



Longwood Primary School – Early Years Policy

Aims

The curriculum of the Foundation Stage underpins all future learning by supporting, fostering and developing children's:

- Personal, social and emotional well-being;
- Positive attitudes and dispositions towards their learning;
- Social skills;
- Attention skills and persistence;
- Language and communication;
- Reading and writing;
- Mathematics;
- Knowledge and understanding of the world;
- Physical development;
- Creative development

Children are regularly assessed, observed and monitored through the use of focussed group activities, observations, photographs and parent communications. Themes are planned, using children's interests, to plan a range of cross-curricular activities.

Subject Organisation

The Governor subject coordinator will link with the curriculum subject coordinator and carry out duties reflecting those of the coordinator. Children are taught using various methods, including whole group/class input, small group focussed support or individually.

Teachers plan for pupils to practise and apply the skills, knowledge and understanding through all activities within the setting. The opportunities to use ICT effectively to support teaching and learning in the setting will be planned for and used as appropriate.

Assessment and Target Setting

Work will be assessed in line with the assessment policy and the Foundation Stage Profile Points regularly and recorded in methods suitable for each setting within the Early Years.

The Early Years Leader is responsible for monitoring the standard of the children's work and the quality of teaching. The Early Years Leader is also responsible for supporting colleagues in the delivery of the EYFS for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The Early Years Leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Differentiation

We aim to provide for all pupils so that they achieve as highly as they can in within the Early Years settings according to their individual abilities. We will identify which groups or individual pupils are underachieving and take steps to improve their attainment. Gifted pupils will be identified and suitable learning challenges provided.

All pupils are provided with equal access to the Early Years curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Monitoring and Review

The Early Years Leader is responsible for improving the standards of teaching and learning within the Early Years settings through monitoring and evaluating :

- Pupil progress
- Provision including intervention groups
- Quality of the learning environment
- Deployment of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in CPD
- Purchasing and organising resources
- Awareness of current developments/up to date knowledge



Parents are involved in their child's learning by;

- Offering regular opportunities to talk about their child's progress
- Having flexible admission arrangements that enable children and parents become secure
- Arranging a range of activities throughout the year that encourage collaboration between child, settings and parents
- being given the opportunity to talk to parents before their child starts in the setting

Conclusion

This policy is in line with other school policies and should be read alongside other relevant policies.

Member of staff responsible: S Allatt

Date policy written: November 2011

Date of approval by full Governing Body:

Date of Review: