



Academy Primary and Infant School Admissions Policy 2020/21

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Finham Primary Early Years Vision and Ethos.

At Finham Primary we believe children learn best through practical, hands on experiences and interactions with their environment. Play provides opportunities for children to consolidate and extend skills and concepts learned. It allows children to take risks, make own choices and practice actions to mastery. Play underpins our Early Years Curriculum at Finham Primary.

Across Early Years we believe children and their families have the right to:

- Feel happy and safe
- Have a sense of belonging
- Learn to be independent, active learners
- Develop a passion for learning and become lifelong learners
- Be valued and respected as an individual
- Know their voice will be heard, opinions and thoughts respected and understand their voice can make a difference
- Respect themselves, others, their community and their environment
- Take risks and have the courage to challenge themselves
- Be healthy, enthusiastic and confident with self-belief that they can succeed
- Have high aspirations

What we will offer:

- A stimulating, safe, welcoming environment both indoors and outdoors
- A curriculum that is ambitious and designed to give all children the knowledge, self-belief and cultural capital they need to succeed in life
- A curriculum that is designed to meet the needs and skills of all children and adapted using practitioners skilled assessments
- A balance of adult led and child initiated activities.
- To know each child as an individual based on trust and mutual respect
- Effective partnerships with families to ensure the needs and strengths of all are heard
- Appropriate, differentiated, responsive, open-ended and challenging learning opportunities
- Supportive transition process
- Experiences that reflect and celebrate our diverse community
- Effective two-way communication with families
- Highly skilled, motivated, friendly and welcome staff

This will be demonstrated by:

- Having consistently high expectation for all
- Display an inclusive ethos
- Displaying high standards, professional integrity and being positive role models
- Respecting all and celebrating diversity and all cultures
- Being reflective practitioners. Striving to always improve on our best
- Promote healthy lifestyles and mental health
- Ensure staff receive relevant professional development
- Challenge stereotypes and have no limits or barriers to the children's achievements
- Working and sharing best practice with schools within the city
- Ensure all communication is transparent and open-ended
- An environment that is well planned, differentiated and effectively resourced
- A balance of indoor, outdoor, adult led and child initiated activities
- A curriculum and environment that develops the seven areas of learning

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, all children join us, at the beginning of the school year in which they are five.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Finham Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at Finham Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children’s learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children’s progress and taking action to provide support as necessary.

It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding Children Policy)

Welfare

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”

At Finham Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2007. We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Positive Relationships

At Finham Primary School we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children’s first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- talking to parents about their child before their child starts in our school;
- the teacher offers to visit all children in their home setting prior to their starting nursery;
- the children have the opportunity to spend time with their teacher before starting school during ‘Stay and Play’ sessions;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child’s progress in our reception class and allowing free access to the children’s ‘Learning Journey’ booklets;
- encouraging parents to talk to the child’s teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child’s progress in private with the teacher. Parents receive a report on their child’s attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Share days, , Sports Day etc;
- providing space in the children’s ‘Learning Journey’ booklets for parent to leave comments relating to the children’s achievements.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts a ‘Key Person’ to all children in EYFS, supported by the Teaching Assistant.

September 2020

Enabling Environments

At Finham Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS consists of Long Term Plan and Medium Term Plans (MTP's), which are based around children's interests. . These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. Observations can be in the form of formal observation sheets, post-it notes, learning journey sheets. These are then used along with any other evidence to plan each child's next steps of learning. These observations are recorded in children's individual 'Learning Journey' booklets. They also contain information provided by parents and other settings.

At Finham Primary School, we use the 'eProfile' (DC pro) to record judgements against the EYFS Profile. Each child's level of development is recorded against 17 assessment scales derived from the ELG's. (This year, 2020/2021 we are taking part in the Early Adopter EYFS curriculum).

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales and characteristics of effective learning. We give an opportunity for the parents to discuss these judgements with the EYFS teacher.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and located equipment and resources independently. The EYFS class has it own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 6 areas of learning.

Learning and Development

At Finham Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;

- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

Play

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

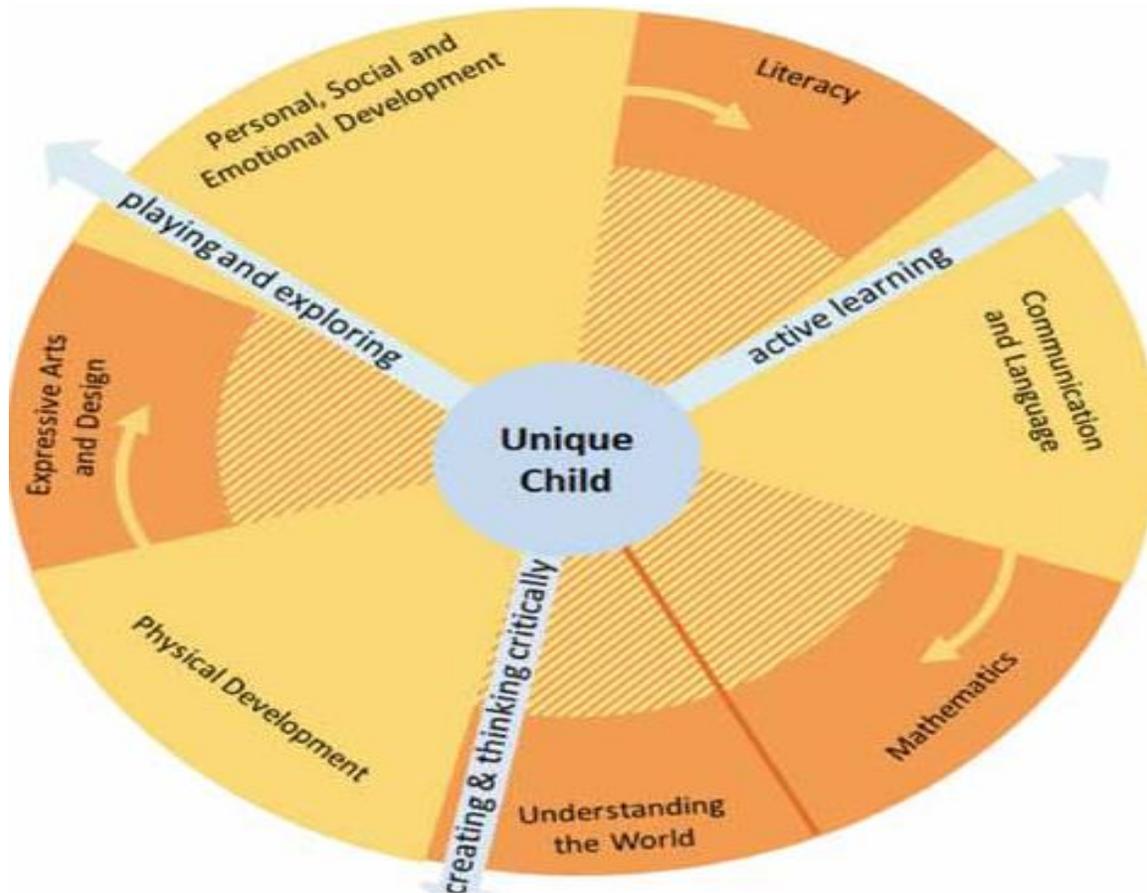
Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning



None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Adopted – October 2020



Signed by:

Terry Arnett, Chair of Governor. Date September 2019

Sarah Bracken, Acting Headteacher. Date September 2019

This policy will be reviewed annually

This policy was adopted and agreed by Governors in October 2020.

To be reviewed annually.

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