



Early Years Policy

Purpose

This policy has been written to outline the philosophy, aims and principles of early years teaching and learning in all DRET primary academies. The document is to be used as a guide and framework to support the individual academy settings.

Aims

The early years phase in a DRET primary academy secures the foundation for learning, development and care of each individual child to ensure their future personal and academic success.

The aim is to enable every child to fulfil their full potential and that no child will be left behind. All children will be taught the learning behaviours that will be the foundation required for them to succeed in their primary and secondary learning and beyond.

In a DRET early years setting these learning behaviours will be achieved through:

- High expectations for learning;
- Clear routines and procedures that help build self-assurance for children;
- Purposeful and challenging experiences;
- An enabling environment;
- Inspiring teaching that will enable the children to display a thirst for knowledge and understanding and a love of learning;
- The formation of a strong partnership with parents/carers;
- An individualised approach to the pastoral care and needs of every child who is unique.

Early Years learning phase must:

- Give the children security and confidence within an atmosphere of respect for others;
- Support and extend knowledge, skills and understanding of the children helping them to overcome any barriers to learning;
- Develop a strong sense of self and high levels of confidence for each child;
- Ensure that all children feel included, secure and valued;
- Work in partnership with parents/carers to support the children's rapid development, physically, intellectually, emotionally and socially;
- Work in partnership with multi- agencies including the Early years settings that children have transferred from;
- Build upon what the children already know and can do and extend their interests to encourage a positive attitude towards learning;
- Deliver the curriculum using varied approaches and teaching methods with relevant and appropriate content that matches the different needs of young children;
- Encourage the children to learn for themselves by providing opportunities for them to engage in activities planned by the teacher alongside those that they plan or initiate themselves;
- Allow time for the children to become engrossed, work in depth and complete activities;
- Develop basic skills through well-structured activities.

Organisation

DRET primary academies follow the curriculum as detailed in the Statutory Framework for the Early Years Foundation Stage [September 2014].



Admission

All children must be offered full-time learning in Reception as of September 2017 from the first day of the September term.

Home visits are an essential part of the transition period so that staff can fully understand the relationship between the child and the parent/carer and build on this aspect of the child's learning, as well as any pre-school experiences that the child has received.

The recommendation is that home visits be completed before the child starts at the academy; however, this is not always possible, so all home visits must have taken place by the beginning of the third full week in September 2017.

Inclusion/Equal Opportunities (Including SEN)

Children will be taught to respect the cultural differences and abilities of all the children and their families and to recognise feelings involving other people. When appropriate, advice and guidance will be sought from outside agencies and professionals to support individual children. No child will be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability. The staff will differentiate the work to meet the abilities and aptitudes of the children, offering support and extension work as required. In the case of children with special needs, reference must be made to the SEND Policy.

All children will be given equal access to and are encouraged to participate in all curriculum activities.

Baseline and on-going assessment

DRET academies will complete a baseline assessment using the current framework and ensuring that moderation from a colleague from another DRET academy takes place. This baseline must be completed by Wednesday 20th September 2017.

The progression and development of all the children will be monitored every six weeks aligned to the Trust's assessment calendar and procedures. Observations of learning, summative assessments, regular moderations of children's work will be recorded then analysed to reflect on the progress made and follow up needs identified. IT programmes such as 2Simple and Tapestry that fully support the daily achievements will be used to record evidence of progression. These programmes will ensure that learning achieved in the day/week can be made available to parents/carers.

Timetable of initial data and its use for 2017 -18

Date	Action at individual academy	Action at Trust level
20 th September	Academies to complete the baseline input of data on to O track and forward to HT/AIL	
22 nd September	Moderation of baseline by leads	
w/c 30 th October	Analysis of data	AIL and Director of School Improvement
w/c 6 th November	GLD targets to be agreed between AIL and individual Principals.	

Learning in Early Years

The early years phase must provide the potential for learning in every activity and situation that arises. The aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. Children will feel valued and in turn this gives them the confidence to become active learners. The activities devised must provide first hand experiences through learning and discussion where children are encouraged to interact with their peers, to move with purpose and explore a wide variety of learning situations. To facilitate this there must be well-



planned and clearly defined areas of provision and a wide range of activities, resources and materials available supported by adults modelling the learning, these are the non-negotiables in a DRET setting. Opportunities must be provided for sustained activity, as well as spontaneous, self-chosen activities. Therefore to support this there must be learning environments that are language rich in order to stimulate the children to develop good speech and language and communication skills. This will ensure that the children will become skilful and confident communicators.

