



Early Years Policy and Practice for Practitioners

At Landgate we recognise that all learners have an entitlement to access a rich, challenging and developmentally appropriate curriculum. All learners deserve the best start in life to meet their individual potential. We strive for outstanding teaching, learning and assessment through which learners develop confidence and independence in readiness for the next stage in their education.

At Landgate we acknowledge that a secure, safe and happy childhood is important and that children develop quickly in the early years. Through a positive, well planned and nurturing environment, we provide the opportunities for every child to reach their full potential. We ensure that learners are kept safe, healthy and are happy.

Together, effective parenting and high-quality teaching and learning provide firm foundations making the most of their abilities and talents, in order to thrive.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and Parents/ Carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Aims:

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation and a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.
- Create stimulating, enabling learning environment/s that promote curiosity and investigation across the immediate indoor and outdoor environments and beyond.
- Create exciting, relevant learning and teaching experiences and opportunities for all learners.
- Plan and deliver a bespoke and tailored curriculum.

- Provide strong enriching experiences of the wider world.
- Expose them to a language rich environment and strengthen their language and communication development.
- Provide a balance of learner and adult led learning opportunities.
- Use relevant and up to date pedagogy on how learners develop.
- Support learners' needs in terms of educational engagement and achievement, and wellbeing in line with their EHCP's.
- Provide quality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.
- Safeguard all our learners.

Landgate's Early Years Overarching principles are:

- Every child is **a unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and Parents and/or Carers.
- Importance of **learning and development**. Children develop and learn at different rates.

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2023) 'Early Years foundation Stage Profile: 2024 Handbook'
- DfE (2023) 'Keeping Children Safe in Education 2023'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2023) 'The Prevent Duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

Statutory Framework for the Early Years Foundation Stage

At Landgate we adhere to the Statutory Framework for Early Years Foundation Stage Profile 2023 (2024 handbook) and the Statutory Framework for the Early Years (2023).

Learning and Development

Characteristics of effective learning

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

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

- **Playing and exploring** – children investigate and experience things.
- **Active learning** – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

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

There are seven areas of learning and development that shape educational programmes in the early years. **The three prime areas** are particularly crucial for igniting children's curiosity and enthusiasm for learning, building their capacity to learn and forming relationships to thrive.

Prime areas include:

- Communication and Language
 - Listening, Attention and Understanding
 - Speaking
- Physical Development
 - Gross Motor Skills
 - Fine Motor Skills
- Personal, Social and Emotional Development
 - Self-regulation
 - Managing Self
 - Building Relationships

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

Specific areas include:

- Literacy
 - Word Reading
 - Writing
 - Comprehension



- Mathematics
 - Number
 - Numerical Patterns
- Understanding the World
 - Past and Present
 - People, Culture and Communities
 - The Natural World
- Expressive Arts and Design
 - Creating and Materials
 - Being Imaginative and Expressive

At Landgate we use the Birth to Five document to track and assess learner development, there are some slight differences, but clear links to the Prime and Specific areas.

The learning environment and outdoor spaces

The learning environment is organised so that children can explore and learn in a safe, interactive and stimulating environment. Children have access to an enclosed outdoor environment and other outside areas (including the playground, Life Space and Trim Trail) and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

Our approach to Teaching and Learning

See Early Years Approach and Provision. <https://landgateschool.co.uk/first-foundations/#:~:text=At%20Landgate%20our%20EYFS%20learning,and%20updated%20every%20half%20term.>

Our approach to Assessment

We undertake a summative assessment of the level of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting reception year.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.
- The use of Birth to Five.

The school reports EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

Assessment is:

- Based primarily on the practitioner's knowledge of the child. This knowledge is gained predominantly from observation and interaction in a range of daily activities and events.
- Based on a holistic view of what a child can demonstrate against each Early Learning Goal at the end of the reception year (summative).
- Monitored closely for each individual learning and staff use the guidance of the supplementary documents of Birth to Five 2021 ensure all learners are effectively supported to establish firm foundation in their learning.
- Taken from the teachers' professional judgement and a range of sources and perspectives to provide a holistic picture and is inclusive of children's interest, needs and background.
- Underpinned by a broad and rich curriculum supported by pedagogy children's development, on how children learn and build on learning.
- Assessing what a child can do consistently and independently in a range of everyday situations.

