

<b>Name of Policy:</b> Early Years Policy	<b>Version/Last Review Date:</b> September 2021 (V3)
<b>Statutory documents linked to policy:</b>	<b>Previous review date:</b> September 2014 (v1) September 2019 (V2)
<b>Other Policies linked to this policy:</b> Assessment and Reporting Policy SEN Policy Teaching and Learning Policy All Curriculum Polices	<b>Next Review Date:</b> September 2024
<b>Governor Committee Responsible</b>	Curriculum & research

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self- belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

WNA's Early Year's Policy describes the framework upon which the beliefs and practice of this school are based, this policy should be used in conjunction with the Teaching and Learning Policy, Assessment Policy and SEN Policy.

### **Our Philosophy**

Each child is unique and is valued as an individual, we aim to provide a secure foundation through learning and development opportunities based around the needs of each individual child.

We believe that every child deserves the best possible start in life and the support that enables them to excel as individuals and reach their full potential. Children develop and learn in different ways and at different rates. In the Foundation Stage children learn best through play based activities and first hand experiences.

### **Objectives**

- To provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children
- To develop warm and secure relationships between children and adults
- To provide a high quality curriculum in line with the Early Years Foundation Stage document
- For the children to become aware of moral and social values
- To encourage active learning through first hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline
- To value the cultural diversity within our school and community
- To foster positive home school links and share a common sense of purpose with parents. There will be a key person with a team of practitioners contributing towards the care and learning for the children and their parents.

### **The Foundation Stage**

The content of the curriculum within EYFS is set out within the EYFS Curriculum map and planning. Guidance is given on effective learning and teaching through the seven areas:

#### Prime Areas

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

#### Specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

All areas of learning are important and interconnected. The prime areas are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

### **Organisation of Environment**

Within the EYFS there is a classroom, Art room and quiet area. There is a well-equipped outside play area with access to Benwell Nature Park.

### **Transition from Pre -school to WNA**

Our aim is to establish a smooth and successful transition to school. This is facilitated by

- Visits to pre-school establishments
- Play sessions that are held at the school in the summer for all children prior to starting and information sessions for parents
- Home Visits and information sharing
- Liaison with outside agencies
- The opportunity for summer born children begin school life on a part time basis

### **Role of the Co-ordinator (in subsequent years)**

It is the role of the Early Years Co-ordinator, under the guidance of the headteacher:

- To organise the delivery of EYFS Curriculum and to ensure progression and development
- To monitor planning and quality of delivery within the curriculum
- To keep abreast of developments within EYFS and carry out INSET when required
- To monitor and update resources and develop a budget for development work
- To liaise with and support staff in pre-school establishments

### **Equal Opportunities**

All children have an equal entitlement to a good Early Years Curriculum regardless of gender, race, culture, religion, disability and special or medical needs.

### **Assessment**

Children's progress and development are observed in various contexts and settings by staff and parents using guidance from the Development matters document. Individual Learning Journeys are completed for each child by staff and parents who celebrate successes in all areas of the curriculum. Observations also inform Individual Education Plans by describing successes and next steps and planning for projects to ensure the learning opportunities are appropriate to each child's needs.

It is statutory to make end of year judgments against areas of the curriculum in the EYFS Profile. These judgments are completed in partnership with parents and describe whether a child is emerging, expecting or exceeding in each are of the curriculum.