

Robert Peel Primary School

Early Years Policy 2025



Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

Early Years Intention

1. School Vision

At Robert Peel Primary School, our vision is to develop resilient and independent learners, who aspire to be the best they can be. Our aim is for the children to be happy in all aspects of school life, be able to communicate effectively and show empathy and understanding to others.

We will achieve this through the teaching of a rich and diverse curriculum, focusing on their immediate locality and the wider world, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life as a member of a global community.

2. Early Years Vision

At Robert Peel, we understand that every child's learning journey begins the very moment they arrive in Early Years. During their time in Nursery and Reception, they are provided with endless opportunities to develop fundamental skills such as: independence, confidence, speaking and social interaction, with a focus on developing their understanding of empathy. The Early Years Foundation Stage Framework is delivered through hands on explorative experiences, with language being at the forefront of our provision. Our experienced staff assess where children are in their development when they join us and this is built upon throughout the school year, ensuring all children achieve and reach their full potential.

3. Early Years Implementation

Curriculum Design and Coverage

Each half-term, we cover different topics and plan teaching and learning activities linked to these. Across both Nursery and Reception, we follow similar topics to one another, but we ensure that our key texts and planned activities are different. This is to guarantee that over a two year cycle, the children do not cover the same teaching and that every experience is new and exciting.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	All About Me Autumn is Here	People who help us in our community Celebrations	Chinese New Year Welcoming Winter Nursery Rhymes	Splendid Spring Easter	Amazing Animals	Magnificent Minibeasts Scorching Summer
Reception	Ourselves Autumn is Here People who help us in school	People who help us in our community Celebrations	Pantomime Tales Chinese New Year Wonderful Winter	Perfect Planet Spring is Springing Easter	Living Things Awesome Animals	Marvellous Minibeasts Sizzling Summer

Teaching & Learning in Early Years

There are seven areas of learning and development that must shape educational programmes in Early Years settings. All areas of learning and development are important and inter-connected.

There are three areas that are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

The prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

We also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

At Robert Peel, we strongly believe that learning can happen at *all* times of the day. Children learn best when they are interested, motivated and engaged. We ensure a healthy balance between adult-led and child-led hands-on experiences in order for the children to practice skills, show they have retained the learning as well as use new vocabulary. Both morning and afternoon, children are given the opportunity to 'free flow' in the indoor and outdoor environments. All staff are encouraged to seize every opportunity for teaching when supporting children in their play in order to bring their learning forward through questioning and modelling spoken language. Using our practitioner knowledge of the children along with regularly assessing and observing, we are able to alter planning to enable us to revisit or build upon skills to ensure children are making optimal progress in their learning.

School Vision promoted in Early Years

In Early Years, we promote all areas of our school vision each and every day. The children's development of their prime areas are the crucial foundations which need to be secure in order for them to progress academically. Through regular personal, social and emotional teacher inputs and circle times, we expose the child to the skills and understanding they need to navigate their way through the early stages of their development. We deliver weekly Stormbreak sessions, which focus hugely on resilience, happiness, communication and empathy. Adults also encourage independence and aspiration through holding high expectations for all pupils.

Enrichment Experiences in Early Years

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Nursery children visit our Forest School area regularly throughout the year to care for plants and vegetables, as well as looking for seasonal changes in the environment					
		Postman and Scientist visit Cheeky dog entertainer	Safari Stu	Easter baking	Observe the life cycle of a butterfly	Wycombe Pastures Farm visit school

Reception	Autumn walk around school site	Fire Station visit Postman visit Walk to St. Swithuns church Cheeky dog entertainer	Theatre trip to watch a pantomime	Broad bean observation	Observe the life cycle of a frog	Trip to Paxton Pitts
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Parents and Carers are welcomed into their child's class each half-term to play alongside them, share stories and see what they have been learning.

