



EARLY YEARS POLICY & ADMISSIONS PROCEDURES

Ratified by Governors February 2015
Review February 2018

This document is a statement of the aims, principles and strategies for the teaching and learning of 'The Early Years'.

WHAT IS 'EARLY YEARS'?

For the purpose of this policy 'Early Years' refers to children in their first year at school (Nursery and Reception Years).

AIMS

- To provide a structured, secure, caring and well-resourced learning environment: both inside and out which meets all the individual developmental needs of 'young learners'. To enable them to become confident, motivated and happy learners, developing the skills and attitudes necessary of their own successful future learning.
- To develop independence and individuality, whilst fostering respect and tolerance for others irrespective of ability, race creed gender or background.

THE NEEDS OF YOUNG LEARNER'S

- Adults who are sensitive to their differing needs, abilities, background and previous experiences to teach, support, care and offer equal opportunities for them all to develop.
- Adults who will respect them and value their ideas and opinions, every child is a competent learner from birth
- A challenging and diverse curriculum offering ample opportunity to practise and develop skills and learning. The curriculum should also offer opportunities for the development of personal qualities and social skills.
- Rich and positive learning experiences with plenty of first-hand experience, varied to include all learning styles and include regular opportunity to explore and learn through practical and play activities.
- The chance to make decisions and to take responsibility – both for their learning and behaviour. This includes the chance to make mistakes in a forgiving environment and to realise that making mistakes is a learning experience.
- In all, a well planned, carefully structured programme of academic and personal development, building on past experiences and achievements- delivered in ways appropriate to their age and stage.

THE CURRICULUM

The Curriculum is based on the Early Years Foundation Stage (EYFS). The EYFS is a framework which became mandatory in September 2008. It set the standards for learning, development and care for children from birth to five. It replaced the Curriculum Guidance for the Foundation Stage. From September 2012 the reformed EYFS came into effect.

The overarching aim of the EYFS is to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well being.

Play underpins the delivery of all the EYFS. The EYFS principles guide the work of all practitioners, there are four themes

- a unique child
- enabling environments
- positive relationships
- learning and development

There are 3 prime areas:

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

There are 4 specific areas through which the 3 prime areas are strengthened and applied:
Literacy Mathematics Understanding the world Expressive arts and design

ASSESSMENT AT THE END OF THE EYFS

In accordance with all schools, each child will be assessed in their first term at school. Through observation staff will assess their attainment in the three prime areas and the four specific areas against the early learning goals.

Ongoing assessment (formative assessment) is an integral part of the learning and development process. Staff are involved in daily observations and assessments throughout the Nursery and Reception Years; they include child initiated tasks and teacher led activities in the inside and outside learning environments.

Observations, samples of work and photographs are recorded in each child's 'learning journal.' Data is entered electronically onto the Target Tracker in September, December, March and June each year.

The EYFS Profile will be completed at the end of the Reception year; data will be sent to County and practitioners will report whether children are meeting expected levels of development or if they are exceeding expected levels of development or not yet reaching expected levels (emerging). Some Reception Year children will begin to work on level one of the National Curriculum when it is judged appropriate for them. (Children who do not achieve all of the Early Learning Goals by the end of the Reception Year continue to work towards them in Year 1.)

The observations, assessments and 'profile data' form the basis of individual reports to parents. All attainment data is passed to the Year1 teacher for continuity at this time of transition.

KEY PERSON

The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners.

At school the key person is the Early Years class teacher or Teaching Assistant. Their role is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents and working in partnership with them.

A key person is:

- A named member of staff who has more contact than others with the child
- Someone to build relationships with the child and parents
- Someone who helps the child become familiar with the provision
- Someone who meets children's individual needs and care needs
- Someone who responds sensitively to children's feelings, ideas and behavior
- The person who acts as a point of contact with parents

LINKS WITH PRE-SCHOOL PROVIDERS

Members of the Early Years Team (Headteacher & Early Years Co-Ordinator), represent the school at local 'Early Years' network events and training activities.