Every child within the setting is entitled to quality teaching and learning that includes taught learning behaviours to ensure that at the end of the early years phase they will be school ready. The 'Characteristics of learning' are central to ensuring that quality teaching and learning is taking place. These underpin learning and development across all of the prime and specific areas and support the child to remain an effective and motivated learner.

Each staff member will ensure that all children will receive valuable adult time and that there are effective interactions between children and adults, which upgrade their quality of play and learning.

DRET Non- Negotiables in Early Years

The enabling environment provides stimulating resources, which are accessible and open-ended so that they can be used, moved and combined in a variety of ways. The list below is a guide of the resources examples for areas, which are purposeful, readable and enable our children to be independent in their learning.

All examples of children's work will be captured in an individual maths and writing/English book to ensure that progress from the baseline for every child is clearly visible. In addition to this will be a learning journal for each child and the on-line access for parents/carers via the IT programme

Learning Environment	Not in place	Partially in place	In place
Teaching input area- Visually clear with large interactive screen, alphabet frieze, number line. Space for whole class to be together			
Fine Motor skills – Tweezers, pipettes, threading, malleable materials, scissors, pegs and pegboards			
Block play/construction play – wooden blocks, a range of developmentally appropriate resources. Large wooden blocks e.g. community playthings, Small wooden bricks. Purchased construction kits e.g. Lego, Duplo Small selection of play people, vehicles and animals Selection of natural / reclaimed materials Space to display finished models and those in progress			
Maths- Numicon, balance scales, number lines, dominos, dice, money, sequencing cards, 2D and 3D shapes, measuring apparatus, measuring jugs of different sizes, clocks, calculators, timers, Jigsaws, Multilink/Unifix, Sorting equipment, Number tracks and squares, Plastic/magnetic numbers, Number rhymes and songs (CD/tape), Peg boards, Abacus, Clocks, Number and information books, counting objects, Measuring containers, maths games			
Writing- Range of writing tools, clipboards, alphabet frieze, Hole puncher, staplers, scissors glue, sellotape, stencils, rulers, paper clips Assorted paper, card, envelopes, postcards, gift tags, parcel labels, writing books/pads – lists, gummed labels/Post-it-pads Phonic resources to help with linking letters to sounds and recalling tricky words etc. Opportunities for writing must be available in all other areas of the environment			
Reading- Book corner, a range of fiction and non-fiction texts, Wide range of books - picture, fiction and rhyme, sound books, lift the flap books, non-fiction, multicultural/different needs, sensory, comics and catalogues, big books, homemade/photo books, books linked to themes or topics of interest, dual language books, instruction leaflets, recipe cards/books, Atlas, road/street maps. Rhyme and story CDs and resources.			
Creative- Painting easels, Selection of collage materials (recycled, natural and bought) e.g. corks, plastic lids, feathers, bottle tops, straws, , string, wool, ribbon, tissue, coloured			



matchsticks, etc. Variety of different paper types and sizes - card, wrapping paper, greeting cards, crepe paper. Range of junk modelling materials - yoghurt pots, foil containers, variety of boxes, cardboard tubes, trays, egg boxes etc. Painting and printing materials - finger paints, sponges, powder / ready mix paint, different size and shape brushes, combs. Mark making resources - pencils, crayons, felt tips. Joining equipment - sellotape, glue, paper clips, paper fasteners, stapler, scissors, hole punch, string.			
Imaginative- Role play, small world, Train track and train, farm, animals, people, zoo, dinosaurs and dinoworld, cars, other vehicles and garage, castle/knights, puppet theatre, pirates, space exploration, polar animals, play mats, doll's house, Books, Photographs of real life situations, Different surfaces e.g. Sand pit/builders, tray/grassed area/digging area, Natural materials e.g. stones, pebbles, twigs, grass,			
Investigation - Magnets, magnifying glasses, torches , cameras, colour resources, mirrors, simple non-fiction books, bug viewers , selection of different materials such as shiny and dull, hard and soft, A range of living things e.g. mini-beasts, plants, twigs, buds, pets, plants			
Snack- bowls, plates, cups, cutlery, tea towels, tablecloth			
Learning walls references - code of conduct, tidying up routines, key words			
ICT – Programmable toys, cameras, tablets, pc's, walkie talkies,			
Music/Sound -Xylophone, Variety of bells, Variety of drums and beaters (also hands), Jingle sticks, Tambourines, Triangles, Variety of shakers, Maracas – choice, Cd player, Headphones, Story cd's – with matching books, Rhymes and songs, Songs and music from other cultures, Wide range of music i.e. jazz, classical Ribbons, Materials, Recycling materials for making instruments/sounds/music			
Water- Water aprons, towels, Containers of differing sizes for pouring, Graded containers. Jugs, Plastic bottles, Watering cans, water wheels, siphon/ sponges Containers with holes/sieves, Floating and sinking objects Hosepipe, Transparent plastic tubing of different thicknesses and lengths. Animal sets/ Boats and play people, Kitchen utensils – whisks, spoons, scoops, pipettes, sieves, tea strainers, Plumbing equipment – guttering, water pipes, tubes, u-bends, Fishing nets, Plastic water carrier or water barrel with tap.			
Sand- Dust pan and brush; Sand wheels; Funnels, variety of sizes; Sieves and colanders; Various graded plastic bottles and plastic/metal bowls; Small world – cars, trucks, people, dinosaurs, animals by colour; Platforms with holes to hold funnels whilst pouring; Spoons/scoops Natural objects Measuring spoons; Measuring jugs; Funnels , variety of sizes different levelled.			
Physical development , climbing and balancing apparatus, large wooden blocks, open-ended resources including guttering, large tubes, ropes, tarpaulins and sheets, sports equipment, moveable and adaptable apparatus, nook for reading, clipboards, easels ,mud kitchen.			
Personal storage space for children			

