



## **Early Years Learning Policy - Statutory**

At Dormer House School, we believe it is our responsibility to support children to enjoy their learning, be confident to take risks, ask questions and understand that confusion and doubt are part of real learning. We understand that children are active learners and that young children learn from seeing, hearing and doing.

Our provision for children's development and learning is guided by The Early Years Foundation Stage (DfE 2012) reflecting the themes, principles and practices.

### **A UNIQUE CHILD**

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Practitioners:

- Understand and observe each child's development and learning. Assess progress and plan for next steps
- Support children to develop a positive sense of their own identity and culture
- Identify any need for support
- Keep children safe
- Value and respect all children and families equally

### **POSITIVE RELATIONSHIPS**

Children learn to be strong and independent through positive relationships.

Positive Relationships are:

- Warm and loving, and foster a sense of belonging
- Sensitive and responsive to the child's needs, feelings and interests
- Supportive of the child's own efforts and independence
- Consistent in setting clear boundaries
- Stimulating



- Built on key person relationships.

## ENABLING ENVIRONMENTS

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Enabling environments value all people and learning. They offer:

- Stimulating resources, relevant to all the children's cultures and communities
- Rich learning opportunities through play and playful teaching
- Support for children to take risks and explore.

## LEARNING AND DEVELOPMENT

Children develop and learn in different ways. The framework followed covers the education and care of all the children in our setting, including children with special educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. They foster the characteristics of effective early learning of:

- Playing and exploring
- Active learning
- Creating and thinking critically.

## PNEU

The EYFS guidance is blended with the philosophies of Charlotte Mason and an enriched PNEU curriculum. The Dormer House way ensures that each child is treated as an individual person, an honest realization that each child is born different and will have varying talents and needs so that they are able to develop their true potential.

The care and education offered at Dormer House provides the children with interesting and challenging activities that are appropriate to their age and development.

## LEARNING THROUGH PLAY

Play helps young children to learn and develop through doing and talking. Using the EYFS guidance and PNEU philosophies we plan and provide a range of play activities to enable children to progress in each of the areas of learning and development. We listen to children carefully and respectfully so that the experiences we plan build on their interest, strengths and questions. Young children need time and space to learn effectively. We therefore place a high value on time and offer children many



opportunities to repeat, revisit and reflect on their previous experiences. In some of these activities children decide how they will use the activity and, in others, a teacher takes the lead in helping the children to take part in the activity.

**THE AREAS OF DEVELOPMENT AND LEARNING** are split into 3 '**Prime**' areas and 4 '**Specific**' areas.

## **Prime Areas -**

### Personal, Social and Emotional Development

Our programme supports children to develop:

- Positive approaches to learning and finding out about the world around them
- Confidence in themselves and their ability to do things, and valuing their own achievements
- Their ability to get on, work and make friendships with other people, both children and adults
- Their awareness of and being able to keep to, the rules which we all need to help us look after ourselves, other people and our environment
- Their ability to dress and undress themselves, and look after their personal hygiene
- Their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

### Communication and Language

Our programme supports children to develop:

- Conversational skills with one other person, in small groups and in large groups to talk with and listen to others
- Their vocabulary by learning the meaning of and being able to use new words
- Their ability to use words to describe their experiences
- Speak clearly
- Maintain attention.

### Physical Development

Our programme supports children to develop:



- Increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift
- Increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials
- Their understanding about the importance of, and how to look after, their bodies.

## **Specific Areas**

### Mathematics

Our programme supports children to develop:

- Understanding and ideas about how many, how much, how far and how big
- Understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects
- Understanding that numbers help us to answer questions about how many, how much, how far and how big
- Understanding and ideas about how to use counting to find out how many
- Early Ideas about the result of adding more or taking away from the amount we already have.

### Knowledge and Understanding

Our programme supports children to develop:

- Knowledge about the natural world and how it works
- Knowledge about the made world and how it works
- Their learning about ICT, how to use it and what it can help us to do
- Their skills on how to put together ideas about past and present and the links between them
- Their learning about their locality and its special features
- Their learning about their own and other cultures.

### Expressive Arts and Design

Our programme supports children to develop:

- Use a variety of media and resources to express their ideas and feelings
- Develop Imagination using a wide variety of media
- Confidence and self -esteem through music, dance and roleplay.

### Literacy



Our programme supports children to develop:

- Their knowledge of the sounds and letters that make up the words we use
- Their ability to listen to, and talk about, stories
- Knowledge of how to handle books and that they can a source of stories and information
- Knowledge of the purposes for which we use writing
- Making their own attempts at writing
- A love of books.

## **ASSESSMENT**

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as photographs to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about their children.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of the children's 'Learning Journey' which are shared with parents. Parents are encouraged to contribute. We undertake these assessment summaries at regular intervals as well as times of transition. In line with statutory guidance we perform 2yr old progress checks.

**We therefore aim to provide young children with opportunities and time to solve problems together, play together, eat together and make decisions and choices together.**

[This policy is monitored by the Headteacher and the Trustees and will be reviewed every year or earlier if necessary.](#)

**Signed:**

**Date:**