



Long Lane Primary School

Early Years Policy

Date	Description
April 2024	Agreed by Operations Committee

Review Schedule	Two years
Next Review	April 2026

Aims

The Early Years Foundation Stage (EYFS) applies to children from birth until the end of the reception year.

Our aim is to provide a broad and balanced curriculum where play and exploration naturally motivates children, encouraging them to think critically as they explore the world around them. We are committed to providing active and outdoor learning opportunities. We recognise that:

The EYFS Framework is based upon 4 principles:

- **A Unique Child** - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- **Positive Relationships** - Children learn to be strong and independent through positive relationships
- **Enabling Environments** - 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.
- **Learning & Development** - Children develop and learn in different ways and different rates.

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

Responsibility

Headteacher

- Supply information and advice and produce the curriculum plan
- Determine and implement an appropriate curriculum for the school
- Responsible for the standards of teaching – evaluate the standard of teaching and learning and ensures that proper standards of professional performance are established and maintained
- Draws up the initial staffing plan based on the school's needs

Class teacher

- Plan activities and experiences for children that enable children to develop and learn effectively.
- Take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience.
- Consider whether specialist support is required, where a child may have a special educational need or disability, linking with relevant services from other agencies, where appropriate.
- Reflect on the different ways that children learn and include these in their practice.

Governors

- Determine curricular policy and agree and approve the curriculum
- Approve the number of staff at the school and the level of the posts

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

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

Early Years Guidance and Procedures

Curriculum

The curriculum for the Foundation Stage should underpin all future learning by supporting, fostering, promoting and developing children's:

- **Communication and language** including: listening and attention, understanding and speaking
- **Physical development** including: moving and handling and health and self-care awareness.
- **Personal, social and emotional development** including: making relationships, self-confidence and self-awareness and managing feelings and behaviour.
- **Literacy development** including: reading and writing,
- **Mathematics** including: numbers and shape, space and measures
- **Understanding of the world** including: people and communities, the world and technology
- **Expressive arts and design** including: exploring and using media and materials and being imaginative.

(Statutory Framework for the Early Years Foundation Stage, DfE, 2012 P5)

Assessment

Within the first four weeks of starting school each child will be assessed using baseline procedures. From September 2020 all children will be assessed using the Government Baseline Assessment. Ongoing observation and assessment will enable the teacher to plan appropriate teaching and learning for all children and to set appropriate targets. Feedback will be given to parents –each term, following a cycle of focus child assessments. Parent meetings will take place throughout each term, in place of the scheduled parent evening meetings undertaken in Y1-6. Parents will be invited to contribute their own observations. These assessments and weekly learning themes will be recorded on Tapestry.

These observations help to inform teacher assessments of the age/stage bands a child is working within. The conclusions drawn will provide the basis for future planning, provision of material and how the environment is organised.

At the end of the Reception Year, the class teacher will use the evidence to provide a summative assessment of children's progress towards the Early Learning Goals. The final judgement will state whether a child is emerging or at the expected level for the Early Learning Goal in each curriculum area. In addition, the teacher will record a narrative report regarding how each child chooses to engage with or explore the curriculum, their levels of motivation and how they are using their thinking skills. This information will be used to inform parents about their child's progress and learning and help to ensure the child have a smooth transition into Year 1.

Strategies for Reporting

Parent meetings will take place three times yearly in the reception year. Discussions are based on pupils' achievements both in and out of school. A written report will be sent to parents during the final term.

Staff Development and Training

Staff will keep up to date with new developments in Early Years education by attending courses run by Authority and dissemination of information by Infant Co-ordinator and Headteacher.

Involving Parents

We value parents as partners in children's education. They are actively encouraged to become joint educators and to participate in developing their child in all areas of the curriculum.

- The parents are invited to a 'Welcome Meeting' before their child starts school.
- A home visit takes place in early September
- Parents are invited to three parent/teacher meetings to discuss the progress of their child.
- Parents will be sent a curriculum overview each half-term informing them about the planned learning in the classroom.
- A notice board will be displayed to communicate information and help inform parents about learning and how they can extend this when necessary.
- Parents will be encouraged to become involved in developing their child's learning journey file through the inclusion of evidence from home which can be added to 'Tapestry'.
- Parents will receive a written report detailing their child's learning at the end of the academic year. The report will indicate the progress made towards the Early Learning Goals and comment on the characteristics of effective learning.