

**PRESTON C of E PRIMARY SCHOOL, TASBURGH**



# Early Years & Intake Policy

*February 2014*

Agreed by the General Purposes Committee of the Governing Body: **10 Feb 2014**

To be reviewed: **Spring 2017**

## **EARLY YEARS AND INTAKE POLICY**

**“Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments”** – *Development Matters in the Early Years Foundation Stage, Early Education (The British Association for Early Childhood Education), 2012*

Every child regardless of age is unique and enters school with individual experiences and knowledge. We endeavour to build on these experiences and provide a safe, caring environment where children can reach their full personal potential, educationally, socially, emotionally, spiritually and physically. We aim to value individuals and provide equal opportunities for all.

### **Organisation**

The size of our school means that children in EYFS will usually share a class with all, or some, of the children in Year 1. Reception classes in maintained schools are subject to infant class size legislation. The School Standards and Framework Act 1998 (as amended by the Education Act 2002) limits the size of infant classes to 30 pupils per school teacher. ‘School teachers’ do not include teaching assistants, higher level teaching assistants or other support staff. In normal teaching sessions, we employ sufficient school teachers to enable our EYFS/Key Stage 1 classes to be taught in groups of no more than 30 per school teacher. Our class with children in EYFS is assigned a full time Higher Level Teaching Assistant to support the learning of the children.

### **Parents**

We acknowledge and value parents’ and carers’ prime role in the early education of their children. We welcome them into school and encourage their involvement in every aspect of their child’s education. We aim to further this partnership by keeping parents and carers fully informed of their child’s progress and achievements and inviting them to contribute to their child’s Foundation Stage Profile evidence books. We provide other information, as appropriate, that will support them in the education of their child. Communication is supported by the use of a Home/School book in which both school staff and parents/carers are encouraged to record notes about the child. A separate book in the classroom allows parents/ carers to leave messages about day to day practical issues – for example, if there is a change to the adult collecting the child at the end of the day. Parents are encouraged to approach staff at the earliest opportunity if they are at all concerned about any aspect of their child’s school life.

### **Environment**

We aim to provide a safe, rich, stimulating and suitably equipped environment with appropriate equipment for indoor and outdoor use. Sufficient trained staff will ensure that children are given the attention they need as individuals and as members of large and small groups. Children will also have the opportunity to be alone if they need time to withdraw or rest. They will be sensitively introduced to playtime and assembly time.

## Curriculum

We adhere to the EYFS statutory framework.

We understand that four guiding principles should shape practice in our early years setting.

These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates.

There are seven areas of learning and development that shape our educational programme. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **prime areas**, are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These three prime areas are strengthened and applied through four **specific areas** of learning:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design

The EYFS statutory framework describes the activities and experiences that **MUST** be provided in our educational programme and describes effective ways in which these should be delivered.

The framework defines the **early learning goals** for the prime areas and specific areas as listed above.

At Preston Primary School, children meet learning opportunities within a happy, secure and interesting environment through practical activity, enquiry and purposeful play, with consolidation through practice, talk and reflection. It is the responsibility of the reception class teacher, in conjunction with the Key Stage 1 teachers and the Head Teacher to provide a curriculum that takes into account the ability of every child. By combining, where appropriate, the Early Years Foundation Stage and Key Stage 1 National Curriculum, we aim to ensure that each child is able to work at an appropriate level for their needs and that sufficient challenge is provided for all. We understand that every child will have their own individual learning journey.

## **Assessment**

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals.

Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.

Year 1 teachers must be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning (see paragraph 1.10). These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

As part of our statutory duty, we share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it.

If a child moves to a new school during the academic year, we send our assessment of the child against the early learning goals to the new setting within 15 days of notification of the address.

The Foundation Stage Profile is completed for all children including those with **special educational needs or disability**. Reasonable adjustments to the process may be made as appropriate and external guidance may be sought to assist this.

Early Years Foundation Stage Profile results are reported to the Local Authority.

## **Intake Policy**

- The statutory age for the commencement of compulsory education is from the beginning of the school term after the child's fifth birthday.
- All children whose fifth birthday falls between the 1<sup>st</sup> September and 31<sup>st</sup> August in any academic year, will be eligible to take up a full time place from the beginning of the Autumn term.
- A parent will have the right to require that their child should be admitted on a part time basis until compulsory full time attendance is required.
- In an effort to ensure that transition to school is comfortable and positive for all involved, parents will be encouraged to opt for part time attendance initially and to consider full time attendance when both they and the class teacher feel the child is ready for this.
- For those opting for part time attendance, the appropriate level for each child should be the subject of review at the end of each half term.
- Parents will be offered set patterns of attendance for their child. This will include:
  - Full time
  - Mornings only
  - Mornings plus two afternoons
- Each pattern requires commitment in order that learning opportunities can be designed appropriately for each child.
- Although parents may choose to extend hours at the end of each half term, no reductions in hours will be allowed other than in exceptional circumstances.
- During the first two weeks of the Autumn term, children will attend on a phased basis, starting with mornings only for all children.

## **Pre-school settings**

We have regular contact with pre-school settings and liaise closely with them. Children are invited to attend at least one ½ day session held in school in the summer term prior to their admission. The session is run by playgroup leaders but opportunities are made for the children to meet and work with the class teacher and teaching assistant. In addition, the class teacher and teaching assistant visit the children in their pre-school settings in order to make the transition to school as smooth as possible. Home visits are arranged by agreement with parents.

## **Special Educational Needs and Disabilities**

When a child has already been identified as having a special educational need or disability prior to joining the school, the SENCo and the headteacher will make every effort to liaise with parents and any other agencies involved with the child in order to make transition successful. We are committed to making provision for every child.

Signed:.....

Date: 10-2-14

Signed:.....