Early Years Language Development

When children join our school, we work hard to build the foundations of both their spoken language and their understanding of language. We assess where they begin and then monitor their progress throughout the year. Language is developed through a variety of ways in Early Years:

- Regular story times
- Adults modelling language and social interactions through play
- Speech sound assessment
- Lift Off to Language intervention
- WellComm assessments and intervention
- Daily Sounds Write sessions in Reception
- Key vocabulary relevant to the planning

Community, Cultural & Global Learning in Early Years

Through our weekly topic sessions, we focus on members of our community including those from the past, from different countries and those who have differing cultural beliefs. Examples of this would be: learning about the celebrations of Diwali, Christmas and Chinese New Year, exploring different people who help us in our community and looking at different environments to that of which we live i.e. China and France. We also celebrate Black History Month alongside the rest of the school.

4. Impact

Monitoring Impact of Curriculum Design and Teaching & Learning

Role of Subject Leader & Monitoring

Monitoring the impact of teaching and learning is carried out regularly by the Subject Leader. This consists of:

- Learning walks and Lesson observations
- Monitoring and scrutiny of weekly plans
- Monitor the implementation of curriculum intents and skills progressions are in line with Development Matters 2023
- INSETs and Staff training sessions for teachers and support staff
- Collection and analysis of assessment data
- Discussions with children about their experiences and learning in Early Years
- Assist with buying and maintaining resources within the yearly budget
- Reporting to the Governing Body
- Supporting new staff and providing guidance and training, when necessary

5. Health and Safety in Early Years

Children will be taught how to use materials, tools and equipment correctly and safely in accordance with the school's overall Health and Safety policy. An annual risk assessment is also completed for our outdoor area.

6. Assessment, Recording & Reporting in Early Years

Early Years teaching staff assess the children against Development Matters (2023) throughout the school year. At the beginning of the academic year, teachers set aspirational targets using their professional judgement. This then informs all professional discussion at our termly pupil progress meetings to ensure planning and teaching is impacting children's development. Both targets and progress data is logged on our online pupil progress tracker 'Sonar'. With contributions from all staff, adults use their knowledge of the child to determine which age band they are working within; *birth to three, three to four or Reception age*. This is reported in October as part of their baseline and then twice more in the late Autumn and Spring term. Nursery complete this once more in July.

In Reception, teachers complete the Statutory Reception Baseline Assessment (RBA) on all children in the first six weeks of the school year. At the end of the year, Reception children are assessed against the 17 Early Learning Goals and teaching staff decide if they are 'emerging' or 'expected'. This is then reported to the Local Authority as well as parents as part of their end of year report.

7. Provision in Early Years

A vibrant and enticing environment is what can be expected at Robert Peel. Each classroom has different areas within it for children to explore and learn. Some activities are set up by adults and are linked to our topic and others are resourced and organised for children to access independently all year round. Our outdoor environment is set up to be the 'second classroom'. It is also organised into different areas and with staff on hand to direct, model play and engage, the children love to be outdoors. Our experienced and trained staff show warmth through their positive interactions with the children.

We provide care for all children and see each child as an individual, ensuring all of their needs are met. Staff are aware that support given to one child might look different for another. We work closely with other healthcare professionals to provide additional support if necessary.

Support in lessons/relevant interventions

In class support is provided by the strategic use of adults. Visual aids are used where necessary and referred to throughout the day. Interventions are planned by teachers and delivered by all adults. They focus on key skills such as; language, social communication and fine motor skills. Staff monitor these groups of children and assess their progress regularly, making changes to the groupings where necessary.

- **In Nursery**, interventions consist of; Lift Off to Language and WellComm speech development
- **In Reception**, interventions consist of; WellComm speech development, Sunshine Circles, fine motor, name writing, phonics, maths and art therapy

Children who have been seen by a Speech and Language Therapist receive targeted interventions following the actions set out in the speech and language reports.

8. Relationships with Parents

At Robert Peel, we know the important role a parent or carer plays in a child's learning journey and we pride ourselves with our positive communications with them. We aim to involve them as much as possible in school life. We do this in a range of different ways:

- Home visits
- Half-termly story sharing mornings/ stay and play sessions
- Weekly communication with parents to share planning for the week ahead and tips to support their child with this at home
- Parent workshops e.g. Phonics and Reading
- Face to face parent and teacher meetings twice a year
- Year group email account for daily communication

- Being available at morning drop off and afternoon pick up times
- Home - school communication records where necessary