

## Welcome to the Early Years at Aldingbourne

At Aldingbourne we believe that starting school is a very important time for children and parents. It is a time when parents and children are feeling very apprehensive but also very excited.

This Policy outlines what we believe is important to children when they first start school. It highlights the Pre-School links which are vital in making the child and family feel comfortable about the school and its staff. It also talks about the importance of Parental Involvement. At Aldingbourne we value our parents and we feel they play a vital part in the successful running of the school. Without our parental involvement we would not achieve the results we do.

Finally, it deals with Assessment and how in the early years we constantly monitor the progress of all the children thus meeting their individual needs.

# EARLY YEARS POLICY

## AIMS

When children come to school at the age of 4 they need:

- to feel safe and secure
- to feel valued as an individual and to develop a high self-esteem
- to develop self-discipline and form positive relationships
- to work with increasing independence
- to develop their language and communication skills
- to be offered a wide range of meaningful contexts for learning which are exciting and fun
- to learn through first hand experience and play
- time and space to explore and develop their own ideas
- to be active learners both physically and mentally
-

# PRE-SCHOOL LINKS

## How do we prepare children for school?

- Many parents choose to look around the school long before their children are scheduled to commence. This is encouraged and offers the opportunity for individual discussion with the Headteacher.
- The Reception class teacher regularly visits the local playgroups. She reads stories and sings songs with the children.
- Once the children have been offered their school place, a letter for parents goes home as well as a letter to the children inviting them to come to school for a series of 'visits'. The letter is accompanied by a DVD with a photo slideshow on all about life in the reception class.
- In the term before starting school, parents of the new children are invited to a New Entrants Meeting where they are given information about the school.
- The reception class teacher then visits each child in their pre-school setting. This is an opportunity for the children to meet her feeling safe and secure in their own environment.
- All the new children are invited to the pre-school story times. The children play games, and the reception teacher reads a story and gets to know the new children. This is followed by a new entrants afternoon. The children spend a whole afternoon in school and during this time they carry out fun-filled activities related to the bumblebee theme as we are the 'bumblebee school'!

- At the end of each story time session the children are given a pre-school story sack. These are based around a storybook and include a range of activities for the children to enjoy at home.
- At the end of the children's first two weeks in school, new parents are invited to a 'Meet and Mingle' evening for an opportunity to meet each other and learn about the school's routines and approaches to key areas of learning at school.

## **PARENTAL LINKS**

At Aldingbourne we value our parents and we try to establish good relationships with parents before the beginning of the child's school life. We regard parents as partners in their child's education.

"children's experiences at home are highly significant to achievement. Parents significantly influence their children's learning. When parents and teachers work together to support children's learning the results can have a measurable and lasting effect upon children's achievement. Effective partnership between home and school should therefore be developed as fully as possible."  
(SCA 1996)

### **AIMS**

- We would like parents to feel welcomed by the school and to be actively involved in their child's progress and development.
- We give recognition to the role parents have already played in the early education of their child and that their continued involvement is crucial to successful learning

- > We keep parents informed about the teaching and non-teaching curriculum that takes place in the school. This is through the use of a monthly newsletter and our school website.
- > We keep parents informed of their child's progress in school through the use of our online learning journal *Tapestry*. This enables parents to see the observations we have made of their children in school and engage with them and also to upload evidence of the children's learning at home.
- > We give opportunities for learning provided in school to be continued at home, e.g. reading and sharing books, phonics and maths games and experiences at home can be used as stimuli for learning in school
- > We provide termly reports to parents and they have the opportunity to attend a termly parents evening too to discuss their child's progress and next steps for their learning.

## **AREAS OF LEARNING**

With the Reception class the curriculum is based on the statutory EYFS Profile. The core areas of learning are Personal and Social Development, Communication and Language and Physical Development. Our curriculum is topic based and throughout the year we cover all areas of the curriculum. We place a high emphasis on differentiation, thereby catering for all abilities within the Reception class.

The following information highlights the Early Learning Goals that we cover during the Reception year.

## **EARLY LEARNING GOALS**

### **PERSONAL, SOCIAL & DEVELOPMENT**

#### **Making Relationships**

- Children play co-operatively taking turns with others
- They take account of one another's ideas about how to organise their activity
- They show sensitivity to each other's needs and feelings
- They form positive relationships with adults and other children

#### **Self-Confidence and Self-Awareness**

- Children are confident to try new activities, and say why they like some activities more than others.
- They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- They say when they do or don't need help.

#### **Managing Feelings and Behaviour**

- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- They work as part of a group or class, and understand and follow the rules.
- They adjust their behaviour to different situations, and take changes of routine in their stride.

### **COMMUNICATION AND LANGUAGE**

#### **Listening and Attention**

- Children listen attentively in a range of situations.
- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- They give their attention to what others say and respond appropriately, while engaged in another activity.

## **Understanding**

- Children follow instructions involving several ideas or actions.
- They answer 'how' and 'why' questions about their experiences and in response to stories or events.

## **Speaking**

- Children express themselves effectively, showing awareness of listeners' needs.
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- They develop their own narratives and explanations by connecting ideas or events.

# **PHYSICAL DEVELOPMENT**

## **Moving and Handling**

- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- They handle equipment and tools effectively, including pencils for writing.

## **Health and Self-Care**

- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

# **LITERACY**

## **Reading**

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read

## Writing

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

## MATHEMATICS

### Numbers

- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
- They solve problems, including doubling, halving and sharing.

### Shape, space and measures

- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- They recognise, create and describe patterns.
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## UNDERSTANDING THE WORLD

### People and Communities

- Children talk about past and present events in their own lives and in the lives of family members.
- They know that other children don't always enjoy the same things, and are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.

## **The World**

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of animals and plants and explain why some things occur, and talk about changes.

## **Technology**

- Children recognise that a range of technology is used in places such as homes and schools.
- They select and use technology for particular purposes.

# **EXPRESSIVE ARTS AND DESIGN**

## **Exploring and Using Media and Materials**

- Children sing songs, make music and dance, and experiment with ways of changing them.
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

## **Being Imaginative**

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

# ASSESSMENT

## 1. ASSESSMENT UPON ENTERING RECEPTION

During the children's time in Reception, their progress and future learning needs are assessed and recorded frequently. On entering the Reception Class each child carries out a baseline assessment. This assessment gives the class teacher an indication as to the level the child is working. The teacher can therefore plan accordingly to maximize each child's progress.

## 2. DIAGNOSTIC ASSESSMENT

Evidence of children's guided/group work or learning is kept in their maths or language book.

Evidence of children's independent and child-initiated learning in all areas of the curriculum is kept in their online learning journal, *Tapestry*. This may include observations, photos and evidence of pupil voice. Parents are able to contribute with evidence from learning at home too. The teacher constantly used the EYFS profile to assess the level at which the child is currently working and plan next steps accordingly.

## 3. SUMMATIVE

At the end of each term, each child produces a piece of independent writing and maths for their 'Best Work Books'. This reflects the level at which the child is currently working.

Pupils progress is tracked throughout the year against the EYFS profile and the Development Matters statements.

Termly, a report for each child is sent home. The report gives a summary of the progress which has been made by each child. It also includes next steps for future progress. Parents are invited to a termly parents evening to discuss the report in more detail.

A copy of each report remains in school and is used as a form of assessment to show the progress children have made throughout their time at school.

Welcome  
To the  
Early Years

ALDINGBOURNE  
PRIMARY  
SCHOOL