

Introduction

At Dishforth Airfield Community Primary School we pride ourselves on providing a safe, warm and stimulating environment for all of our pupils. Our purpose built foundation unit has two classrooms.

Each class in the EYFS is taught by a qualified Early Years teacher and supported by teaching assistants and qualified Early Years support staff.

Aims

- To provide a happy, stable, caring, safe and stimulating environment in which the children can establish solid foundations, and foster a love of learning
- To enable children to achieve their full potential; socially, physically, emotionally and intellectually
- To nurture strong partnerships with parents and carers in the development of the whole child
- To support children's social communications skills and encourage them to build healthy relationships with adults and their peers
- To support child led learning with appropriate and accessible indoor and outdoor provision that enhances learning opportunities and meets the needs of all children
- To foster and encourage independence
- To develop a sense of rights and responsibilities by living our school values of respect, resilience, responsibility, commitment, co-operation and compassion alongside the British values.
- To teach the children in a range of ways that are matched to children's individual needs, abilities and interests

Our Early Years Unit

Nursery (FS1)

- Children can join FS1 the term after they turn 3.
- All 3 year olds are entitled to 15 hours of funded education the term after they have turned 3.
- Parents who both work at least 16 hours a week are entitled to 30 hours of childcare provision. This is subject to a valid voucher code being submitted at the end of the term before they start.

Parents are able to choose morning or afternoon sessions or a combination, subject to availability.

Reception (FS2)

- Children will begin FS2 (Reception) in the academic year in which they turn 5 years old.
- Parents must apply directly to the school and North Yorkshire County Council to secure a school place.

Joining our Early Years Unit

Joining Reception

All children who are starting Reception have the opportunity to visit the school for transition sessions. These usually take place towards the end of June/beginning of July in the summer before they are due to start. There will be an opportunity to meet the class teacher and find out a little more about the curriculum, daily routines and ask questions. Once the children are in school both FS1 and FS2 parents will be invited to a "settling in meeting". This allows parents to learn more about the curriculum and find out what their child has been doing in their first few weeks of school. For those children who join us part way through the academic year there is an option for parents to request a transition session if they so wish.

Joining Nursery

There are 3 intakes for our nursery

Autumn term (September)

Spring Term (January)

Summer Term (after Easter)

There are opportunities to meet the teacher, visit the setting and attend a transition session if you wish.

We operate an open door policy and parents are always welcome to talk to us.

Curriculum

Children in FS1 and FS2 follow the Early Years curriculum. We plan an exciting and challenging curriculum which enables children to achieve and exceed the Early Learning Goals (ELGs). The curriculum is broken down into Prime and Specific areas of learning and incorporates the characteristics of learning.

Prime Areas

Personal Social and Emotional Development

Communication and Language

Physical Development

Specific Areas

Literacy

Numeracy

Knowledge and Understanding of the World

Expressive arts and design

Characteristics of Effective Learning

These characteristics highlight the importance of a child's attitude to learning and the way in which they play, explore and think critically about the world around them.

Playing and Exploring- the children engage with their environment, investigate and take part in new experiences and are willing to "have a go".

Active Learning- the children develop levels of concentration, keep on trying if they encounter difficulties and take pride in their achievements.

Critical Thinking- children have their own ideas and ways of doing things, make links between ideas and develop strategies for doing things.

Learning in the Early Years

We have a combination of child led and adult directed activities though the day.

Learning through play is an essential part of the Early Years. Children learn best through activities that interest and inspire them and we provide the children with a range of meaningful first hand experiences. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. Play gives our children the opportunity to pursue their own interests and the children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace.

The children also access a range of adult led focus tasks. This may be in a small group or whole class and allow children to develop new skills or develop their knowledge and understanding of a subject.

Planning

We have a focus topic each half term which provides a springboard for the children's learning. This may include topic launch activities, visitors in school. Alongside this we follow the children's interests and build on their learning from their starting points. Development Matters is used to plan for progress and we follow the 4 principles of the Early Years.

Phonics

We follow the Read Write Inc (RWi) programme in school. This is a structured approach and teaches letters sounds (phonemes), formation of the letter shapes (graphemes) and builds and develops the skills of segmenting and blending to read. The children develop their phonological awareness as they progress through our Foundation Stage and work at a pace that is right for them.

Assessment

When children begin at Dishforth Airfield they are assessed and a baseline assessment is made. This then informs future planning, ensuring that all children make good progress from their starting points. Assessment in the early years is through a range of focus tasks and observations which are made of children whilst they are engaging with the provision in the learning environment.

