



ROSEACRE PRIMARY ACADEMY

Ethos Statement

This policy reflects our academy's ethos, which recognises, celebrates and welcomes diversity. We believe that each and every one of us brings something valuable to our community. We aim to develop children's personal qualities and achievements and are committed to giving all of our children every opportunity to achieve the highest standards.

This policy helps to ensure that this happens for all children in our academy, regardless of age, disability, religion, gender, sexual orientation, ethnicity, attainment or background.

Rationale

At Roseacre we recognise the crucial benefits of early year's education and aim to provide a stimulating and challenging environment. In partnership with parents and carers, we support children to become active life-long learners. The Development Matters and Every Child Matters agenda is at the heart of our curriculum; every child deserves to feel safe and secure, to be healthy, make a positive contribution, enjoy and learn and achieve economic well-being. At Roseacre we provide a broad and balanced curriculum that will enable each child to develop emotionally, socially, physically, creatively, and intellectually to their full potential and at their own pace. Every child is unique and is valued as an individual.

Provision

Play underpins the foundation stage curriculum. Through play, children explore and discover, becoming active learners, who are able to take risks and make mistakes in a safe, loving environment.

The curriculum we follow at Roseacre reflect the early learning goals set out in Development matters in the Early Years Foundation Stage 2014.

The three Prime Areas of learning are:

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

These areas underpin all learning and are of paramount importance to a child's ability to flourish and settle in school.



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The four Specific Areas are:

- Literacy
- Mathematics
- Understanding of the world
- Expressive Art and Design

Whilst we plan for each area of learning individually, nothing is taught in isolation; each area is interlinked and equally important. There is a balance of adult-led and child initiated activities with constant high expectations, indoors and out. The transition process from Nursery to Reception and from Reception to Year 1 is managed carefully and sensitively, to ensure continuity and security.

The Learning Environment

The classroom is organised to support children to explore and learn in a purposeful way. Children are encouraged to access equipment independently and tidy away after themselves. Children have access to an outdoor area, which provides them with opportunities for physical activity, freedom and movement and promotes a sense of well-being. It also enables children to explore the natural world and the environment.

The Role of Parents and Carers

We strive to work with parents and carers to develop a personalised learning experience. A successful partnership requires a two-way flow of information and we encourage parents to participate in the range of activities and sessions on offer. 'Tapestry' is used to keep parents and carers abreast of their child's learning experiences.

In order to secure this positive relationship we will:

- Recognise and respect the role of parents and carers.
- Provide time for parents to talk with staff.
- Make all families feel welcome and part of their child's education
- Show parents that their opinion is valued and treated with respect.
- Show that the Early Years setting is part of the community.
- Demonstrate that diverse linguistic, cultural and social backgrounds are valued.

Transition from Pre -school to Reception

Our aim is to establish a smooth and successful transition. This is facilitated by:

- Visits to pre-school establishments to meet the child.



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- Story and Play Sessions that are held in the summer term.
- Induction meetings to share information about life at Roseacre; taster sessions and an open evening.
- A staggered intake to facilitate smooth transition and provide children with a secure enjoyable experience.

Transition from Reception to Year 1

The transition process is designed to prepare children for the curriculum changes in year 1. This is facilitated by:

- Informal visit of Y1 staff to reception classes.
- Story sessions, where children meet their next teacher.
- Play visits to Year 1.
- Handover meetings between Reception and Year 1 staff with the aim of passing on information and discussing Early Years Profile assessment.

Reporting

Teachers and Teaching Assistants record assessments and observations of children's learning on 'Tapestry'. Parents and carers can access, and contribute to, their child's learning journey through this platform.

Success Criteria

The evaluation of this policy is based on children:

- ☺ Feeling, and being kept, safe, secure and in receipt of good or better teaching throughout their foundation year.
- ☺ Being ready for the transition to the national curriculum in Year 1.
- ☺ Having equal opportunity to achieve despite gender, age, ability or background.
- ☺ Becoming motivated, independent learners with a thirst for knowledge.

And on parents and carers feeling valued and included in their child's early experiences.

This policy will be kept electronically on the 'Shared Drive'. A paper master copy will be held by the Headteacher. Parents will be informed of the policy on the school web site and at Induction meetings.

This policy will be reviewed in autumn term 2019

Date adopted: 31st October 2016