



Leatherhead Trinity School

Early Years Policy

Status: Statutory

Responsible Manager: Early Years Phase Leader

Review Period: Annually

Responsible Governor: Chair of Governing Body

Valid from: May 2024

Next Review Date: May 2025

Purpose: We inspire learning and unlock the future for **ALL** of our children in our school and throughout our community. We are built on our innovative and inclusive ethos, and our Christian values.

"All things are possible for one who believes."
Mark 9:23

We live our Christian values of **respect, truth, love, forgiveness** and **commitment** in **ALL** that we do and through our strong links with our three churches.

"Do **all** the good you can,
By **all** the means you can,
In **all** the ways you can,
In **all** the places you can,
At **all** the times you can,
To **all** the people you can,
As long as ever you can."
— John Wesley

These values are applied within our Code of Conduct: be kind, safe, fair, respectful and ready to learn.

At Leatherhead Trinity School we believe that all of our pupils should have the best possible life chances. These life chances begin in the Early Years Foundation Stage, which applies to children from birth to the end of the Reception year.

Roles and responsibilities:

Governing Body	To ensure an appropriate Early Years curriculum is offered and to monitor its effectiveness.
Head Teacher/Head of Centre	To implement and ensure an appropriate Early Years Curriculum is provided for all children and families.

Planning

At Leatherhead Trinity we plan an appropriate curriculum using the Statutory Framework for Early Years Foundation Stage 2024 as a framework for children between the ages of birth to 5 years. Staff, parents and children are involved in the planning, implementation and evaluation of the provision.

The EYFS is based upon four principles:

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children in becoming strong and independent.
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

Implementation

We aim to provide quality teaching and learning throughout a child's stay in our school. We secure quality provision for all new entrants irrespective of gender, race or social background. We are particularly interested in meeting the needs of the individual child and ensure this by adhering to the following underlying principles of quality provision:

- Early learning should start from what the children already know and should acknowledge that there is potential in all children which must be accessed through the activities they are engaged in.
- Early Years are the formative years during which time the whole child must develop at his/her own rate of progress.
- Early learning shapes attitudes to knowledge and to others.
- Early experiences form the foundations for life and are also valid in themselves.
- Early learning should give children time and space to grow.
- Early learning is holistic and interactive; it is best presented by first hand experience.
- Early learning is continual and continuously shifting through interaction.
- Quality play is fundamental to early learning.
- Confidence, self-discipline and self-motivation are highly valued in early learning.
- Comfort, safety and security are essential for early learning.
- Children must develop self-esteem and independence through their early experiences.
- The adults to whom the children relate are of central importance to their development.
- Children will follow a curriculum based on the Statutory Framework for Early Years Foundation Stage 2024
- The curriculum is planned to be:
 - active** - based on hands on involvement.
 - personally meaningful** - what children are interested in.
 - experiential** - learning by doing.
 - exploratory** - curiosity as a key motivator.
 - developmentally appropriate** - matching age and stage.
 - social** - stressing co-operation.
 - creative** - using invention and imagination.
 - process-orientated** - help given in appropriate stages.
 - integrated** - holistic approach to learning.
 - rigorous** - stressing the children's responsibility.

Through this, children develop a sense of self-worth and an ability to put that alongside a sense of others.

We encourage a 'sense of others' in all aspects of life and remind all the children of how they are 'role models' for each other. As adults, we have an even greater responsibility to 'set a good example' and therefore we encourage the children to listen as well as talk.

We feel very strongly that the partnership and communication with parents should be an open and honest one, built on mutual trust and respect. The children are closely monitored and we hold parent consultations/evenings regularly during the year, however if the need arises we will make appointments to meet with parents at other times. An annual written report is given at the end of each academic year, e.g. Nursery and Reception.

Parents are the first and most important educator of a child and, like the staff, have the meeting of their needs at top of their agenda. They are:

- to be happy;
- to develop warm secure relationships with adults and peers;
- to communicate their ideas, feelings and experiences and needs, in verbal and non-verbal ways;
- to explore, experiment, observe and discover;
- to master the basic physical skills and develop control of the large and fine muscles;
- to begin to value the culture, religion, race and language of 'self' and others;
- to enter into the world of imagination and role play;
- to develop skills and concepts that will provide a good foundation for future learning;

- to develop confidence and independence;
- to develop the ability to make choices and decisions;
- to succeed;
- to be creative and appreciate the creativity of others;
- to become aware of, question and adopt, moral and social values;
- to develop an awareness of their school and community environment;
- to feel that home and school are in harmony;
- **to be given time to be a child and not rush through childhood.**

A Unique Child

We recognise that every child can become a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration assemblies and rewards, to encourage children to develop a positive attitude to learning.

Assessment

The quality of the Early Years provision for children and families will be assessed by using a variety of monitoring and assessment tools.

Monitoring and Evaluation

The children are closely monitored and we hold consultations with parents regularly during the year, as well as having informal day-to-day chats with parents. The children are observed and these observations are noted down, assessed and added to their Learning Journey. We use these observations as a basis for planning for the needs of the children. We have an open access policy for parents to see their child's records. An annual written report is given at the end of each academic Year, e.g. Nursery and Reception. At the end of Reception, the staff complete the Foundation Stage profile for each child which records their individual progress towards the Early Learning Goals.

The Early Years Curriculum is constantly monitored and evaluated throughout the day as staff discuss activities which have been planned and implemented, and also in more formal ways at staff meetings and training days. We regularly evaluate our Early Years provision and discuss different areas of the curriculum on a rolling program at staff meetings throughout the year.

Record Keeping

Each child has a Learning Journey which contains information about their progress. These include written observations (spontaneous and planned), annotated work, annotated photographs, comments from the children and parents. We are using Tapestry (a digital tool) to record all learning experiences and interactions.

Transition Forms - record significant learning and information about a child which is passed onto another staff member or setting.

Planning and Evaluation sheets from short, medium and long term planning in each area.

Welfare and Safety

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

At Leatherhead Trinity, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2024.

We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.

- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe and efficient management of the setting and to meet the needs of the children.

Links to other policies

Teaching, Learning and Assessment

Safeguarding

Behaviour