

At Landgate we recognise that all learners have an entitlement to access a challenging and appropriate curriculum. We strive for outstanding teaching through which we develop self-worth and personal growth for lifelong learning.

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

Aims

- To create exciting, relevant learning and teaching experiences for all learners, ensuring that the content, sequencing and progression in the areas of learning are secured and sufficiently challenging (section 141 EYs Ofsted Handbook)
- To provide coherence of approach and consistency of expectation by sharing outstanding practice
- To ensure all learners have opportunities to develop, consolidate and deepen their knowledge, understanding and skills across the areas of learning, increasing levels of motivation and independence? (section 141 EYs handbook)
- To promote an understanding of how learning takes place
- To support learners' needs in terms of educational engagement and achievement, and wellbeing.

Roles and Responsibilities

Governors

- To ensure the rigorous and effective implementation and monitoring of the policy.

The Strategic Alliance Team

- To provide outstanding support, training and resources for departments (subject areas) and individuals
- To monitor and evaluate the delivery and impact of the policy
- To modify and update the policy in light of national developments and the changing needs of the school.

Teaching staff

- To be responsible for the coordination of learner led planning
- To monitor and evaluate consistent delivery of the policy
- To provide appropriate support to team members
- To promote consistent high quality learning experiences which are differentiated (personalised) for all learners which include access and challenge.

All staff

- To be aware of the principles of the policy and how they can contribute to its implementation.

Learners

- To work positively within lessons.

Parents/ carers

- Support learners to continue their learning at home.

Statutory Framework for the Early Years Foundation Stage

At Landgate we adhere to the Statutory Framework for Early Years Foundation Stage Profile 2019 Handbook (November 2018).

We aim to provide:

- Quality and consistency in our setting so that every child makes exceptional progress
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- Partnership working between practitioners and with parents/ carers.

Learning and Development

There are seven areas of learning and development that shape educational programmes in the early years.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, building their capacity to learn and forming relationships to thrive.

These three prime areas are:

- Communication and language
- Physical development; and
- Personal, social and emotional development.

We also provide learning and development in four specific areas, in which the prime areas are strengthened and applied.

These four specific areas are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

Characteristics of effective learning

Within our early years we apply effective teaching and learning recognised by the statutory guidance.

- **Playing and exploring (engagement)** - finding out and exploring, using what they know in their play and being willing to have a go.
- **Active learning (motivation)** – being involved and concentrating, and enjoying achieving what they set out to do.
- **Creating and thinking critically**- having their own ideas, using what they already know to learn new things, choosing ways to do things and finding new ways.

At Landgate, we consider individual needs, interests and stage of development for each child. We use this information to plan challenging and enjoyable experiences for each child related to the areas of learning and development.

The EIF 2019 states "It is the role of the setting to help children experience the awe and wonder of the world in which they live, through the seven areas of learning".

Principles of EYFS Profile Assessments

- Assessment is based primarily on the practitioner's knowledge of the child – knowledge is gained predominantly from observation and interaction in a range of daily activities and events.
- Responsible pedagogy must be in place so that the provision enables each child to demonstrate their learning and development fully.
- Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations.
- An effective assessment presents a holistic view of a child's learning and development.
- Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

In September, the Early Year's team will baseline and set end of year targets. These targets are monitored in Autumn, Spring and Summer.

Day to day observations and assessments are completed either recorded on Earwig or through observations slips, to evidence progress and to identify learning achievements and next steps.

Termly, the lead teacher will assess learners against the Early Learning Goals and record this information on individual assessment trackers, converted to month bands and identified on SIMs. The lead teacher will identify learners as on/ off target. If learners are off target learners will be referred to Pathways to Success.

During the final term of the year in which the child reaches five years or before June 28th, an EYFS profile (EYFSP) will be completed for each child. The profile will reflect ongoing observations, relevant record, discussions with parents and carers and any other person who has contributed to the child's development. This will support their transition into Year 1.

Each child is assessed against the Early Learning Goals. The Early Year's team will indicate whether a child is meeting expected levels of development (expected), exceeding expected levels (exceeding), or not yet reaching expected levels (emerging).

This information alongside an in depth dialogue is then passed on to the year one teacher who will continue to work with the learner in the following year. The EYFSP is also shared with parents and carers; and if requested, the local authority.

Key person

Each learner within the Early Years will be identified a key person. Their role is to help ensure that every child's experience is tailored to meet their individual needs, to help their child become familiar with the setting, offer a settled relationship for the child and build a relationship with parents. At Landgate, key persons will be changed every half term to a term to ensure all staff are secure in learner's individual needs and ensure sustainability of rapid progress.

First aid

At Landgate, we aim for all of the Early Year's team to be paediatric first aid trained and there will always be a paediatric first on or off site (educational visits).

A first aid box and record is held within the main indoor provision of the Early Years.

Medication

Please refer to our Administration of medicines policy.

Changing

Please refer to intimate care policy.

Food and drink

Where learners are provided with meals, snack and drinks, where practicable they will be healthy, balanced and nutritious. We do understand that due to the challenging individual needs that this may not always be possible. Learners will have access to fresh drinking water throughout the day.

Where staff are preparing food they will hold an up to date and relevant food hygiene training.

Additional policies / documentation

Behaviour for Learning policy

Teaching and Learning policy

Health and Safety policy

DfE Statutory Guidance for the Early Years Foundation Stage

Early Years Handbook

Keeping Children Safe in Education, statutory guidance for schools, September 2019

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