



## Early Years Policy



*'A creative community working together to motivate, challenge & build resilience in our independent learners.'*

### Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice



### Legislation

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS).

This document also complies with our funding agreement and articles of association.

### Structure of the EYFS

At Northern Parade, our published admission number is 120. We have four Yr R classes in our Early Years Foundation Stage base which is situated at one end of the Infant School. Early Years has its own outdoor play space in addition to access to other important learning areas of the school e.g. halls, playgrounds, library, performance studio, innovation suite.

### Curriculum

Our Early Years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

## **Planning**

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas e.g. we follow a programme of cued articulation to teach our phonics.

Staff also 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. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate e.g. for pupils who come under our Sensory Resource Provision.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

## **Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

## **Assessment**

At Northern Parade, on-going assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

## **Working with parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development e.g. through termly Parents' Meetings, also through our school website which highlights special events and activities and curriculum learning covered through a topic approach. The 'Marvellous Me' App informs parents of their child's successes and celebrates positive achievements of individuals and the class. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is placed in a class with a Classteacher who helps to ensure that their learning and care is tailored to meet their needs. The Early Years Leader and each Classteacher support parents and/or carers in guiding their child's development at home. They also help families to engage with more specialist support, if appropriate.

## **Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our Safeguarding Policy and any relevant risk assessments.

## **Monitoring arrangements**

The Early Years Leader and Headteacher will take a lead role in monitoring and evaluating the quality of education in the Early Years at Northern Parade.

This policy will be reviewed every two years by the Early Years Leader and Headteacher, with any Governor specifically linked to the Early Years and then the Local Governing Board.

## **Links with other policies/documents**

This Early Years Policy links to the following documents:

- Teaching and Learning policy
- Marking and Feedback policies
- Child protection and Safeguarding policies
- Behaviour policy
- Principles of teaching
- School Improvement Plan
- Curriculum Development and Cultural Capital documents
- Curriculum progression and planning
- SEN Information Report

## **Review**

When: Annually

By whom: Local Governing Board

Agreed: January 2020

## **Our Dragon Values**

**TEAMWORK  
TRIO**



**RESILIENT  
RUBY**



**INDEPENDENT  
ISAAC**



**CHALLENGE  
CHARLIE**



**CREATIVE  
CHRISTOPH**

