

Early Years Teaching and Learning Policy

1. Our aims at the school for the children commencing their full-time education at the school are:

- To welcome children into a warm and caring environment
- To create a seamless transition from home to school
- To liaise with feeder playgroups and nurseries
- To help children in feeling happy and confident about starting school
- To develop routines that enable children to build upon codes of behaviour
- To keep parents and carers informed and involved in their child's learning
- To encourage independence
- To create a love of learning through stimulating experiences within the environment
- To develop good skills in literacy and numeracy that enables them to access other curriculum areas
- To introduce challenges in physical, creative, technical and environmental issues
- To support individual learning and celebrate successes, acknowledge needs and recognise making mistakes as a healthy part of learning
- To promote a healthy lifestyle

2. Good behaviour is expected and encouraged. Accepted levels are discussed with the children as class rules are agreed upon and through circle time sessions. Parents are informed of our standards during home visits and the 'Taster Day' that take place in the summer term prior to entry. Our school ethos is embedded through our vision and mission statements and the caring approach all adults within the setting adhere to. Children who have difficulties dealing with our rules are supported and encouraged through any necessary rewards and sanctions to change their behaviour appropriately.

3. Characteristics of effective learning underpin all learning opportunities as children explore, try and think about their learning during activities they are engaged in. The curriculum is sectioned into 2 main categories:

Prime –	Personal, Social and Emotional Development Physical Development Communication and Language
Specific-	Literacy Mathematics Understanding the world Expressive Arts and Design

4. Daily Activities enable the children to build upon what they already know, extend their interest and knowledge and seek out individual challenges that come from their own enquiries or are initiated by an adult where appropriate. Children have opportunities to practice:

- Mark making/ letter formation and orientation
- Phonic recognition
- Reading key words and tricky words
- Spelling
- Sentence writing number recognition
- Number formation
- Counting

Children have daily opportunities to participate in planned and free choice activities in order to learn through play. They may be working individually, in pairs, small groups or as a whole class.

5. Planning of half termly topics includes the voice of the children in its direction and regular sessions are dedicated to the areas of particular interest that the children identify or the class adults have made a note of during the daily activities. Parents are also involved in the initial stages of the topic's introduction. This process enables the families to have a sense of ownership in the immediate curriculum on offer within the classroom and acts as an obvious link to parental involvement with the

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child's learning, and hopefully engages the interest of the children to a more purposeful level. Staff are also keen to promote the outdoor learning environment when conducting these planning sessions so that the opportunity for free flow is accessed and explored. This opportunity allows children to participate in active and quiet times throughout the day

6. Room management is an integral part of the development of responsibility and independence. Classroom resources are easily accessible and clearly labelled so that children can access and replace equipment when needed. Furniture is placed in specific areas to identify maths, writing, role play, creative and small group work so that the children begin to gain a clearer understanding of the different curriculum areas. Children are involved in displays and are able to refer to them, learn from them and celebrate their contributions to them with adults.

7. Our outdoor environment offers an adventure playground that enables the children to develop their physical abilities, a garden area that lends itself to an interest in growing and observing the seasons, habitats and wildlife that visit the setting, a covered area that enables the children to access sand, water, construction and recording opportunities and a recently landscaped area that will enable the children to develop interests in creating hides/homes/pathways.

8. We aim to develop making friendships through:

- Role play
- Sharing books
- Working on activities with others
- Joining in with a game with rules
- Encouraging others to participate
- Talking partners
- Listening to stories and discussing them
- Visiting other areas in the school and socialising with other children

9. We aim to develop self-confidence and self-awareness through:

- Self- registration
- Finding own coat peg, tray, name card
- Being responsible for lunch box and water bottle
- Managing own toileting and keeping hands clean
- Asking for help if needed
- Selecting necessary resources
- Making choices for child initiated activities

10. We aim to develop their understanding skills through:

- Carrying out actions to show an understanding of a concept
- Responding to simple instructions and questions
- Sharing their ideas and explanations

