



# **CUMNOR HOUSE SCHOOL FOR GIRLS**

## **Teaching and Learning Early Years Policy**

**September 2017**

This Policy represents the agreed principles for Early Years. All staff at Cumnor House School for Girls have agreed this Policy.

### **Our Aims:**

- To provide the best care we possibly can in a safe, secure and stimulating environment.
- To offer equal opportunities for each child
- To encourage independence develop self esteem, a sense of achievement and self confidence.
- To foster in children a caring and respectful attitude towards peers and adults
- To encourage response to significant experience, showing a range of feelings when appropriate.
- To develop awareness of the needs of others

### **Introduction**

Children joining our Reception have already learnt a great deal, most of them come directly from Cumnor House Nursery but others join us from various educational settings that exist in our community.

We offer our children the following principles:

- Building on what our children already know and can do
- Ensure that no child is excluded or disadvantaged
- Offer a structure for learning that has a range of starting points, content that matches the needs of young children and act
- Activities that provide opportunities for learning both indoors and outdoors
- Provide a rich and stimulating environment

### **Teaching and learning style**

The more general features that relate to good practice are:

- Good partnerships between staff and parents help children to feel secure and develop a sense of wellbeing and achievement
- The understanding that Staff know how children develop and learn and how this must be reflected in their teaching
- The range of approaches that provide firsthand experiences, give clear explanations, make appropriate interventions and extend and develop the childrens' play, talk or other means of communication
- The carefully planned Curriculum that helps children achieve the Early Learning Goals.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities
- The encouragement for children to communicate and talk about their learning and to develop independence and personal organisations
- The support for learning with appropriate and accessible space, facilities and equipments both indoors and outdoors
- The identification through observations of childrens' progress and future learning needs which are regularly shared with parents
- The clear aims of our work and the regular monitoring of our work to evaluate and improve it
- The regular identification of training needs for all adults working in Reception

### **Play in the Foundation Stage**

Through play our children explore and develop the learning experiences that help them make sense of the world. They practice and build up their ideas, learn how to control themselves and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears or relive anxious experiences in controlled and safe situations.

### **Inclusion in the Foundation Stage**

We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our childrens' range of life experiences when we are planning for their learning (see inclusion policy). At Cumnor House School For Girls we set realistic and challenging expectations to meet the needs of our children, so that children achieve the Early Learning Goals. We help them do this by planning to meet the needs of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups and of those from diverse linguistic backgrounds.

### **We meet the needs of all our children through:**

- Planning opportunities that build on and extend the childrens' knowledge, experience and interests and develop their self-esteem and confidence using a variety of teaching strategies that are based on childrens' learning needs.

- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively

- Offering a safe and supportive learning environment in which the contribution of all children is valued

- Providing resources that reflect diversity and that avoid discrimination and stereotyping
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills

- Monitoring childrens' progress and providing support (such as speech therapy) as necessary.

Ensuring the necessary staff:pupil ratio of 1:13 for qualified teachers with at least one other member of staff must holding a full and relevant level 3 qualification and, 1:8 for non-qualified teachers with at least one member of staff holding a full and relevant level 3 qualification and at least half of all other staff holding a full and relevant level 2 qualification. All teaching staff are fully qualified.

### **The Foundation Stage Curriculum**

The Curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals. Our childrens' learning experiences enable them to develop competency and skill across a number of learning areas. The Statutory Framework for the Early Years Foundation Stage provides the basis for planning throughout the Nursery. Medium-term planning is completed every six weeks and identifies the intended learning with outcomes for children working towards the Early Learning Goals.

### **Assessment**

The Early Years Foundation Stage Profile is the nationally employed Formative Assessment tool that enables teachers to record their observations and to summarise their pupils' progress using the Next Steps format. Verbal feedback is given to the children also. It covers each of the six areas of learning contained in The Statutory Framework for the Early Years Foundations Stage. We make regular assessments of childrens' learning and we use this information to ensure that future planning reflects identified needs. Assessment in the nursery takes the form of observations and this involves all members of staff.

### **Resources**

We plan a learning environment both indoors and outdoors that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wide world. We encourage the children to make their own selection of the activities on offer as we believe that this encourages independent learning.

### **The Role of the Parents**

At Cumnor House School for Girls we believe that all parents have an important role to play in the education of their child. It is our aim to support parents to the best of our abilities as they begin their time at Cumnor House School for Girls. We do this through:

- Giving the opportunity for parents to share information about their child with the teacher/school before their child starts school, e.g. summer term meetings
- Visiting children at Cumnor House Nursery and other pre-school settings prior to their starting school;
- Giving the children the opportunity to spend time in the Reception classrooms with the staff before starting school;
- Providing all children and an accompanying adult;
- Inviting all parents to an induction meeting during the term before their child starts school and to subsequent parents meetings before their first half term in Reception;
- Allowing parents into the classrooms once a week in the afternoon and by offering parents regular opportunities to talk about their child's progress;
- Encouraging parents to talk to a member of the Reception Team if they have any questions or concerns. There is a formal meeting for parents each term at which the teacher and parents discuss many aspects of the child's development and progress. Parents receive a report on their child's achievements and attainment at the end of the school year;
- Providing clear and concise verbal and written information on routines, procedures and other aspects of school life;
- Offering a range of activities throughout the year that encourage collaboration between child, school and parents. We strive to make parents feel involved in their child's education through regular updates of events in school and copies of medium term planning;
- We invite parents into Parent Assemblies where the Reception children often have a role to play or show off their successes;
- Forming weekly communication between home and school.

Review Date    September 2018