At the end of the Foundation Stage (FS2) the children are assessed against the Early Learning Goals. (ELGs) Teachers make a judgement as to whether the children are emerging, if they have met or if they have exceeded the ELG. Teaching staff will also report on the Characteristics of Learning. The judgements are made on a "best fit" approach and the children do not need to have mastered all elements of the Early Learning Goal. The Early Learning Goals for communication and language and literacy are assessed in terms of English competency.

Home School Partnerships

Parents are children's very first educators and as parents you will know your child better than anyone. We aim to foster close home school links to enable us to provide the very best start for your child. Parents are encouraged to become involved in their child's Learning Journeys by sending in photographs, pictures or notes to tell us about the child's achievements at home. Reading books and other activities are sent home when the children are ready and we expect these children to read every night. Home Learning tasks are sent home once a fortnight. These are designed to encourage discussion at home.

Parents are regularly informed about their child's progress. This can be through informal chats at the end of the school day or communication through reading records, home/school diaries. There are also opportunities for more formal discussions which take place twice a year at parent consultations. There is a formal report at the end of the academic year.

Equal Opportunities and Inclusion

The school prides itself on being inclusive and there is a wealth of expertise which is drawn upon to ensure all children have access to a curriculum that suits their needs and allows them to reach their potential. We work with a range of professionals to ensure that we are offering the very best practice and are flexible and adaptable in our approach to ensure that each child is given the very best start to their school life.

Our school welcomes children from all nationalities, cultures and religions and aims to provide equal opportunities for all children, regardless of gender, ability or cultural background. Every member of Dishforth Airfield Community Primary School is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, ethnic origin, race, age, gender, sexuality and/or disability.

Resources

Children in the Foundation class have access to all the school resources, which are labelled and stored in appropriate areas within school. However, within the Foundation class there are also specialised Early Years resources which are accessible to the children on a daily basis. Children have access to all of these resources during play and self chosen activities. Audits of these resources are carried out yearly by the Early Years Leader to ensure quality resources are available.

The policy was agreed by all staff and Governors in July 2018 and will be reviewed in line with school development priorities.

Headteacher _____ Date _____

Chair of Governors _____ Date _____

Appendix I

Early Learning Goals-Prime areas of learning

Communication and language

ELG 1- 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.

ELG 2- 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.

ELG 3- 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

ELG 4- Moving and handling:

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

ELG 5- 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.

Personal, Social and Emotional Development

ELG 6- Self-confidence and self-awareness:

Children are confident to try new activities, and to 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 the chosen activities. They say when they do or don't need help.

ELG 7- 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 rules. They adjust their behaviour to different situations, and take changes in routine in their stride.

ELG 8- Making relationships:

Children play cooperatively, taking turns with others. They take account one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Specific areas of learning

Literacy

ELG 9- 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 an understanding when talking with others about what they have read.

ELG 10- 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 sentences which can be read themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

ELG 11- 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.

ELG 12- 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

ELG 13- 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.

ELG 14- The world:

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

ELG 15- 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

ELG 16- 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.

ELG 17- 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.

Appendix II

The Key Characteristics of Learning

Playing and Exploring- Engagement

- **Finding out and exploring** is concerned with the child's open-ended hands-on experiences which result from innate curiosity and provide raw sensory material from which the child builds concepts, tests ideas and finds out.
- **Using what they know in their play** describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from others perspectives, and symbolic thinking.
- **Being willing to have a go** refers to the child finding an interest, initiating activities, seeking challenge, having a 'can do' orientation, being willing to take a risk in new experiences, and developing the view of failures as opportunities to learn.

Active Learning- Motivation

- **Being involved and concentrating** describes the intensity of attention that arises from children concentrating on following a line of interest in their activities.
- **Keeping on trying** refers to the importance of persistence even in the face of a challenge or difficulties an element of purposeful control which supports resilience.
- **Enjoying achieving what they set out to do** refers to the reward of meeting one's own goals, building on the intrinsic motivation which supports long-term success, rather than relying on the approval of others.

Creating and Thinking Critically- Thinking

- **Having their own ideas** covers the critical area of creativity- generating new ideas and approaches in all areas they endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these.
- **Using what they already know to learn new things** refers to the way in which children develop and link concepts, find meaning in sequence, cause and effect and in the intentions of others through both narrative and scientific modes of thought.
- **Choosing ways to do things and finding new ways** involves approaching goal-directed activity in organised ways making choices and decisions about how to approach tasks, planning and monitoring what to do and being able to change strategies.