11. We aim to develop their speaking skills through:

- Talking with adults and peers
- Talking about their experiences
- Hearing their ideas
- Extending interests through chosen topics
- Participating in music and assembly sessions
- Role play opportunities
- Rhymes and traditional tales

12. We aim to develop their moving and handling skills through:

- Using the adventure playground
- Using trikes and bikes

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- PE sessions
- Scissor skills
- Using and manipulating play dough
- Construction activities
- Using kitchen utensils and developing cookery skills
- Mark making through writing, drawing and painting

13. We aim to develop health and self-care skills through:

- Toileting independently
- Dressing for outdoors and PE sessions tidying away resources after use
- Attending to hunger and thirst when appropriate
- Understanding the effects of exercise on their bodies
- Learning about the importance of cleaning hair/body/teeth
- Handling tools safely

14. We aim to develop literacy skills through:

- Daily phonic sessions
- Weekly homework activities to promote speaking/listening and letter recognition
- Daily handwriting opportunities
- Daily rhymes
- Differentiated classroom activities to extend sounds/blends/sentence construction
- Sharing big books with shared and guided reading opportunities
- Puppets, dressing up and storytelling through drama
- Writing area with paper, pencils, lists, alphabet cards
- Sharing weekend news and writing simple sentences
- Key words and tricky word identification
- Classroom displays
- Word games

15. We aim to develop mathematical skills through:

- Number songs and rhymes
- Touch counting objects
- Using number lines making sets to match number cards
- Estimating
- Adding groups of objects
- Writing numerals
- Naming shapes
- Exploring containers in sand and water activities
- Measuring with classroom objects
- Learning days of the week
- Comparing sizes
- Numbers in role play

16. We aim to develop skills in Understanding of the world through:

- Our RE sessions and seasonal celebrations
- Investigating and exploring the environment, materials, our families and ancestry via the topics we choose each term

17. We aim to develop skills in Expressive Arts and design through:

- Using different media and materials
- Exploring sounds and rhymes
- Building opportunities

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- Developing their use of imagination through role play, puppets, dressing up, use of small world objects

18. Assessment

- 18.1 Baseline assessments are conducted in a short time scale when pupils start with us. Information from home visits, the taster days and the initial two weeks of the autumn term are used to inform practitioners judgements. Individual Learning Journey booklets are used to show a child's involvement in everyday activities
- 18.2 On- going assessments by the teacher and teaching assistants through observations, set activities, photographs and discussions with the children as they are engaged in chosen activities inform each child's Learning Journey.
- 18.3 Reading progress is monitored through regular weekly individual reading opportunities
- 18.4 Phonic progress is assessed every half term and groupings are adjusted accordingly.
- 18.5 Daily writing examples and the 'Big write' events are combined and assessed half termly to show progress in Literacy
- 18.6 Termly consultation meetings enable the sharing of this information with parents.

19. Our links with parents

- 19.1 Parents are encouraged to accompany their child into the classroom every morning for the first few weeks to help them settle and separate happily. As the term progresses we ask parents to help their child become more independent by saying goodbye at the classroom door after the children have lined up in teams in the playground.
- 19.2 Parents are encouraged to hear their child read regularly and children are rewarded with bookmarks every term if this level of support has been maintained.
- 19.3 Parents are encouraged to assist with topic planning by noting ideas they share with their child in the holiday prior to the start of a new half term
- 19.4 Homework books are sent home and a weekly piece of work that helps develop literacy is provided that involves parental support
- 19.5 Staff meet and great parents at the start and end of the day to develop strong levels of communication
- 19.6 Parents are encouraged to share important family information that may have some bearing on the child's behaviour- treated in the strictest confidence
- 19.7 Parents are invited to become classroom volunteers (please see volunteer policy)

Policy approved by Governing Body on

Signed position

Policy due for review: Nov 2016.....