Assessment Processes

In September, the early year's team will baseline identifying learner strengths and starting points.

The Reception Baseline Assessment (RBA) is short assessment, undertaken in the first six weeks in which a child starts reception. This may or may not be accessible for our learners and teacher judgment will be considered.

Day to day observations and assessments are completed to evidence progress and to identify learning achievements and next steps (gaps/ misconceptions). The teacher will check Tapestry evidence for 'areas of concern'. Where this is identified further focus and intervention will be planned and delivered. Observations recorded on Tapestry follow a format which shows the impact that the interaction/adult or environment has had on the child's play and learning; reflection and target setting. Working documents are also added to the planning area/ board to add to 'in the moment observations/ reflections.

Learners data ('best fit' Birth to Five) will be monitored formally using sims at least twice annually. More regular monitoring will be completed through the online assessment, Tapestry. In both instances where learners are not making progress in line with their individual expectations, then further class focus or a pathway referral will be completed to increase support. Termly, the lead teacher will assess learners against the criteria of Birth to Five Matters Document 2021

<https://www.birthto5matters.org.uk/wp-content/uploads/2021/03/Birthto5Matters-download.pdf> and record this information on individual assessment trackers. At Landgate we use the assessment terms 'best fit/ best described by' in line with the Birth to five progression document.

During the final term of the year in which the child reaches five years an EYFS profile (EYFSP) will be completed for each child. The profile will reflect ongoing

observations, relevant records, discussions with parents and carers and any other person who has contributed to the child's development. This will support the child's transition into Year 1.

Each child is assessed against the early learning goals. The early year's teacher/team will indicate whether a child is best described by:

- Meeting the level of development expected at the end of EYFS (expected)
- Not yet reaching the expected level at the end of EYFS (emerging)

This information alongside an in-depth dialogue is then passed on to the year 1 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.

Moderation

Moderation is a collaboration process that allows for quality assurance, moderating judgements and professional development. In school collaboration is between the Early Years Teacher/Team and Senior Leaders. Moderation is provided at least twice annually and involves the full profile. Moderation will take in account learners' stage of best fit/ best described as and will consider any documentation (Tapestry) and professional dialogue/discussion. This will ensure judgements are consistent with national standards, birth to five and that the assessment is reliable, accurate and secure. There may be times when the LA will support with moderation either within the training for staff or carrying out the moderation. Where possible developing links with local schools will support the validation and quality assurance.

Reporting the EYFS Profile Assessment

At the end of the Reception year it may be suitable to provide parents with a summary of their child's attainment against the early learning goals and a short commentary on the characteristics of effective learning.

Transition into Year 1

The Early Years Teacher will provide the Year 1 teacher with a copy of the child's EYFS profile and a short commentary. We will plan for opportunities for the Early Years Teacher and the Year 1 Teacher/s to share and discuss information about individual children and their learning, including EHCP's. This information will further support the planning and implementation of the year 1 curriculum.

Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We ensure that the needs of all children are met, regardless of any protected characteristics they have.

Linked Policy: Equality and Diversity Policy

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SLT.

Linked Policy: SEND Policy

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

Staffing - Suitable people

We aim to ensure that we:

- Have effective systems in place to ensure that practitioners and those in regular contact with children within the setting are suitable to fulfil the requirements of their roles.
- Obtains an enhanced criminal records check in respect of every person aged 16 and over who works directly with children or works on the premises – additional criminal records checks will also be made for anyone who has lived or worked abroad.
- Inform staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children.
- Do not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children.
- Record information about staff qualifications and the identity checks and vetting processes that have been completed.
- Meet its responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the DBS where a member of staff is dismissed, or would have been, had the person not left the setting first, because they have harmed a child or put a child at risk of harm.
- Ensure that no disqualified person is employed to work in connection with early years provision.
- Take appropriate action to ensure the safety of children if they become aware of any information about staff that may lead to their disqualification.
- Notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children in their setting and provide specific details of any order made.

Staff qualifications, training, support, and skills

We aim to ensure that:

- We follow its legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.
- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

- It puts appropriate arrangements in place for the supervision of staff who have contact with children and families.
- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any outings - the certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS framework.
- Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate.
- All newly qualified entrants to the early years workforce who have completed a level 2 or level 3 qualification on or after 30 June 2016, have either a full paediatric first-aid (PFA) or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in [location](#).
- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

Safeguarding, Safety and welfare

Linked policies:

*Keeping Children Safe in Education 2023,
Safeguarding & Child Protection*

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

We will:

- Safeguard children
- Ensure the suitability of adults who have contact with children.
- Promote good health.
- Positively manage behaviour.
- Maintain records, policies and procedures.

