LANDAU FORTE ACADEMY GREENACRES

Policy Name	Early Years Policy
Date of Issue	October 2025
Author	B Harper/G Thomas
Reviewed by	G Thomas
Date of next review	October 2026

Scope of the policy

This policy applies to Landau Forte Academy Greenacres

Purpose of the policy

The Statutory framework for the Early Years Foundation Stage for school-based providers (EYFS) sets the standards for learning, development and care for children from birth to five.
It is the foundation that all learning builds upon. With this understanding at the core of our pedagogy, we aim to provide inspiring, exciting and purposeful learning experiences through our skills based curriculum, to ensure all our children receive the very best start to their education, in order for them to grow, learn, succeed and enjoy life.

Policy Detail

Intent

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Landau Forte Academy Greenacres, ensuring each individual reaches their full potential from their various starting points.
Our enabling environments and warm, skillful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by focusing on the characteristics of effective learning.

We follow the statutory framework and guidance detailed in the EYFS and provide a broad and balanced Early Years curriculum: -

- based on first hand experiences and purposeful interactions
- through 'in the moment planning' opportunities
- through high quality adult led activities which are planned to promote all 7 areas of learning.
- We aim to make the child's first experience of school happy, positive and fun.
- We aim to foster a love of learning and develop enquiring minds.
- We aim to instil the 'Characteristics of Effective Learning' such as independence, resilience and confidence.
- We aim to promote positive emotional health and well-being.
- We aim to build positive relationships and work in partnership with families (recognising that parents/carers are their child's first and foremost educator) and professionals to support every child to develop and learn.

By the end of the Reception year, our intent is to ensure that all children make at least good progress, from their starting points, and are equipped with the skills and knowledge to have a smooth transition into Year 1.

Implementation

Within the EYFS the development of a holistic learner is recognised based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion.

The teaching in the EYFS:

- Has a carefully planned curriculum which aims for all children to achieve the Early Learning Goals by the end of the EYFS.
- Involves creating adult and child-initiated opportunities that will encourage children to explore, create, investigate, rehearse, practise, repeat and discover
- Involves developing 'Characteristics of Effective Learning'
- Shows awareness of the different ways and rates by which children develop and learn; that there are many factors affecting achievement including ability, emotional state, age and maturity, and how this informs teaching strategies.

Key Statutory Documents used:

• Early Years Foundation Stage Statutory Framework for the 2025- https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf

• Early years foundation stage profile handbook 2025 https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook/early-years-foundation-stage-profile-handbook

Key Non-Statutory Documents used:

• Development Matters 2023- https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf

Use of the non-statutory curriculum document 'Development Matters' along with own skills-based progression to plan teaching and learning around our six themes:

- All about Me
- Super Celebrations
- Fantastic Fairy tales
- Our Wonderful World
- Spring and growth
- Amazing Animals

The EYFS Curriculum

The Development Matters and the Early Learning Goals guide our long term planning together with the termly topics. Our curriculum for the Foundation Stage reflects the seven areas of learning outlined in the Early Years Foundation Stage Statutory Framework (October 2025).

The three Prime areas:

- Communication and Language
- Physical Development,
- Personal, Emotional and Social Development

The four specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Teaching in the EYFS:

- Children's learning experiences enable them to develop competency and skill across multiple learning areas.
- Long, medium, and short-term planning is completed regularly building upon the assessment information from practitioners within the setting. This identifies the intended learning outcomes, for all children. When planning activities, children interest and individual needs form the starting point.
- Outdoor learning is an essential part of the Early Years curriculum and helps children to develop gross and fine motor skills that form the basis of future learning.
- Daily Maths, English, phonics and reading practice lessons help prepare the children for year 1.
- Several transition events take place between Reception and Year One.
- Has a high expectation of children's behaviour and attainment.
- Recognises the importance of good emotional health and well-being.
- We use our observations and assessments of the children, along with our understanding of the 'unique child', as a starting point to plan for the children's specific stage of development.
- Plan for an enabling environment, where children practise what they have already learnt through play and engaging teaching.
- We also use inspiring resources and activities to encourage the children to take risks and explore the world around them.
- Building positive and supportive relationships with our children is key to our way of working and this is integral to everything that we do.

Learning in the EYFS:

Through a comprehensive induction programme from various Nursery or Pre-School settings to Reception we ensure prior learning and development is valued and the transition into school is supported.

We encourage cross-curricular links to ensure a seamless transition into Key Stage One by building on previous experiences and planning those for the future.

In the EYFS children are learning when they: -

- Collaborate and learn from one another through shared experiences
- Are supported to set their own challenges in their physical environment and in their learning
- Access resources independently
- Use their senses to explore and investigate
- Develop persistence and positive attitudes to learning as detailed in the 'Characteristics of Effective Learning'

To enrich the learning experiences we provide to our children, we offer a range of additional experiences to support the development of a holistic child.
These include:

- Posting a letter to the King
- Visiting the zoo
- Visits and talks from the emergency services including: police and crossing patrol.
- Cooking
- Celebrations and festivals in school e.g a Christmas Nativity, Christmas party, Chinese New Year, Bonfire night, Diwali
- Animal visits
- Theatre trip to the pantomime

Working with parents/carers and other significant adults ie: childminders

We recognise the importance of working alongside parents/carers and other significant adults during a child's education. We do this through: -

- Inviting all parents/carers to an induction meeting during the term before their child starts school.
- Encouraging parent's to share their child's achievements by using our 'Proud Stars' in order to develop a greater picture of your child.
- Giving the children the opportunity to spend mornings or afternoons with their teacher before starting school.
- Inviting new parents/carers into the classroom to take part in activities and observe classroom routines.
- Providing formal meetings for parents/carers during the school year to discuss children's progress.
- Welcoming parents/carers to discuss any concerns with the teacher and/or support staff.
- Working to build good relationships with families to promote a regular two-way flow of information.

The Environment and Resources in the EYFS

A rich and varied 'enabling' environment is actively planned for and continuously developed with varied multi-cultural and inclusive resources to encourage exploratory play-based learning and challenge. The learning environment encompasses both indoor and outdoor provision, which are of equal importance. Children are encouraged to experience all areas of the learning environment in all weathers. We encourage children to plan their own selection of activities balanced with adult initiated activities.

Impact

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)
The children should be expected to have made a Good Level of Development (GLD) across all areas of learning by Reception.
At least all children will have made good progress across all 7 areas of learning.

- Children develop the 'Characteristics of Effective Learning' which helps them through the rest of school

- Children develop the ability to manage risks
- Children enjoy being independent in managing themselves and their learning
- 100% of parents/carers are happy with their child's progress
- Parents/carers feel part of the school community
- Children have high expectations of themselves and their achievements.
- Children have high levels of wellbeing and involvement
- Confident children transitioning into Year 1.

Assessment in the EYFS

When children start Reception they will take part in the Reception Baseline Assessment (RBA) which is a national assessment for early mathematics, literacy, communication, and language carried out by academy staff. This must be completed in the first six weeks of Reception.

We make regular assessments of children's learning and use this information to ensure future planning reflects individual or group needs. Once a term, summative assessments are entered on to cohort data sheets.

Formative assessment in the Foundation Stage is continuous and takes the form of observations, examples of child-initiated work and samples of dated work from books and photographs. Each teacher keeps a learning journey for each child, this captures children's significant and memorable moments that demonstrate progress. These are shared with parents on a regular basis; usually at parent consultations. Parents are actively encouraged to contribute to their child's learning journey, ensuring that achievements both in and out of the academy are captured.

We have regular termly parents' consultation meetings which take place to ensure parents/carers are informed of their child's progress and next steps in learning. In the summer term, parents/carers receive an annual report that offers detailed comments on each child's progress in each area of learning and their 'Characteristics of Effective Learning'. It highlights the child's strengths and development needs. This information is then sent to the child's next teacher to use to make plans for the year ahead as well as the summary of each child's characteristics of effective learning. Finally an overall summary of these assessments is sent to the Local Authority for analysis.

Policy Name	**Early Years Policy**
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Date Made	**October 2025**
Made By	**B Harper/G Thomas**
Principal	**G Thomas**

LANDAU FORTE CHARITABLE TRUST