

Early Years

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1 Policy statement

1.1 The Early Years Department aims to provide a safe, happy and stimulating environment where the needs of the individual child are met through the implementation of the Foundation Stage principles as set out in the 3 Prime Areas of Learning and the 4 Specific Areas.

1.2 The implementation of this policy is the responsibility of all practitioners who have contact with the children in this setting.

1.3 This policy applies to all members of our school community, including boarders.

Embley is fully committed to ensuring that the application of this Early Years Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

1.4 Embley seeks to implement this policy through adherence to the procedures set out in the rest of this document.

1.5 This document is available to all interested parties on our website and on request from the Senior or Prep School offices and should be read in conjunction with the following documents:

Nursery Behaviour and Discipline

Visitors

Admissions

2 Aims

- At Embley we focus on the individual.
- We believe that every child has special qualities - it is our responsibility to define and refine these.
- We support a broad vision of excellence for our children and our teachers.

3 Objectives

- To promote independence and confidence in all children by ensuring that they feel secure in the school setting.
- To develop social skills necessary to work successfully with other children and with practitioners.
- To help develop kindness, consideration, respect and understanding for the feelings and needs of others.
- To develop an enthusiasm for learning, by creating an atmosphere where teaching and learning is purposeful and enjoyable and where the acquisition of knowledge is celebrated.
- To provide a curriculum that is stimulating and encourages active and independent learning.
- To encourage enquiring minds that have the ability to think, problem solve, make decisions and negotiate.
- To welcome parents as partners in the education of their children, consulting with them and providing them with information.
- To ensure that the particular requirements of individuals are met with regard to special educational needs, cultural needs, religious needs, social, emotional and behavioural needs.

4 Organisation

4.1 The Early Years Department is made up of Nursery and Reception classes. The adults working with the children in Early Years work as a close team alongside the whole school staff.

The team meet regularly to plan, review and exchange ideas to enhance the learning environment offered.

4.2 The children work individually, in small groups and in larger groups through a wide range of activities, giving them the opportunity to experience a broad and balanced curriculum. The day becomes more structured as the children move through the Nursery and the Reception class in preparation for Year 1.

4.3 Fresh drinking water is available for the children at all times. Training in food hygiene is provided for all staff involved in preparing and handling of food.

5 Roles and Responsibilities

- Overall responsibility for provision in the Early Years is taken by the Head of Prep School. There is a Head of EYFS, Harriet Povey, and Katherine Steinbrecher is the Reception Class Teacher.
- Reception and Nursery Teachers are responsible for Long, Medium and Short Term Planning which they share with the other members of staff to ensure a consistent and cohesive planning structure.
- This planning is shared with the Head of Prep School.
- Reception and Nursery Teachers are also responsible for recording regular assessments of the children.
- All members of the team are involved in the planning of the curriculum and in observations and assessments.

6 Mobile Phones

No member of staff is permitted to take their mobile phone or any personal photographic equipment into the Nursery or EYFS setting. EYFS staff leave all phones locked in the EYFS office.

7 Assessment

7.1 Regular / continuous assessment of the children gives information to ensure future planning reflects identified needs. Each individual will have an assessment folder.

7.2 Most of the assessment takes the form of observations. The information gathered is used to complete a range of assessment documents and the Foundation Stage Profile for each child.

7.3 This EYFS Profile must be completed for all children in the final term of the year in which they reach age five, no later than 30 June in that term.

7.4 Each child's level of development must be assessed against the early learning goals.

7.5 The results of the EYFS Profile are shared with parents, with an explanation of when and how the Profile can be discussed with the teacher who completed it.

7.6 Year 1 teachers are given a copy of the Profile together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

8 Information and records

Parents and/or carers must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the Data Protection Act.

9 Document Information

Version Number	8
Reason for Version Change	Annual Review
Name of owner/author	José Picardo
Name of individual/department responsible	Sheina Wright, Head of Prep School Harriett Povey, Head of EYFS
United Learning Independent Schools/Academies/Both	United Learning Independent Schools
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Where available	BiE cloud, Network, school web-site
Review Date	August 2025 or as events and legislation require