Fostering positive relationships	Not in place	Partially in place	In place
Enabling children to take appropriate risks and try new activities			
Planned and appropriate focused teaching sessions such as phonics, for example			
Participating in sustained shared thinking for example adults talking through their thinking with the children and encouraging them to do likewise			
Contributing to the planning in the early years setting by annotating with evaluations throughout the day			



Intentionally modelling learning behaviours			
Knowing the children to extend and challenge appropriately through scaffolding techniques			
Supporting children's interest to develop their learning further			

Learning Behaviours

These must be intentionally taught and modelled so that they will stand each child in good stead for their future. These behaviours must focus on the ability to actively listen, take turns, learn appropriate behaviour for all contexts, take risks, understand failure, adopt a growth mindset, follow direct instructions, show respect to self, others and the environment.

School Ready

Defining what school readiness means is an essential factor in ensuring that children can be well prepared for starting school which is defined as year one.

The details below are set out as a guide as to what children should be able to do in order to be ready to begin Year one.

Reception - Autumn outcomes	Reception -Spring outcomes	Reception -Summer outcomes
<u>Communication and language</u>		
<p>Able to listen to an instruction and respond.</p> <p>Able to listen to and join in with favourite stories and rhymes.</p> <p>Able to talk about what we are doing now and what might happen later.</p> <p>Able to build up their vocabulary from experiences.</p>	<p>Able to listen and respond to what my peers and grown-ups say.</p> <p>Able to make up own stories using a picture book as a prompt.</p> <p>Able to take their turn in speaking.</p> <p>Able to use words and word endings like "I went" or "I am going" instead of "I go".</p> <p>Able to extend their vocabulary with new words.</p>	<p>Able to follow long instructions where there are two or more things to do.</p> <p>Able to listen to what peers and grown-ups say whilst doing something else.</p> <p>Able to tell an adult what they think by using things they have seen or heard about.</p> <p>Able to tell you what has happened and what might happen next when they listen to a story.</p> <p>Able to make up stories from own experiences.</p> <p>Able to speak in full sentences using different tenses accurately.</p> <p>Able to retell actions achieved in the right order.</p> <p>Able to use a wide range of vocabulary.</p>
<u>Literacy</u>		
<p>Able to tell an adult what their marks, shapes, lines and letters mean</p> <p>Able to use letters in writing, sometimes writing the right letter for the letter sound they can hear.</p> <p>Able to join in with rhymes and stories.</p>	<p>Able to write useful words like "the" and "was".</p> <p>Able to write labels, lists and short captions using phonic knowledge.</p> <p>Able to read short sentences that are made up of words like "go" and "you".</p>	<p>Able to write sentences that can be read by themselves and others.</p> <p>Able to write some words correctly and make phonetically plausible attempts at others.</p> <p>Able to read using phonic knowledge.</p>



