

**HOMERTON EARLY YEARS CENTRE**

**OVERARCHING POLICY DOCUMENT**

**OUR VISION**

**‘Homerton Early Years Centre joins with families in Supporting, Educating, and Caring together for their children’**

INTRODUCTION

All curriculum area policies are underpinned by a set of overarching aims and strategies reflecting the Early Years Foundation Stage (EYFS) and Development Matters, and incorporating the Characteristics of Effective Learning. All that we do reflects the Government policy and requirements for Keeping Children Safe in Education which is implemented through annual staff training and the use of the Staying Safe programme for children.

ORGANISATION

Strategies for Teaching and Learning

* Planning for the Curriculum is initially done through our Centre Development Plan which reflects the priorities of the Centre as a whole, and those of the Curriculum Committee, who report to, and serve on, the Governing Body.
* Staff teams plan using the EYFS for both individual, and group learning, on a weekly basis. We especially value the collaborative nature of planning and reflection across the teaching team by giving weekly joint planning time for both the class teacher and the Nursery Nurse/Teaching Assistant together.
* Outdoor learning activities are planned by all class teams who meet on a weekly basis to review and plan for the following week.
* Children’s learning and progress are also planned for and reflected upon at our weekly staff meetings.
* All 7 areas of the EYFS curriculum are included in our Medium and Long term plans – half termly Medium term plans are displayed for parents outside classrooms. These plans reflect both Prime, and Specific Areas of Learning, as well as the elements of Every Child Matters - A Unique Child, Positive Relationships, Enabling Environments and Learning and Development.
* We place a strong emphasis on working collaboratively with families believing that parents are the child’s first and most important educators .
* Teaching takes place through planned individual, small group and whole class teaching times – the latter is usually at Circle time. Teaching also takes place through spontaneous learning opportunities that arise. These are often reflective of a Child’s particular interests or feelings at the time and are incorporated into our planning sessions.
* We value each child as an individual celebrating what they bring to the class group, often sharing achievements and important events together eg birthdays, festivals, special foods, trips, or a treasured object. Parents are often involved in sessions such as Circle times where they can bring their own knowledge on any subject to share with us as a group.
* A wide variety of resources are used to support the teaching and learning including artefacts, books, ICT , visitors and parents eg community police officers, dental care nurse etc

PROGRESS AND CONTINUITY

* Each child’s individual progress is monitored on a regular basis through an initial baseline assessment in PSED, CL and PD in the first half of the Autumn Term, this is followed up by an assessment on two of the Specific Areas of learning in Maths and Literacy, in the second half of the Autumn Term. Assessment of all 7 areas of the curriculum takes place in February and July.
* Progress is monitored through Target Tracker and shared by staff groups at staff meetings. From this, and other knowledge of the child, individuals can then be targeted with specific learning or behavioural programs where necessary. Outside agencies may also get involved in consultation with our SENCO. Regular therapists include Speech and Language Therapists/Physiotherapists/Educational Psychologists. Where appropriate a child may have an Educational Health and Care Plan with specific targeted outcomes often delivered by Teaching Assistants.
* We value greatly the gathering of information from parents, and prior settings, before a child starts with us. We also pass on information through transition meetings and talks with Primary settings with as the EYFS is a two year curriculum for Nursery and Reception.

RECORDING AND REPORTING

* Children’s progress is recorded through a combination of short assessments and longer Learning Journeys. These assessments are individually done for each child and their interests and next steps are followed, and built upon, from these in order to ensure progress.
* Learning Journeys are kept in individual Special Books which are a celebration of a child’s learning and time at Homerton. Parents are encouraged to contribute to these books and can take them home to share at any time.
* We have an open door policy and share information and achievements with parents on a regular basis at drop off and pick up times.
* There is also a parents evening in November and February, with the opportunity to discuss an individual child’s progress.
* Class displays and our visual planning boards offer the chance for parents to see activities that the children have been involved in through photos.
* A summary report is written at the end of the Summer Term, for each child, and is shared with parents and next settings.

LIASON WITH PARENTS

* We engage with parents and families right from the start of their time with us through information sharing at ‘New Parents Evening’ in June and beyond with follow up Parents Evenings.
* Offering drop in introductory sessions in July
* Offering home visits/transition meetings
* Sharing information from the child’s ‘All About Me Book’, which comes with them at the start of the Nest or Nursery.
* Encouraging parents helpers and volunteers with our Outdoor Learning program at The Old Orchard, Allotment, and on trips and visits out of centre.
* Involving parents in sharing their knowledge of special festivals, customs or languages through the shared teaching of circle times with us.
* Involving parents in their children’s learning and lives at Homerton through regular termly family events such as Autumn Fair, Christmas Storytrail, Eggstravaganza, International Lunch, The Bear Hunt, and finally our ‘Goodbye event’ a celebration of a child’s time at Homerton.