

Sidmouth Primary School

Early Years Policy

December 03

“Early childhood is a crucial stage of life in terms of children’s physical, intellectual, personal, social and emotional development. It is a time when children need high quality care and learning experiences”. DFEE 1999

We believe that early years education is important for all children.

Compulsory full time education begins the term after a child’s fifth birthday. However we encourage children to attend nursery school soon after their third birthday. The period from age 3 to the end of the reception year is known as the Foundation Stage.

It is distinct and important as it prepares children for later schooling.

We deliver a clear and coherent educational programme appropriate to the child’s age and stage of development. In the Foundation Stage we are involved with the integration of childcare with early education.

At Sidmouth the Foundation Stage provides a safe and secure environment in which to play. Children are encouraged to have fun, whilst exploring, experimenting and developing their confidence and curiosity to learn.

Staff prepare activities that have a clear purpose, and some tasks are open ended.

All staff are familiar with the Early Years curriculum, and the tasks set identify the learning intentions in the six areas of learning (personal, social and emotional, language and literacy, mathematical, knowledge and understanding of the world, physical and creative development).

The early learning goals set out what is expected in terms of achievement by most children by the end of the Foundation Stage (Foundation 2 class).

Aims for our Early Years Education

- ✓ Children are presented with a well planned programme which fosters learning and is challenging and progressive. Our programme recognises what children already know and can do. All staff have realistic but also high expectations for the children.
- ✓ Opportunities are provided for children to make choices in order to become independent learners in a variety of stimulating and safe environments. This occurs through play, large group sessions and small group times. We allow for uninterrupted

time in order for the children to become engrossed, and work in depth and to complete activities.

- ✓ We aim to develop each individual child's knowledge, skills and understanding in all areas of learning such as personal, social and emotional development, language and literacy development, mathematical development, knowledge and understanding of the world, physical development and creative development.
- ✓ We aim to foster positive attitudes to learning – trust, confidence, curiosity, responsibility and independence.
- ✓ Assessment and record keeping is based on direct observation, assessed pieces of work. This is used to inform future planning and builds upon the children's prior learning.
- ✓ We ensure that no child is excluded or at a disadvantage. Special educational needs are identified early and appropriate arrangements are made to cater for them.
- ✓ We aim to establish and maintain good relationships with the parents, carers and other outside services.

J Sagar
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