

Early Years Policy

Definition of Early Years:

At Stanford we define Early Years as the period in which learning to achieve the Early Learning Goals takes place. During this time children will have opportunities to build on their pre-school experiences and skills in a secure and stimulating environment. In addition the principles established in our whole school policies for Equal Opportunities, Behaviour and Special Needs are intrinsic in this Early Years policy.

Aims:

- to provide a warm and welcoming environment for both children and parents
- to establish mutually supportive partnerships with parents in their child's learning
- to provide a positive transition from pre-school settings in to school
- to do so in a way that builds on the skills, experiences and concepts already developed or that are developing
- to help children develop a positive self image that engenders an enthusiasm for learning and discovery
- to ensure that children achieve their full potential

Objectives:

We intend to achieve our aims through the following objectives:

- **by delivering the Early Years Foundation Stage Curriculum in all the areas of learning**
 - Personal, Social and Emotional Development
 - Communication, Language and Literacy Development
 - Problem Solving, Number, Reasoning and Numeracy
 - Knowledge and Understanding of the World
 - Physical Development
 - Creative Development
- **by considering all four core principles of the new EYFS alongside each area of learning**
 - A Unique Child -
 - Positive Relationships
 - Enabling Environments
 - Learning and Development

Current practice has already been audited under these four core principles but these will always be at the forefront when planning or considering the learning environment. **The following objectives would all reinforce the principles;**

- by being aware of and providing for the needs of each individual child
- by collating a range of achievements and observations in the 'topic books' which will reflect children's' individual approach to their learning and learning style
- by taking on children's own ideas for their learning and supporting them to develop these

- by providing stimulating and challenging learning environments both indoors and outdoors
- by fostering sustained shared thinking and building confidence in children in their own thoughts and ideas
- by ensuring a smooth introduction to school and the Reception year for both parents and children
- by establishing a partnership with parents early on through visits to the setting, taster visits for the children, welcome chats at the beginning of the first term and extra open afternoons throughout the year so that parents can share in the learning environment and their child's achievements more regularly

Teaching and Learning:

This will be in line with our whole school policy on teaching and learning but with the necessary adjustments for the Foundation curriculum.

Resources:

We aim to provide a range of high quality resources appropriate to the delivery of the Foundation curriculum and the promotion of a stimulating learning environment. We ensure that resources are accessible for all children and that during the year they develop independence in locating and returning the resources they need.

Assessment:

The Early Years Foundation Stage Profile is used and observations and assessments are made by all staff in the setting. Year group meetings are used to moderate observations and discuss evidence and next steps for particular children or groups. The electronic 'E-Profile 3.1' is used to input data at least once a term and this is reviewed by the co-ordinator and the teaching team. End of year data is reviewed in the same way and a report written by the co-ordinator looking at comparative data and trends. This is then shared with the teaching team and any appropriate areas for development agreed for the following year.

Monitoring:

This policy will be monitored by the Early Years co-ordinator and Headteacher regularly by observing the teaching and learning and reviewing the provision of the foundation curriculum to ensure that it is contributing to the aims and objectives of this policy.

The Role of the Early Years Co-ordinator:

- to ensure that the policy is working in practice and that it is reviewed every two years
- to provide support for Reception colleagues through observations, monitoring and general feedback
- to analyse data for the whole year group and identify key trends or areas for development
- to establish and maintain links with feeder pre-school settings
- to help to maintain continuity between the foundation year and KS1

Updated January 2010 Emma Pallot. Governors agreed March 2010