



## Long Lane Primary School Early Years Policy

<b>Date</b>	<b>Description</b>
21st January 2016	Agreed by Curriculum Committee

<b>Review Schedule</b>	Two years
<b>Next Review</b>	January 2018

## **Aims**

Our aim is to provide a broad and balanced curriculum where play and exploration naturally motivate children, encouraging them to think critically as they explore the world around them. We recognise that:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in an enabling environment in which the experiences respond to individual needs and there is a strong partnership between the teacher and parents/carers.
- Children develop and learn in different ways and different rates.

(Statutory framework for the Early Years Foundation Stage, DfE 2012 p.3)

We seek to provide structured play with educational objectives as outlined within the Statutory Framework for the Early Years Foundation Stage, Department of Education, 2012. The programme of learning is divided into 7 key areas organised into prime and specific areas of learning:

### **Prime Areas of Learning:**

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

### **Specific Areas of Learning:**

- Literacy (which includes writing and reading)
- Mathematics
- Understanding of the World
- Expressive Arts and Design

## **Responsibility**

This policy is the responsibility of the staff, coordinator and governors. It will be implemented by the classroom teachers supported by the teaching assistants.

## **Policy Statement**

1. Quality and consistency so that every child makes good progress and no child gets left behind.
2. A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
3. A partnership between practitioners and parents/carers.
4. Equality of opportunity and anti-discrimination practice, ensuring every child is supported and included.
5. Support children's learning through planned play activities.
6. A smooth transition from their previous setting.
7. A gradual progression into KS1 setting.

8. A secure and caring environment that is attractive, stimulating, efficient and adequately resourced.
9. Planned and purposeful activities enabling opportunities for teaching and learning both indoors and outdoors.

Developed from guidance within the Statutory Framework for the Early Years Foundation Stage, DFE 2012 p.2

**Guidance and Procedures**

All staff and associated stakeholders should familiarise themselves with the accompanying document entitled "*Early Years Guidance and Procedures*".