

Glendale Infant School

Policy for Early Years

Aims:

To provide a broad and balanced curriculum in the Reception classes.

Objectives:

- To ensure all children, regardless of gender, disability, ethnicity or faith, are able to access the provided curriculum.
- To follow the birth to 5 curriculum.
- To promote early engagement in learning.

Curriculum:

The specific areas of learning will be taught through topic based work, with due regard for the prime areas of learning;

Teachers are able to choose how they teach the weekly agreed Learning Intentions;

All activities are differentiated to suit individual children's needs.

Visitors in and trips out are used to enhance the curriculum;

Planning is flexible to incorporate the children's ideas and interests.

Letters and sounds phonics scheme is followed;

Learning opportunities will also be provided in the outdoor classroom.

Assessment:

Initial assessments are provided from the children's pre-school.

Our own baseline and e-PIPS assessments will be completed during the first two weeks of schooling.

The E-Profile will be finalised at the end of the year.

Ongoing assessments are recorded in our Daily Assessment Diaries (DADS).

Observations are recorded in our DADS and our observation folders.

Progress in the specific areas of learning will be shared with parents before Easter; Prime areas of learning will be covered in the July report to parents, along with final assessment levels for the specific areas of learning.

PIPS is completed at the end of the year to give objective value added indicators for progress.

Early Years has links to the following policies:

Curriculum Management	Statement of Teaching and Learning
Assessment and marking	Statement of pupil participation
PSHE	Geography
RE	Gifted and Talented
Art	Behaviour
Child protection	Design and Technology
English	Equal Opportunities
Health and Safety	History
ICT	Maths

Music
Science
SEN

PE
SMSC
E Safety

Guidelines

Organisation

Within the classroom the children have access to independent activities which cover all the areas of the curriculum.

Great emphasis to be put on speaking and listening activities. The children will be given structured and independent activities during the week to develop these skills.

Social skills to be taught, encouraged and promoted throughout the day.

Parents to be encouraged to support their child on a daily basis with developing reading skills.

Topics within Reception to last 2 or 3 weeks, to be worked on in unison or rotated on a weekly basis over the three weeks.

The topic will be brainstormed by staff and children when it starts, to ensure full pupil engagement.