



EARLY YEARS POLICY

**HORIZONS EDUCATION TRUST
AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE, PE29 1TQ**

1. RATIONALE

Spring Common Academy recognises and supports the Department for Children, Schools and Families assertion that:

“Every child deserves the best possible start in life and support to fulfill their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.” – EYFS Profile DCSF 2012

Early Years Foundation Stage provision at Spring Common Academy is therefore planned and delivered in accordance with this statement.

The Statutory Framework for the Early Years Foundation Stage states that:

“The overarching aim of the EYFS is to help young children achieve the five *Every Child Matters* outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being”.

These aims are central to EYFS provision at Spring Common Academy.

2. EYFS PRINCIPLES

Spring Common Academy Trust aims to ensure effective EYFS provision through effective practitioner implementation of the following four complementary principles, as set out in the EYFS Statutory Framework:

- A Unique Child - Every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being. These commitments include current welfare requirements.
- Positive Relationships - Children learn to be strong and independent from a base of loving and secure relationships with parents and/or key people. The commitments are focused around respect; partnership with parents; supporting learning; and the role of key people.
- Enabling Environments - The environment plays a key role in supporting and extending children’s development and learning. The commitments are focused around observation, assessment and planning; support for every child; the learning environment; and the wider context – transitions, continuity, and multi-agency working.
The classroom environment will be individualised according to need. Children will be provided with appropriate stimulation as well as space for rest and quiet times.

- Learning and Development - Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.
- Characteristics of Effective Learning
The Unique Child reaches out to relate to people and environments through the Characteristics of Effective learning, which move through all areas of learning:
 - Playing and exploring
 - Active learning
 - Creating and thinking critically.

DCSF 2008

3. EQUALITY OF OPPORTUNITY

Spring Common Academy EYFS works to ensure and promote positive attitudes to diversity and difference, including every child regardless of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability. In this way, every child will receive the best possible start to their learning and development, supporting each child in achieving their full potential as an individual and member of society as a whole.

All work undertaken at Spring Common Academy is designed to promote inclusion at all levels. In line with the SEN Code of Practice, the LA Inclusion Statement, Inclusion Statements in Curriculum 2000, The Disability Act 2001 and the Race Relations Act 2000, the school seeks to provide effective opportunities for every student.

In all aspects of their work, staff will identify possible barriers to inclusive practice and will implement strategies to overcome these barriers.

This is achieved in the following ways:

- Promoting positive attitudes to diversity and difference.
- Removing barriers or assisting children in overcoming them.
- Responding to early signs of need and acting quickly.
- Ensuring consistently high expectations, stretching and challenging all children appropriately.
- Enabling children to access all areas of the curriculum, providing an enjoyable and stimulating learning environment for all children, regardless of individual need

4. CONTEXT AND LEGAL RESPONSIBILITIES

The EYFS stems from the ten year childcare strategy *Choice for parents, the best start for children* and the Childcare Act 2006. The Act sets the EYFS as a crucial

element of an agenda aimed at improving outcomes and reducing inequalities.

The EYFS builds on current research and developments in early years curriculum and standards. The document represents an amalgamation of the previous *Curriculum Guidance for the Foundation Stage*, the *Birth to Three Matters* framework, and the *National Standards for Under 8s Day Care and Childminding* and replaces these documents.

The EYFS has been given legal force through an Order and Regulations made under the Childcare Act 2006. It is now mandatory for all schools and providers in Ofsted registered settings attended by young children – that is children from birth to end of the academic year in which a child turns five.

It is the legal responsibility of Spring Common Academy to ensure that EYFS provision meets the learning and development requirements, and complies with welfare regulations, as required by section 40 of the Childcare Act 2006.

5. ROLE OF THE EARLY YEARS COORDINATOR

- To co-ordinate and lead EYFS provision throughout the school.
- To promote and monitor students' progress in the Early Years Foundation Stage.
- To ensure smooth transitions between home, other settings and school, as well as transitions to the primary curriculum.
- To ensure provision reflects and supports Early Years Frameworks and other legal documents related to provision.
- To co-ordinate with senior management to outline progression and development within the Early Years Foundation Stage.
- To support the provision of appropriate resources for staff and students.
- To ensure positive relationships are fostered, working closely with families and other professionals.
- To support parents in their understanding of the EYFS, promoting a two-way dialogue of information and strategy sharing to enable continuity of experience at home and school.
- To support, facilitate and deliver appropriate training for staff.
- To review and support all aspects of short, medium and long term planning.
- To monitor assessment throughout the Early Years Foundation Stage curriculum.
- To attend relevant meetings and training; including those provided by the Local Authority.

6. CURRICULUM CONTENT

The Early Years Foundation Stage learning and development curriculum is expressed as three prime areas of learning and four specific areas:

Characteristics of effective learning and these areas are interlinking and cannot be separated from one another.