The DSL is **Kathy Claxton**. The Deputy DSL is **Jackie Taylor**.

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The Deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Key person

Each learner within the early years will be identified a key person; as we are a school with small class cohorts this may be the class teacher for all learners. 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, sometimes it may see necessary for key persons will be changed following a half term to a term to ensure all staff are secure in learner's individual needs and ensure sustainability of rapid progress.

Staff Supervision

Linked Policy: Supervision Policy (to be completed December 2023)

Staff Appraisal

Linked Policy: Appraisal Policy

Mobile phones and devices

Linked policy: Portable Electronic Devices Policy, Being a good digital citizen,

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 is held within the main provision.

Medication & Medicines

Linked Policy: Medical Policy

Behaviour

Linked Policy: Behaviour for Learning Policy & Physical Intervention Policy

We will:

- Take full responsibility for managing children's behaviour in an appropriate way in line with our behaviour for learning policy.
- Not give or threaten corporal punishment to a child.
- Not use or threaten any punishment which could adversely affect a child's wellbeing.
- Take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child – failure to meet the above requirement constitutes an offence.
- Keep a record of any occasion where physical intervention is used and inform parents on the same day, or as soon as is reasonably practicable.

Note: Physical intervention is defined in the EYFS framework as practitioners using reasonable force to prevent children from injuring themselves or others or damaging property. A person will not be taken to have used corporal punishment where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person, including the child, or to manage a child's behaviour if

absolutely necessary, and therefore that person will not have committed an offence.

Changing

There are toilet facilities available including and hygienic changing facilities containing a supply of towels and spare clothes.

Linked Policy: 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 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. Learners will always be fully supervised when eating and drinking.

Linked Policy: Food Policy

Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents. We encourage parents to feedback progress of their child, to celebrate or address any concerns as soon as they arise.

Parents are invited to twice annual parents' evenings. Parents also have access to home school diaries, where they can add comments and information. Class Dojo is a forum where the class teacher can share information about the children's learning.

Parents are asked to sign permissions at the start of the school year including trips and photographs/videos. Parents are asked to complete admission forms.

Parental partnerships

Developing strong parental partnerships from the beginning is essential to build firm foundations for when our learners move through school.

We establish these partnerships before the children start school through:

- Phone calls/ emails.
- Visits and observations to the family's home and the child's nursery setting.
- Comprehending any current documentation related to the child.
- Planning stay and play events where parents and their children can visit the school and the early years setting.
- Collaboration with our in house SaLT and OT.

Once the learners are settled in school, we hold events such as a coffee mornings so staff can meet the OT, SaLT, Pastoral Managers, Teachers. This is another opportunity where we can share information, offer support and monitor transition. Parents are invited in regularly to parental growth sessions including chill and chat and learner events. School also use Class Dojo to upload and share daily information regarding their child's learning journey, class achievements and the pedagogy around teaching and learning choices. Parents and families can like and comment on these

photographs and videos further promoting a strong school/class community. Early Years parents also have an identified point of contact through the Primary Pastoral Manager.

Information and records

Information is stored in line with the UK GDPR and the Data Protection Act 2018, Freedom of Information Act 2000 and with regard to the school's Data Protection Policy.

Linked policy: Data Protection Policy

The following information is recorded for each child:

- The child's name and date of birth.
- The name and address of every Parent or Carer who is known to the school, including information about all persons who have parental responsibility for the child and which parent or carer the child normally lives with.
- The emergency contact details of the child's Parent or Carer.

The following information about the school is recorded:

- The school's name, address and telephone number.
- The school's certificate of registration.
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children.
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person.

The following information is made available to parents:

- The school's privacy notice for Parents and pupils
- How the school delivers the EYFS and how parents can access more information.
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home.
- How the school's EYFS supports children with SEND.
- Details of the food and drink provided to the children.
- Details of the policies and procedures in place in the school's EYFS.

Ofsted will be notified if there are any changes to the following:

- The address of the school.
- The school's contact details.
- The hours during which care is provided.
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children.

