



Fellowship, Courage and Creativity

Policy Title: Early Years Policy

Date approved: Spring 2 2019

Date for Review: Spring 2 2021

Review Period: 2 year

Ownership: Teaching and Learning Committee

Policy Type: Statutory

Signed _____ (Headteacher)

_____ (Chair of Governors)

This policy can also be made available in approved formats as listed in the Policies File, on request to the School Office

Rationale

The skills and understanding developed through high quality educational provision will ensure that each pupil has the opportunity to use and extend their capabilities and demonstrate the expectations of the Early Learning Goals in the foundation stage.

Aims

- To foster independent learning skills
- To lay foundations for life long learning
- To help children build on knowledge from their home and community
- To enable pupils to operate successfully in a social setting
- To develop self-confidence and self-esteem within each child
- To develop a sense of curiosity and wonder in the world
- To foster respect for other people and their property

The Curriculum

The curriculum for Early Years pupils is developed using the Early Learning Goals. This emphasises early literature, numeracy and the development of personal and social skills, and contributes to the pupil's knowledge, understanding and skills in other areas.

The EYFS curriculum consists of three Prime and four Specific Areas.

Prime Areas:

- Personal, social and emotional development
- Physical development
- Communication, language and literacy

Specific Areas:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Teaching and Learning

Early Years pupils will be taught in a variety of learning contexts that foster social and independent learning. All areas of the curriculum are facilitated through planned purposeful play with a balance of adult-led and child initiated activities.

Resources

Early Years pupils have access to a wide range of inside and outside resources, which reflect the school's Equality policy and provide both stimulation and enjoyment, whilst supporting the EYFS curriculum.

Resources are organised so that they are freely accessible to children and encourage independent learning.

Special Educational Needs

Foundation Stage continuous assessment will help to identify any special needs pupils, along with information supplied by playgroup, nursery and parents.

Teacher's planning should meet children's diverse needs and help all children make the best possible progress.

Equal Opportunities

During the Early Years period, children will be provided with a safe environment, free from harassment and discrimination in which their contributions are valued and where racial, religious, disability and gender stereotypes are challenged.

Assessment

The following methods of assessment are employed to inform planning and monitor progress:

- Learning journeys within Target Tracker (internal tracking system) including observations, photographs and other evidence is collected of Early Learning Goal attainment;
- Views of parents, including Parent consultations;
- Informal and planned observations;
- Teacher assessment and marking of pupil books and child initiated learning;
- Early Years Foundation Stage Profile;

Induction

Our aim is to make the transition to school, from home and pre-school, as happy and successful as possible. The following induction procedure has been adopted to help staff and pupils develop an early knowledge of each other, establishing the foundations of a sound relationship in the future. It helps to provide useful information enabling the teacher to plan and prepare for the individuals in the group.

1. Teacher consults with pre-school leader
2. Relevant teachers visit the pre-school
3. Teacher visits the home
4. The children are invited to visit school
5. Parents are invited to an induction evening
6. Each parent is given a booklet about school and their preparation for September
7. Parents are also provided with information to assist them with learning strategies at home through curriculum evenings.

Related policies:

Teaching and Learning Policy

Special Educational Needs Policy

Assessment, Recording and Reporting Policy

Marking and Feedback Policy

Equality Policy