encouraging a pupil's development and their progress.

4. Learning and development

4.1. Learning strategies:

- **Dore Primary** School understands that everyone has their own learning style, and we recognise the need to develop strategies that allow everyone to learn in the ways that suit them best, including through the use of visual, auditory and kinaesthetic resources.
- Staff members will ask open ended questions and challenge pupils to re-examine and extend their understanding of the world.
- Pupils' personal interests will be used as a basis to develop and extend their skills and knowledge by relating learning intentions to pupils' own life experiences.
- All pupils will be encouraged to make and modify plans as a method of ensuring that they review and reflect their own learning.
- Evaluations of individual pupils' learning will be used to inform future planning.

- Open ended resources will be utilised to support exploration and critical thinking, as well as providing provocations to enthuse and motivate pupils.
- Learning objectives will be shared with the pupils and parents; setting clear expectations for what pupils are expected to achieve.

4.2. Learning through play:

- **Dore Primary School** recognises that play is essential to pupils' cognitive, imaginative, creative, emotional and social development.
- We aim to provide play experiences which have a balance between adult-led and child-initiated play; allowing pupils to explore their own ideas and apply what they have learnt in different situations.
- Pupil will be able to explore at their own pace, but are given consistent boundaries.
- Staff members will be actively engaged in pupils' play, either by undertaking careful observations or by joining in with the pupils in order to develop their activity.

4.3. Early learning goals:

- We respond to the development and learning of each pupil by planning experiences which include both the prime and specific areas of learning.
- All provision will focus on developing the prime areas of learning, as outlined in the 'Statutory framework for the early years foundation stage', including the following:
 - Communication and language (listening and attention, understanding and speaking)
 - Physical development (moving and handling, and health and self-care)
 - Personal, social and emotional development (self-confidence and self-awareness, managing feelings and behaviour, and making relationships)
- Planned learning activities, including directed play, will be used to develop the specific areas outlined in the framework, including the following:
 - Literacy (reading and writing)
 - Mathematics (numbers and shape, space and measures)
 - Understanding the world (technology, the world, and people and communities)
 - Expressive arts and design (being imaginative, and exploring and using media and materials)

5. Enabling environments

- 5.1. **Dore Primary School** recognises that the environment plays an important role in supporting and extending pupils' learning and development.
- 5.2. All staff members are responsible for ensuring that the emotional environment is warm and accepting of everyone.
- 5.3. In order to create an environment in which pupils feel confident to try new things, staff members will empathise with pupils, support their emotions and ensure they feel valued.
- 5.4. Pupils have access to a range of learning environments, including indoor and outdoor activities, at all times.
- 5.5. The indoor environment contains resources which are age-appropriate, well maintained and accessible to all children.
- 5.6. All indoor spaces are sufficiently maintained and appropriate for the activities planned in the spaces.
- 5.7. We recognise the positive impact that outdoor learning can have on pupils' wellbeing and development; therefore, we ensure that pupils have the opportunity to learn outside throughout the day.
- 5.8. Our outdoor provision incorporates the prime areas of learning, offering pupils freedom to explore, use their senses and be physically active through:
 - The use of natural materials.
 - Learning about growing and the living world.
 - Research and experimentation.
 - Playing with water.
 - Physical play and movement.
 - Imagination and creativity.
 - Construction and den building.
- 5.9. Learning environments within **Dore Primary School** are well organised and suitable for group, individual and whole class learning – with interactive displays and easily accessible resources to encourage independence.
- 5.10. School rules and expectations of behaviour are consistent throughout the different learning areas and pupils are aware of these.
- 5.11. Educational visits will be arranged in order to further expand pupils' learning experiences. Prior to a trip, a risk assessment of the space is carried out and it is ensured that the area is appropriate for the activity and pupils involved.

6. Parental engagement

- 6.1. **Dore Primary School** is committed to working closely with parents and creating an ongoing dialogue in order to capitalise on pupils' school and home experiences.
- 6.2. We will provide support, advice and workshops for parents, with the aim of enriching and underpinning the teaching at the school.
- 6.3. We provide parents with the opportunity to join pupils in sessions on a regular basis.
- 6.4. Parents are given the opportunity to co-construct learning priorities and record pupils' learning goals and interests.
- 6.5. Any concerns or lines of enquiry will be discussed with parents in person.
- 6.6. Parents are kept up-to-date through the use of the school website, texts, newsletters, notice boards and teacher consultations.
- 6.7. Tasks are set to be completed at home under parental supervision.

7. Planning and assessment

- 7.1. Diversity and inclusion is at the heart of planning, ensuring provision is differentiated in order for every pupil to access learning at their stage of development.
- 7.2. Each pupil has a **Learning Journey**, which is a working document containing their documented learning. This document is shared with parents **each term**.
- 7.3. Pupils' learning profiles are reviewed by staff members on an **at least termly** basis in order to track pupils' achievement and progress.
- 7.4. Staff observations are used to inform planning and create a picture of pupils' competencies.
- 7.5. When planning activities, the following aspects will be taken into consideration:
 - Pupils' individual needs
 - Pupils' learning styles
 - Observable patterns of behaviour
 - The learning environment
 - Necessary resources
 - Provocations
 - The early learning goals
 - Staff members' roles

- 7.6. During planning stages, finding a suitable space which is safe and enhances the planned activities is a priority.
- 7.7. Staff members will develop knowledge of pupils and their families, and will use this information to plan learning experiences.
- 7.8. Data for groups of pupils is collected on a **termly** basis in order to inform the learning foci of the termly plan.
- 7.9. All plans are evaluated to ensure breadth, challenge and relativity.
- 7.10. On-going formative assessment and daily evaluation meetings enable staff members to reflect on pupils' self-initiated learning and interests, helping to inform the provision plan for the next day.
- 7.11. Staff members provide pupils with action-specific, concise and positive feedback, allowing pupils to reflect on their own learning experiences.
- 7.12. Assessment will not entail prolonged breaks from interaction with pupils, nor will it require excessive paperwork.
- 7.13. EYFS staff members will act in accordance with the school's **Early Years Foundation Stage (EYFS) Assessment Policy**.

8. Transition periods

- 8.1. **Dore Primary School** understands the importance of the transition process and, therefore, we adapt our practices to support pupils settling into their new learning environment.
- 8.2. The school offers home visits and sessions during the Autumn term prior to pupils starting primary school full time.
- 8.3. Internal transition is a carefully planned process which focuses on a pupil's key relationships.
- 8.4. Transition meetings between EYFS staff members and Year 1 staff members are held during the **summer term**.
- 8.5. EYFS staff members provide the relevant Year 1 teachers with information regarding pupils, allowing them to accurately plan effective learning during Year 1.

9. Monitoring and review

- 9.1. The quality of teaching is continuously monitored and any concerns are raised with the **Leader of Foundation Stage**.

- 9.2. This policy is reviewed by the **Leader of Foundation Stage** and **governing body** on an **annual** basis.
- 9.3. All staff members are required to familiarise themselves with this policy and adhere to it at all times.
- 9.4. Any changes to this policy will be communicated to parents and staff members, who can request a copy of the policy from the **school office**.