Premises and equipment

We will:

- Ensure premises and equipment are organised in a way that meets the needs of children and adheres to the relevant indoor space requirements as outlined in paragraph 3.58 of the EYFS statutory framework.
- Provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken daily.
- Follow their legal responsibilities under the Equality Act 2010, for example, the provisions on reasonable adjustments.
- Frequently check on sleeping children to ensure they are safe.
- Ensure there are an adequate number of toilets and hand basins available.
- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies.
- Ensure there is an area where staff may talk to parents confidentially.
- Ensure there is an area where staff can take breaks away from areas being used by children.
- Only release children into the care of individuals who have been notified to the provider by the parent and ensure that children do not leave the premises unsupervised.
- Take all reasonable steps to prevent unauthorised persons entering the premises, with agreed procedures and protocols for checking the identity of visitors.
- Carry the appropriate insurance, e.g., public liability insurance.

Risk assessment

We will:

- Take all reasonable steps to ensure staff and children are not exposed to risks and be able to demonstrate how they are managing risks.
- Determine where it is helpful to make some written risk assessments in relation to specific issues.

Outings/Educational Visits

We will:

- Keep children safe on outings.
- Assess the risks or hazards which may arise and identify the steps to be taken to remove, minimise and manage them. Providers should make a judgement about whether the risk assessment needs to be in writing or not.
- Ensure that adult to child ratios are considered in any risk assessment.
- Ensure that vehicles in which children are being transported, and the driver of those vehicles, are adequately insured.

Health and Safety

We will:

- Ensure that premises, both indoor and outdoor, are fit for purpose and suitable for the age of children cared for and the activities provided.
- Comply with health and safety legislation.
- Have an emergency evacuation procedure.
- Take reasonable steps to ensure the safety of children and others on the premises in the event of emergency.
- Have appropriate fire detection and control equipment which is in working order, such as fire alarms, smoke detectors, fire blankets and fire extinguishers.
- Ensure that fire exits are clearly identifiable and that fire doors are free from obstruction and easily opened from the inside.

The EYFS lead will report any accident or injury involving a child to their Parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their Parents. Accidents and injuries will be recorded on a Wigan incident form, located in the class file. The Head of School will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

A first-aid box is located at regular and identified points around the school building.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Medical Policy outlines the procedures for administering medicines.

Linked Policy: Medical Policy

Any food or drink provided to children is healthy, balanced and nutritious as practically possible. The Head of School will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.

Smoking is not permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures.

Linked Policy: Health and Safety Policy

The school has a Fire Safety Plan in place.

Linked Policy: Emergency Fire Plan

Staff taking medication or other substances

The school implements a zero-tolerance approach to drugs and alcohol misuse.

The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with learners and further action will be taken.

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

Any medication used by staff is securely stored in locked cupboard.

Linked Policy: Staff Behaviour Policy,

Staffing

A robust Safer Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and will accompany children on any school outings.

Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate. All newly qualified staff with a level 2 or 3 qualification will be PFA trained. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in on the school's central system.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'. Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.

The school adopts the following staffing ratios:

- For children in Reception classes:
 - Class sizes will be limited to 30 pupils per school teacher.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

ICT/ Computing lessons

ICT/ Computing lessons will be used to give children the opportunity to use technology, equip them for the demands of the developing digital world, and prepare them for the next step in their education. When teaching ICT and utilising technology, e.g. laptops and tablets, the school will have due regard for the '[Education for a Connected World](#)' framework when shaping what children are taught. The school aims to:

- Help children work more independently.
- Enable children to develop and enhance their work.
- Encourage children to collaborate on projects.
- Give children the skills and tools to access a wide range of information, ideas and cultures.
- Help children develop skills that can be used in other areas of the curriculum.
- Help children develop good control and coordination through using ICT equipment.
- Encourage children to represent their ideas, thoughts and feelings through technology.

In accordance with the DfE's '[Statutory framework for the early years foundation stage](#)', all educational programmes offered by the setting, including ICT, will work towards the early learning goals (ELGs). This includes:

- **Communication and language:** ICT helps children to develop their self-expression confidence and skills, and allows them to speak and listen in a range of situations.
- **Physical development:** using interactive programmes, computer mice, keyboards and touch screens helps children develop their coordination, control and movement.
- **Personal, social and emotional development:** technology gives pupils access to new ways to express their emotions and interact with others.
- **Literacy:** the internet gives children to access a vast range of media and materials.
- **Mathematics:** ICT enhances children's experiences of learning mathematics and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measure.
- **Understanding the world:** children will be taught to use the internet to enhance their knowledge of people, places, technology and their physical environment.

