



EARLY YEARS POLICY

Rationale

At Eldon Grove Academy our Early Years team closely follow the EYFS statutory framework which is based around its four overarching principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Aims of Early Years

Staff in our Early Years team aim to meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for all children (including those identifies with additional GAT and LDD needs);
- monitoring children's progress and taking action to provide support as necessary.

EYFS Requirements

The four Principles of the EYFS are mentioned in the aims of the Foundation Stage. As such, the curriculum is based around these.

A Unique Child

In our Early Years we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Positive Relationships

Early Years practitioners recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Enabling Environments

In the Early Years we recognise that the environment plays a key role in supporting and extending the children's development. Practitioners begin by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Learning and Development

In the Early Years we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

The seven areas of learning:

Three Prime Areas

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

Four Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of their time in the Early Years.

At Eldon Grove Academy the majority of our children join us at three years of age when they begin attending Nursery. They then, along with any other new starters, move into the later stages of the Early Years, the reception classes, in the academic year in which they turn five. All children work towards the Early Learning Goals and, as such, early years provides the foundations on which the curriculum in Key Stages 1 and 2 builds.

Planning, Assessment and Reporting Procedures

The Planning within the Early Years team follows a Long Term 'Curriculum Plan' called Early Years Outcomes. Medium Term Plans (MTP's) are based around half termly themes or topics. These plans are used by the all practitioners as a guide for weekly planning, however the teacher may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years takes the form of observation and collection of evidence (children's levelled work, photographic/video evidence). All staff are involved with observing. Observations are recorded using '2simple 2build a profile' recording and tracking tool. Staff record and judge against the Early Learning Outcomes within different age bands.

Each child's level of development is measured against the Early Learning Outcomes throughout the year. Practitioners baseline children within their first six weeks of Nursery education and continue to do so throughout their time in the Early Years. At various milestones (end of Nursery and Reception) staff judge if individual children are 'Emerging', at the 'Expected' level or are 'Exceeding' aged related bands.

In the Summer term pupils identified as working at 'Exceeding' on class assessment records are considered for inclusion on the schools GA&T register. These children are highlighted to our GA&T coordinator. Children who are identified as having LDD/SEN are provided with an IEP (Individual Education Plan). These can be located in teachers planning files.

Review, Monitoring and Evaluation Procedures

Review meetings are held twice yearly with the SLT as part of the FS leaders Performance Management procedures. Progress towards Action Plan objectives are discussed and an end of year positional statement is written in the Summer term. This informs action planning for the subsequent academic and financial year.

Leadership of Foundation Stage

The Early Years Phase leader is responsible for working towards the achievement of objectives within the Early Years Action Plan/ School Improvement Plan. This involves the allocation of resources to meet specific objectives and to raise standards. The EY leader works closely alongside other teachers to set challenging targets for cohorts to achieve by the end of Early Years. With this in mind, the Early Years leader monitors planning at the beginning of a half term and completes reflective evaluation of teaching and learning at the end of each half term. Feedback is given to Early Years practitioners. The leader is also responsible for supporting monitoring and assessment in relation to the Early Years Curriculum.

September 2018

Audrey Brahim

Head of School

To be reviewed September 2020