



Curriculum Policy

EARLY YEARS



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Early Years Policy

What is our vision?

The Early Years team at Marus Bridge Primary School foster a love of learning by developing children's abilities, skills, knowledge, fascinations and interests. We believe that the Early Year's Foundation Stage is the fundamental underpinning of every child's journey through education. Therefore, it is vital that children are provided with secure foundations for future learning and development.

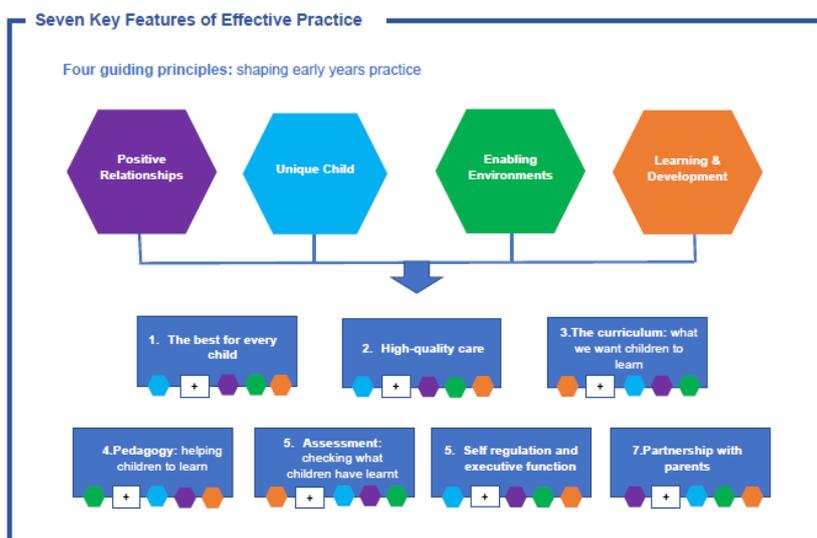
This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Our philosophy in the Early Years at Marus Bridge is that all young children learn best through play. Our curriculum has been carefully designed to broaden children's experiences, build on their prior knowledge and skills and prepare children for the next stage in their education. It is based on the Early Years Foundation Stage curriculum and adapted through our knowledge of each 'unique' individual, underpinned by our bespoke continuums.

The curriculum – What we want children to learn?

The curriculum is a top-level plan of everything the Marus Bridge EYFS Team want the children to learn, in which progressive language development is at the heart. The curriculum is ambitious and carefully sequenced in order to build on learning over time. The children's learning is often driven by their interests and thereby plans are flexible. 'Young children do not develop in a fixed way their development is like a spider's web with many strands, not a straight line. Depth in early learning is much more important than covering lots of things in a superficial way.' (Development Matters 2020, page 6) The curriculum is planned to enable children to learn through adult led and child initiated activities in the classrooms, continuous provision areas, outdoor learning zones and the local area. Opportunities are planned to provide purposeful enhancements that further extend children's ability to use, apply and consolidate what has been learned.



We believe that children are powerful learners each child can make progress with their learning with the right help. Children learn through play, by adults modelling, by observing each other and through guided learning and direct teaching. Practitioners carefully organise enabling environments for high quality play. Sometimes, they can make time and space for children to invent their own play. Sometimes they join in to sensitively support and extend children's learning. Children in Early Years also learn through group work, when practitioners guide their learning. A well planned learning environment indoors and outdoors.

Curriculum Aims:

"Every child deserves the best possible start in life and the support that enables them to fulfil their 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."
(Statutory Framework for the Early Years Foundation Stage)

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

We aim to provide:

Children with a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.

Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.

A secure foundation, through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.

A solid partnership working between practitioners and with parents and/or carers.

Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

How do we achieve this?

The **4 guiding principles** that shape the Early Years' experience at Marus Bridge are Positive Relationships, Unique child, enabling environments and Learning and Development. The **7 key features of Effective Practice** are then derived from these 4 principles. 'When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow. (Development Matters, page 4). These 7 features of effective practice permeate throughout the implementation of our EYFS offer.

At Marus Bridge we follow the Revised EYFS framework (2021). Within this framework there are four guiding principles which shape are practice.

These are:

A Unique Child

At Marus Bridge Primary School we recognise that every child is a unique child, who is constantly learning and 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 in 'Star of the Week' assembly and the school's behaviour system.

Positive Relationships

At Marus Bridge Primary School we recognise that children learn to be strong and independent in the knowledge that they have secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents and Guardians as Partners

We recognise that Parents and Guardians are children's first and most enduring educators and we highly value the contribution that Parents and Guardians make. Children benefit from a strong partnership between practitioners and parents and/or carers. We recognise the role that Parents and Guardians have played, and their future role, in educating the children. We do this through:

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.

- Completing a personal and thorough induction process which includes, but is not limited to: Nursery Visit, Big School Time visits, Parents and Guardians Meeting, ASQ questionnaires. This provides the opportunity to talk to Parents and Guardians about their child before their child starts in our school and ensure that children have the opportunity to spend time with their teacher prior to starting.
- Offering Parents and Guardians regular opportunities to talk about their child's progress .
- Encouraging Parents and Guardians to talk to their child's teachers about any concerns they may have and facilitating this with our 'open door' policy
- Arranging activities throughout the year that encourage collaboration between child, school and Parents and Guardians. For example, special assemblies, celebrations of work and parent information workshops
- There are two formal meetings per year (Autumn and Spring term) when Parents and Guardians can discuss their child's progress and development. Along with this, ensure that staff are accessible to enable them to know more about the children and their home/school life.
- A report is sent home at the end of the year and Parents and Guardians are able to reply to this.
- Seesaw is used to communicate with parents.

