



***“Let your light shine”* Matthew 5:16**

EARLY YEARS POLICY

POLICY AND TERMS OF REFERENCE DATES

Policy adopted: September 2020

Policy Review Period: 4 years

This revision: September 2024

We believe that All Saints exists to provide life’s main opportunities for our children. These opportunities come from an ethos and curriculum that provide maximum learning experiences for each individual child, no matter what their particular learning abilities may be. We aspire to provide a curriculum which results in the enjoyment of learning, children who feel good about themselves and in which everyone can be good at something. We will encourage pupils to show tolerance and respect for each other, set themselves high standards, to take pride in their work and do their best. We will provide curriculum enrichment activities including first hand experiences, creative opportunities, visits and visitors. We will offer every child the chance to achieve as much as they are able. We will achieve high standards for all children, giving them secure foundations for future learning and success in life.

The Early Years policy at All Saints reflects the value and importance of early education in the Foundation Stage. It provides a framework for staff which gives guidance on practice, and outlines procedures for planning, teaching and learning, monitoring and evaluating the curriculum. The Early Years curriculum is developed in accordance with EYFS statutory framework.

The curriculum experiences of children are appropriate to their age and stage of development.

- The identification of and provision for special educational needs of children are included.

- The importance of 'play', 'first hand' experiences and an active curriculum are recognised in planning learning opportunities for young children.
- There is shared understanding of the emotional needs of young children, how they learn and develop skills, knowledge and understanding.
- The needs of the children are considered carefully in matters of organisation, management and administration.
- Children experience a smooth transition from home, pre-school or nursery, into the reception class.
- In Reception all children are assessed throughout the year.

Key Aims and Principles of the Early Years Policy

Staff at All Saints believe that the following aims and principles underpin their practice and reflect a shared vision of how children develop and learn, the activities and experiences which help children make progress, and the type of stimulating environment which promotes opportunities for learning.

The aims of the Early Years Curriculum are:

- To provide a happy, safe, secure and stimulating environment with opportunities for children to enjoy learning, develop confidence and self-esteem, and build good relationships with others.
- To support, foster and develop children's personal, social and emotional well-being.
- To build on what the children already know, understand and can achieve.
- To enable pupils to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect.
- To value parents/carers as important partners in their children's learning.
- To address the individual needs of all children by enabling them to participate in a broad, balanced, relevant and age appropriate curriculum, with due regard to equal opportunities.
- To promote the moral, spiritual, cultural, intellectual and physical development of children.
- To develop positive attitudes and dispositions for learning.

Early Years provision, organisation and the learning environment:

Early Years provision at All Saints is organised into a mixed Y1 and Reception class. A range of indoor/outdoor equipment and resources are available to meet the needs of the children in the early years and the children also have access to other equipment and facilities throughout the school, e.g. hall, library, forest school etc. Reception children are admitted in September each year. The staff teaching children in the Foundation Stage have specialist training, knowledge and expertise working with young children. Staff organise a range of experiences and opportunities based on 'real' events, which give children chance to make decisions and choices, work individually or in groups and explore the learning environment.

The Early Years Foundation Stage Curriculum

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are;

Prime:

1. Personal, Social and Emotional Development
2. Physical Development
3. Communication and Language

Specific:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Art and Design

Topics covered by Diamond Class children through the areas of learning are planned include:

- Interesting, enjoyable, challenging and relevant learning experiences, both inside and out, within the six areas of learning.
- Learning experiences that take account of the life experiences of the children, the characteristics of the community and the concerns of children's families.
- Learning which uses a multi-sensory approach.
- Learning opportunities which enable children to make connections between areas of learning and transfer and consolidate their learning across the curriculum.

Recording pupil progress takes place in a variety of ways – skills assessment, observation, focused activities, questioning and discussion, these observations/records inform future planning and enable staff to meet individual children's needs.

Parents will get feedback via parent consultation, reports and weekly posts on Tapestry.