➤ **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Children must be provided with experiences and support which will help them to develop a positive sense of self and of others; respect for themselves and others; social skills; and a positive attitude to learning. Providers must ensure support for children's emotional well-being to help them to know themselves and their place in the family, school and the wider world.

➤ **COMMUNICATION, LANGUAGE AND LITERACY**

Children's competence in communicating, speaking and listening must be supported and extended. Opportunities for early literacy skills, leading towards reading and writing, will be well provided for at all times. Children must be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.

➤ **PROBLEM SOLVING, REASONING AND NUMERACY**

Children must be supported in developing their understanding of Problem Solving, Reasoning and Numeracy in a broad range of contexts in which they can explore, enjoy, learn, practice and talk about their developing understanding. They must be provided with opportunities to practice and extend their skills in these areas and gain confidence, enjoyment and competence in their use.

➤ **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Children must be supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real life situations; undertake practical 'experiments'; and work with a range of materials.

➤ **PHYSICAL DEVELOPMENT**

The physical development of young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve

their skills of coordination, control, manipulation and movement. They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices.

➤ **CREATIVE DEVELOPMENT**

Children's creativity must be extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role play activities, mathematics, and design and technology.

7. THE FUNDAMENTAL BRITISH VALUES OF DEMOCRACY

The Rule of Law, Individual Liberty and Mutual Respect and Tolerance of Difference faiths and beliefs are already embedded in the Early Years Curriculum and practice. They are actively promoted within Early Years through activities such as daily Circle Times whereby children are encouraged to join together, take turns, listen and be valued through verbal and non-verbal praise. Children are taught how to share resources and make decisions. Children have access to a range of symbols and activities which are designed to support making choices and preferences.

Activities build on children's interests as well as challenging gender specific tasks and activities.

Children engage in whole school events that explore various faiths, cultures, views and practices.

Our children access their learning experience and environment through a multi modal communication and multi-sensory approach.

8. CURRICULUM PLANNING AND ASSESSMENT

In the EYFS, all children are treated as individuals and planning must reflect this. Carefully planned opportunities for independent, 'child-initiated' learning will be provided for across all areas of learning and in all areas of provision inside and outside; alongside practitioner directed activities aimed at extending assessed skills and competencies. Students are assessed throughout the day; staff are trained in identifying and recording learning opportunities using post notes, photographs and video. Both formal and informal assessment techniques will be used in order to achieve a full picture of a child's learning and assessments will be made through both adult-led and child initiated activities. These assessments are also recorded in individual Learning Journeys and Blue Books.

Children's work is kept in 'Look What I can Do' books. This information is then shared with parents during termly consultations and the outcomes of these discussions are added into the following planning cycle. Children in the Reception year will also be assessed against the Foundation Stage Profile document. These formal assessments are moderated externally with other special schools and Early Years settings.

9. CURRICULUM MONITORING AND EVALUATION

Monitoring and Evaluation is completed on a regular basis by the Senior Management Team and is in line with the Whole School Monitoring Policy. All aspects of planning are evaluated and lessons are observed.

10. SAFE GUARDING, MOVING AND HANDLING, TOUCH

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have a positive relationship with the adults caring for them"

Statutory Framework for EYFS 2014

All adults are aware of safeguarding procedures and have annual training in this.

All children have a toileting protocol in accordance with the Intimate Care Policy.

Our children are often functioning at an age much lower than their chronological age. When a child is in distress or discomfort they may seek a 'comfort' hug or sensory feedback. Physical contact with children with additional needs allows for emotional refuelling and reassurance as it does all children. Touch and physical contact is also part of curriculum experiences such as Tac Pac and sensory story as for some children this is their pathway to learning and accessing the curriculum. Adults respond to children's emotional needs through touch but are sensitive and will forewarn and seek permission when touch is adult initiated for activities such as personal care.

Some children will require physical intervention to prevent harming themselves or others. All EYFS practitioners are trained in Team Teach techniques. If any child requires physical intervention this is recorded in accordance with the Behaviour and Physical Intervention Policy.

All children whom require moving and handling will have a protocol in accordance with the Moving and Handling Policy.

11. MONITORING OF EARLY YEARS POLICY

The Early Years policy will be monitored by the Early Years Coordinator and Senior Management Team

Early Years Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EY	Ourselves All about Me	Colour and shape Primary colours	Seasons Weather	Animals Pets	Transport Car, bus , train	Seaside On the beach
Yr1	Ourselves Me and my family & friends	Colour and shape Colours 2D shapes	Seasons Seasons – clothing	Animals Farm animals	Transport Boats, aeroplanes & other vehicles	Seaside Under the sea
Yr2	Ourselves My body People who help us	Colour and shape Mixing colours 3D shapes	Seasons Seasons - characteristics	Animals Wild animals Dinosaurs	Transport Journeys – what, where, how	Seaside Seaside holidays

Policy agreed on: JULY 2020

Signed on behalf of the Trustees _____

Committee: CURRICULUM

Author: Mandy Walker

Review date (optional): _____

Website **Y**/N