Enabling Environments

At Marus Bridge Primary School we recognise 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. Using this environment we aim to plan challenging but achievable activities and experiences to extend the children's learning.

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident and are challenged to develop their independence.

Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

Adults provide high quality interactions by commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.

Learning and Development

At Marus Bridge Primary School we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development and understand that they are often linked. We believe these seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. There are seven areas of learning and development that must shape educational programmes in early years settings. Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected. These areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

The 'prime' areas of learning and development are:

Communication and language

Physical development

Personal, social and emotional development

The 'specific' areas of learning and development are:

Literacy

Mathematics

Understanding the world

Expressive arts and design

Throughout their time in the Reception Year our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs) The descriptors for these can be found in the appendix.

As previously outlined our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

The wider curriculum at Marus Bridge consists of:

- Educational visits and visitors, e.g. family members, members of the local community or visits to local farms
- Opportunities to access the local and wider environment including visiting the local library.

Scheme of Work:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Communication and Language The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating,

and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Weaving throughout the EYFS curriculum at Marus Bridge are three **Characteristics of Effective Learning**.

- **playing and exploring** - children investigate and experience things, and ‘have a go’
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child’s development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children’s play is essential.

‘What children learn is important, but how children learn is even more important if they are to become learners in today’s society.’ Helen Moylett
How Children Learn, Nancy Stewart (2011)

Resources:

DfE (2022) ‘Statutory framework for the early years foundation stage’

DfE (2022) ‘Keeping children safe in education (2020)’

DfE (2018) ‘Working Together to Safeguard Children’

DfE (2015) ‘The Prevent duty’

Statutory Framework for the Early Years Foundation Stage.

Development Matters.

Birth to Five matters.

Assessment – How do we assess skills and understanding?

At Marus Bridge, ongoing assessment is an integral part of the learning and development processes. Assessment is about noticing what children can do and what they know. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Effective assessment requires practitioners to understand child development.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs.

In addition to this, the subject leader will complete audits and peer interviews bi-annual to gain a clear insight into the geography learning that is taking place in each year group, providing a chance to feedback to teachers.

Refer to subject specification.

The Early Learning Goal Descriptors

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.

-Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.

- Share their creations, explaining the process they have used.

- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt, and recount narratives and stories with peers and their teacher.

- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children’s level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share. Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to

prove this through collection of physical evidence. Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The Profile provides parents and carers, practitioners and teachers with a wellrounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Early years providers must report EYFS Profile results to local authorities, upon request. Local authorities are under a duty to return this data to the relevant Government department.

Health and Safety

At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings.

Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Reception classes in maintained schools and academies are subject to infant class size legislation.⁴⁶ The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher⁴⁷ (subject to permitted exceptions) while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff. Consequently, in an ordinary teaching session, a school must employ sufficient school teachers to enable it to teach its infant classes in groups of no more than 30 per school teacher

The provider must promote the good health, including the oral health, of children attending the setting

Providers must have and implement a policy, and procedures, for administering medicines.

Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious

Fresh drinking water must be available and accessible to children at all times.

Providers must ensure there is a first aid box accessible at all times with appropriate content for use with children. Providers must keep a written record of accidents or injuries and first aid treatment. Providers must inform parents and/or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

Daily risk assessment completed.

Visits and fieldwork are an essential part of the Early Years Curriculum helping to develop UTW knowledge. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for detailed information.

Inclusion and Safeguarding Considerations

Designated safeguarding lead to support children with SEN.

We promote good oral health, as well as good health in general, in the early years at Marus Bridge, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

The class teacher is responsible for considering IEPs of individual children before delivering lessons – or informing external providers of any additional needs. All children are entitled to access the Curriculum at a level appropriate to their individual needs. Teachers are also encouraged to adapt materials where necessary to cater for and challenge children of all abilities to ensure that children with SEN, can make progress and demonstrate success in a range of different ways.. Any external providers must provide evidence in the office of the Enhanced DBS before being left alone with pupils. They must also be reminded of the importance of not using mobile phones within the school environment.

Other Points/Considerations:

Any members of staff who have requests for training or resources should discuss this with the Ey leader and put in an order request as required.

Monitoring and Review:

The Early Years Leader will complete 2 audits within each academic year. Information will be gathered through the form of a book scrutiny, pupil voice / interview, staff questionnaires, lesson drop-in, environment walks and the review of curriculum. At the start of each academic year, the

Early Years Leader will use previous audits to develop an action plan for the subject focusing on key areas of improvement. These improvement targets will be shared with all staff and will be assessed during future audits. When data is collected, support will be offered to any class who require additional information and guidance. This may be done by: discussing assessment methods; modelling lessons; inviting teaching staff to observe more experienced / confident teachers; providing training or observing lessons and providing constructive feedback. In some instances, a deep dive may be carried out by the Early Years Lead and members of SLT, across school, to gain a clear view into the teaching and learning happening throughout school.

This policy will be reviewed and approved by Holly Miller every 2 years.

At every review, the policy will be shared with the governing board.

Appendix 1

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy

Statutory policy or procedure for the EYFS	Where can it be found?
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy