



LIFE Education Trust

Early Years Policy

Policy	Early Years Policy
Policy adopted by Trust Board	10.7.20
Reported to LGBs for implementation	15.7.20
Implementation Date	15.7.20
Review Date	July 2021
Policy Source	The Key

KEY DEFINITIONS USED IN THIS POLICY:

The Trust	LIFE Education Trust
The Board/Directors/Trust Board	The Board of Directors of LIFE Education Trust
School/Trust school	An Academy or school within LIFE Education Trust
Staff	All staff employed by LIFE Education Trust and working with academies, schools or units within LIFE Education Trust

All schools within the LIFE Education Trust are legally defined as academies, regardless of whether the term “school” is used to describe them in the following policy.

This document is an overview of the current practice and procedures in the teaching of the Early Years Foundation Stage. The characteristics of effective learning are the ways in which a child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support a child to remain an effective and motivated learner.

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas.

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

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning. Specific areas include essential skills and knowledge for children to participate successfully in society.

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

It also refers to our practice of cross curricular teaching and learning which encourages children to make links and practise skills in a relevant and interesting way.

Our belief is that all individual learning styles should be recognised and honoured in a creative learning environment. The way in which we learn is as important to progress and success as *what* we learn.

We believe:

- Primary schools are places where everyone is treated equally, encouraged and respected.
- All children should be able to achieve their full potential academically, socially and emotionally.
- Our schools will be safe and inclusive places where learning is nurtured and encouraged in a happy, caring and fun environment.
- Our schools will be happy places where good behaviour is expected and all children enjoy their educational journey.

We will ensure:

- All children have an effective transition to the next stage of their learning
- To embed the CAREERS principles (to be Creative, Articulate, Resilient, Empathetic, Reflective and Self Aware)
- To embed the three core principles of LIFE: Learning from the past; Living in the present, Looking to the Future

Appendix

- a. Early Years Procedures for Benhurst Primary School, Dame Tipping Primary School, Roxwell Primary School, Margaretting Primary School