- **Expressive arts and design:** interactive games, activities and materials will be used to encourage children to share their creativity and ideas.

Staff delivering the ICT curriculum will be responsible for:

- Encouraging learners to apply their knowledge, skills and understanding of ICT in other areas of learning.
- Tailoring lesson delivery according to learners' age and respective abilities.
- Working with the ICT technician to put reasonable adjustments in place to ensure all learners can make use of the school's ICT equipment.
- Undertaking summative assessments to ensure the aims set out in this policy are being met.
- Keeping the EYFS lead informed about how the aims of the setting's ICT curriculum are being achieved.
- Supporting children through play and teaching to recognise how technology is used across their lives, such as in their home and school.

In the event of learners accessing inappropriate content online, safeguarding procedures will be followed in accordance with the Child Protection and Safeguarding Policy.

Linked Policy: Child Protection and Safeguarding Policy.

Roles and Responsibilities

Governors

- To ensure the rigorous and effective implementation and monitoring of the policy.
- To ensure the appropriate Policies and Procedures are in place to deliver the Statutory Framework for the Early Years Foundation Stage.

The Strategic Alliance Team

- To provide outstanding support, training and resources for departments and individuals.
- To monitor and evaluate the delivery and impact of the policy.
- To modify and update the policy in light of national developments, legal documentation and the changing needs of the school and cohorts.
- To ensure Parents/ Carers re informed of their child's progress, targets and the Early Years Curriculum and Assessment.
- To understand the Legal and Statutory documents.
- To ensure teaching is underpinned by high levels of subject expertise and approaches.

The Foundation Phase Leader

- To ensure all staff are up to date with Legal and Statutory documents, including school policies.
- To lead the Early Years Team and maintain effective relationships with colleagues, parents and other professionals.
- To be aware of OFSTED requirements.
- To support the ethos and vision of Early Years.



- To inform Parents/Carers re informed of their child's progress, targets and the Early Years Curriculum and Assessment.
- To hold supervision meetings with the Early Years Staff.
- To deliver and support high quality teaching, learning and assessment across the provision.

Teaching staff

- To be responsible for the coordination and implementation of planning.
- To assign each child a key person to ensuring learning is tailored to meeting individual needs (this may be the class teacher, due to small class numbers).
- To monitor and evaluate consistent delivery of the policy and all linked policies.
- To provide appropriate support and professional development to team members.
- To provide and deliver consistent high-quality learning experiences which are adapted and personalised for all learners which include access and challenge.
- To be up to date with Legal and Statutory documents, including school policies.
- To use formative and summative assessment to monitor and report progress.
- To identify any areas of concern/ gaps and plan accordingly.

All staff

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

Learners

- To work positively.

Parents/Carers

- Support learners to continue their learning at home.
- To establish positive relationships and communication with the class team and pastoral support.
- To share information about their child's needs and progress.

Linked Policies

- *Behaviour for Learning*
- *Learning and Teaching*
- *Health and Safety*
- *Equality and Diversity*
- *Drug Related*
- *Attendance for Learning*
- *Special Educational Needs and Disabilities (SEND) Policy*
- *Being a Good Digital Citizen*
- *Medical*
- *Food*
- *Emergency Fire plan*

- Safer Recruitment
- Medication
- Data Protection
- Allegations of Abuse Against Staff
- Curriculum polices (e.g. Mathematics, English, Handwriting etc.)
- Portable Electronic Devices Policy
- GDPR
- Equality and Diversity Policy
- Child Protection and Safeguarding Policy
- School Complaints
- Subject Policies including Mathematics, English, PE, Computing, PSHE/ RSE, History, Geography, Art, Music, DT, MFL, Science, RE.

Information and records

Linked Policies: GDPR, Attendance for Learning.

Monitoring and review

This policy is reviewed annually by the Governing Body, Senior Leaders and the Early Years Teacher. Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

Date approved:	06.12.2023
Review Date:	November 2024
Signed Executive Principal:	