HOME-SCHOOL LINKS

- All Reception children have a 'Learning Log' book. Support from parents for short weekend homework tasks and early literacy and numeracy tasks is required.
- Literature to support the parental role in early learning is given to all parents prior to their child's entry to the school. We also have workshops for parents to find out how we teach phonics, number skills etc.
- Three alternate termly parents' evenings are held and the staff involved with the early years children are happy to meet with parents to discuss their child's progress.

ADMISSION PROCEDURE FOR A NURSERY OR RECEPTION PLACE

Nursery Classes

The majority of our pupils enter Herrick through the Nursery. Children are eligible for a place –

If the child is born between:	Eligible for place in term following their 3 rd birthday:
1 September to 31 December	Spring Term
1 January to 31 March	Summer Term
1 April to 31 August	Autumn Term

An application for a place in a Nursery class should be made to the Headteacher. An admissions form is available from the school office which will need to be completed and returned with a copy of your child's birth certificate. Applications for places will be accepted from when your child is 2 ½ years old. However, we would advise that applying early does not guarantee you receive the placement of your choice.

Gaining a place in a Nursery class at Herrick School does not guarantee that a place will be available in Reception or KS1.

The Governors of the school have agreed that the allocation of a morning or afternoon placement is based strictly on date of birth order. Parents will be notified of the placement available for their child early in the summer term and asked to confirm acceptance. Upon receipt of this they will be invited into the unit with their child to customise themselves with the surroundings.

Later in the summer term parents (without their children), will be invited to a meeting with the Headteacher and the Foundation staff where they will be informed about the workings of the unit and be able to ask any questions they may have.

Children aged 4+ will move to the Reception class in the academic year that they become 5. They will not be allowed to continue in a nursery class until they reach statutory school age.

ADMISSION INTAKES

At present we have a PAN (Pupil Admissions Number) of 60 for our Nursery classes and this will be divided equally into morning and afternoon sessions. Each session will provide the same teaching time and be covered by the same members of staff.

We have three intakes each academic year – at the beginning of the Autumn, Spring and Summer Terms. Children who are eligible for places in the Spring and Summer terms will only be offered places if they are available as we cannot go over the number of children we are allowed to take.

However, if the session that your child should be attending is full and there are spaces in the other session, then you may be offered this place **on a temporary basis**.

PLACEMENTS

All places offered are only for the current academic year. Numbers and places for the following academic year are revised during the summer term and parents are notified of any changes due to the child's date of birth.

Children who join us during the Spring and Summer intake will automatically be moved to the morning sessions for the following academic year, subject to their date of birth.

ATTENDANCE & CONCERNS

Every half term an attendance report will be prepared to show the attendance of all children in the Nursery classes. If your child's attendance is a concern, then this will be investigated. If we have any other concerns regarding your child's attendance/collection etc. then we will contact you about the situation.

The Headteacher can remove a child from the Nursery Class and offer their place to another child if deemed necessary .

Reception Admissions

The school only arranges admission for children into Nursery classes.

Children who are 4 years old by 31st August have their admission to school dealt with by Leicester City Council Education Department. Parents who would like to apply for their children to attend Herrick Primary School must apply to the School Admissions Service Marlborough House, 38 Welford Road, Leicester LE2 7A (first time admissions department). This is necessary even if your child already attends a Foundation Stage 1 class.

First-time admission forms are sent to parents who have children already in a Nursery Class and it is important that you complete this form stating your preference for a place in a Primary school.

A place in a Nursery class is no guarantee that your child will be granted a place in a Primary class as some year groups are over-subscribed and places are limited.

ARRIVAL & DEPARTURE - Nursery Classes

Nursery sessions (a.m. & p.m.) have their own entrance to their unit. When the session begins all children and parents/carers are greeted at the door by one of the members of staff.

At the beginning of the term all children will be shown where their coat peg is and where they are to put their book bags each session. We encourage the children to take off their own coats and hang them up as part of their social skills learning.

At the end of the session the children will sit on their carpets and wait for their name to be called for collection.

The teacher will stand at the door and call each child by name. The teacher who is with the children, will then hand the child to a teaching assistant who will take them to the teacher at the door.