English Nursery and Primary School

Moscow



Early Years Policy

September 2021

Review date: November 2023

**AIMS:**

English Nursery and Primary School Early Years Department consists of all school provision before the child begins Key Stage 1, in Year 1. We are committed to providing a safe, secure and stimulating environment in which our youngest children can thrive.

Using the Early Years curriculum, we will provide learning experiences that enhance and encourage each child’s intellectual, social, emotional, cultural, moral and physical development as set out in Birth to Five Matters (Early Education, 2021).

The adults in our setting will work in partnership with parents/carers to provide a supportive inclusive experience where everyone is valued and all achievements are celebrated.

**SAFEGUARDING:**

This is our highest priority. We ensure:

* The environment is free of hazards;
* The people working with our youngest children are properly vetted prior to appointment and trained in safeguarding issues.
* There are channels within school for reporting and investigating issues and concerns surrounding safeguarding through our Child Protection policy.

**ADAPTATION:**

In order to minimise any upset to the child we stagger a child’s admittance under our policy of adaptation.

* All adaptation into the setting is taken at a pace to suit the individual child.
* Most new children have an adaptation period of approximately two full weeks to become accustomed to the setting. If they are absent through sickness or any other reason this period is extended.
* The teacher and psychologist in consultation with the parent will decide when the child is ready to move to the next step.
* On the first day the child starts after breakfast and stays until the class usually goes outside.
* When the teacher and psychologist feel the child is ready the child moves on to going outside with the class, and is collected after lunch.
* When the child is deemed ready, they then stay to sleep.
* When the child has settled into this routine, they remain in school until the end of the day.
* Finally, the child joins the class for breakfast and stays for the full day. Each step is considered carefully.

***It is crucial not to rush these steps. Some children take longer than the 2 weeks. This will be decided in collaboration with the teacher, psychologist and parent.***

**EARLY YEARS CURRICULUM:**

Early Years teachers work to ensure that our children are supported in order to develop in these areas:

*Prime areas:*

a) PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT: Self-Regulation; Managing Self; and Building Relationships.

b) COMMUNICATION AND LANGUAGE: Listening, Attention and Understanding; and Speaking.

c) PHYSICAL DEVELOPMENT: Gross Motor Skills; and Fine Motor Skills.

*Specific areas*:

d) LITERACY: Comprehension; Word Reading; and Writing.

e) MATHEMATICS: Number; and Numerical Patterns.

f) UNDERSTANDING THE WORLD: Past and Present; People, Culture and Communities; and The Natural World.

g) EXPRESSIVE ARTS AND DESIGN: Creating with Materials; and Being Imaginative and Expressive.

A balance of child initiated and adult led teaching opportunities will be planned in order to achieve a broad, balanced and appropriate curriculum using pertinent resources and various teaching styles.

Activities will be tailored to each group of children, taking into account their interests, their experiences and their stage of development. Some activities may be further adapted to the specific needs or interests of individuals within the group.

***The ethos of 'learning through play’ is an underlying principle in our setting.***

• All learning will be based on the Birth to Five Matters publication and therefore will be broad and balanced and matched to the child’s individual needs.

• As children in the Early Years make no distinction between ‘play’ and ‘work’ our staff value play, as it supports and extends knowledge and skills, deepens understanding and builds children’s confidence.

• To achieve the very best, children need to be given a balance of adult led teaching activities and opportunities to discover through their own initiated play.

**ASSESSMENT:**

Children are assessed on entry to the setting, in order to form a baseline from which next steps for learning can be identified and planned for, by the teacher.

Progress of our children within the early years is monitored and recorded throughout the year.

Monitoring of progress will be carried out through: observations, children’s participation in games and activities and through any work they may produce.

Evidence that children have met certain milestones in their development will be collated in a variety of ways, such as: focused observation notes; photographs and work; as well as incidental observations by classroom staff.

A formal summative assessment using this data will be shared with parents at the end of the year through a written report.

***Parents/carers will have opportunities during the year to discuss their child’s progress with the class teacher.***

*To be reviewed: November 2023*