<p>Able to hold a book and turn the pages correctly.</p>	<p>Able to say the sounds in a word like “bag” and know the letters needed to match the sounds.</p>	<p>Able to describe the characters in a story and what happens in the story after it has been read</p>
<p>Mathematics</p>		
<p>Able to recognise familiar numbers. Able to count with, recognise and order numbers from at least 1-5.</p> <p>Recognise 2D shapes: Circle, square, triangle, oblong,</p> <p>Able to order and count groups of objects</p>	<p>Able to use numbers from at least 1 to 10 in the correct order</p> <p>Able to add groups of two things together</p> <p>Able to use words in the right context Big, small, heavy, light, in, under, pound, pence.</p> <p>Able to make patterns</p>	<p>Able to use numbers from at least 1 to 20 in the right order when counting things or singing rhymes.</p> <p>Able to identify what “one more” or “one less” is when a number is given.</p> <p>Able to add groups of 2 things together and tell how many they have got altogether and to take things away from a group and state how many things are left.</p> <p>Able to solve problems that are important to the child like sharing snacks so that all children have the same number of pieces of fruit.</p> <p>Understand what the following words mean - “big”, “small”, “heavy”, “light”, “in”, “under”, “pound”, “pence”,</p> <p>Able to make patterns and explain what they have done.</p>
<p>Physical development</p>		
<p>Able to hold a pencil near the point, using thumb and two fingers.</p> <p>Able to go to the toilet by themselves. Able to usually manage washing and drying hands. Able to dress and undress themselves with some support e.g. pulling up a zip after an adult has started it. Able to try out different ways of moving. Able to safely use scissors with one hand to make snips in paper.</p>	<p>Able to hold a pencil effectively to write letters. Able to thread beads onto a piece of string.</p> <p>Able to dress and undress themselves without support.</p> <p>Able to move in different ways e.g. running, jumping etc.</p> <p>Able to use scissors safely to cut paper.</p>	<p>Able to confidently move in a variety of ways e.g. running, climbing, jumping, skipping or hopping. Able to tie shoelaces.</p> <p>Able to throw, catch, roll and kick different equipment such as large balls, hoops, beanbags and balloons.</p> <p>Able to use scissors safely and accurately.</p>
<p>Personal social and emotional development</p>		
<p>Able to listen to an adult or concentrate on own task for 10 minutes.</p> <p>Able to take turns when using resources with peers.</p> <p>Able to ask an adult or friend for help or if they need something.</p>	<p>Able to concentrate on own task for 15 minutes.</p> <p>Able to confidently talk in a group when playing with friends.</p> <p>Able to support their peers when they are sad, cross or worried by giving them a hug or sharing their toys with</p>	<p>Able to concentrate on own task for 20 minutes.</p> <p>Able to willingly try out new things.</p> <p>Able to confidently talk in a large group when with peers and familiar adults.</p> <p>Able to articulate to peers and adults about their feelings and why they are</p>



Able to usually adapt behaviour to different situations.	<p>them</p> <p>Able to understand how to share toys and take turns in a larger group.</p> <p>Able to understand and follow the behavioural expectations of the setting.</p>	<p>feeling this way.</p> <p>Able to cope when things unexpectedly change and adjust behaviour to different situations.</p>
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Outdoor Education in the Early Years

Opportunities to learn outdoors are essential for the development of all children. The outdoors offer experiences and provocations that cannot be replicated anywhere else. All strands of learning can be developed through both planned and child-initiated play. All academies must offer children a sustained time outdoors to play and develop their learning. This is imperative for the vital development of the ‘Characteristics of Effective Learning’ To ensure that this learning takes place all year round children need to have access to appropriate clothing such as wellington boots and waterproofs for inclement weather.

Outdoor learning contributes to and promotes a positive response to personal health, safety and well-being. It helps children gain an awareness of the need for sustainable relationships between people and the environment and encourages the growth of self-esteem, cooperation with others and personal responsibility.

In a DRET Early Years setting the outdoor area must:

- Give children the freedom to explore, use their senses and be physically active. Provide opportunities for large mark making and writing and include writing resources such as chalks, paintbrushes with water, pencils and clipboards. Reading opportunities in the forms of signs, labels and simple stories and sequences.
- Provide opportunities for mathematical development such as opportunities for counting natural objects, comparing of length and weight with real life objects such as sticks and stones. Be able to solve problems using mathematical knowledge and understanding.
- Include a quiet area for activities such as reading and observation.
- Provide opportunities for large scale construction and gross-motor development through sports equipment and other open-ended resources.
- Include an area for sensory mud/water play ideally a ‘mud kitchen’ with free access to water.

In DRET academies it is recommended that children must be involved in purposeful physical learning for 25% of the day.

Training/Professional Development

The early year’s staff are supported and encouraged to continue their development and the aim is that all early years’ teachers and support staff, through training and experience, will observe and respond appropriately to the children, building upon their knowledge and understanding of how children develop and learn.

Health and Safety

Priority will be given to children’s safety at all times. The teacher will be responsible for teaching and implementing safety rules and practices.



Policy Status

This policy does not form part of any employee's contract of employment. The Trust may alter or adapt this policy, and any components of it, at any time provided it notifies the Chairs of the Local Governing Bodies.

The person/s responsible for the Early Years at the academy is/are:

Name
Email

Name
Email

The curriculum for EY pupils at this academy is:

The lesson plans/framework for EY can be found: