

# CAMBRIAN

Nurturing Growth - Inspiring Minds



## Early Years Foundation Policy

V1.4

This document applies to all academies and operations of Cambrian Learning Trust.

[www.cambrianlearningtrust.org](http://www.cambrianlearningtrust.org)

| Document Control     |                                  |                    |                |
|----------------------|----------------------------------|--------------------|----------------|
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## Education Principles

- Every learner is entitled to a broad, balanced, relevant, coherent, progressive and differentiated curriculum.
- Every Learner is entitled to a curriculum that enables them to achieve success, fulfil their potential, and that prepares them for later life in Modern Britain.
- At all stages of development learning should be structured. It should be a stimulating, enjoyable and worthwhile experience in its own right.
- Equality of access and equality of opportunity should underpin provision for all.

## We aim to develop learners who:

- Enjoy learning and to become independent, self-disciplined, self-motivated and as a result achieve the highest standards of which they are capable;
- Develop lively, enquiring, imaginative and creative minds, the confidence to question, and the ability to argue rationally;
- Acquire knowledge, skills and training relevant to their own lives and to adult life and employment;
- Develop and act on a personal set of well-founded moral values, beliefs and attitudes, to recognise and value a sense of right and wrong, and to understand the society in which they live and recognise their obligations towards it;
- Develop a concern for the quality of their immediate environment and an understanding of the world in which they live and work, and the inter-dependence of individuals, groups and nations;
- Gain understanding of and respect for religious and moral values and an appreciation and tolerance of other groups, races, religions, way of life and points of view

## Leadership aims

This policy will relate to all schools within Cambrian Learning Trust who provide nursery and/or reception classes. Each school will provide an early years education that:

- Provides a **balanced early years curriculum**, across the seven areas of learning, using play as the vehicle for learning
- Promotes **equality of opportunity and anti-discriminatory practice**
- Works in **partnership with parents** and within the wider context
- Provides **challenging learning experiences**, based on the individual child, informed by observation and assessment
- Provides opportunities for children to engage in activities that are **adult-initiated** and child initiated, supported by the adult
- Provides a **secure, safe and stimulating learning environment** to encourage children to free-flow between inside and out

## Early Years Curriculum

All schools will plan exciting and challenging curriculums based on observation of children's needs, interests, and stages of development across the seven areas of learning, to enable children to achieve and exceed early learning goals. The seven areas of learning are broken down into prime and specific areas.

The three **prime** areas of learning are **communication and language, physical development** and **personal, social and emotional development**.

The four **specific** areas, through which the three prime areas are strengthened and applied, are literacy, **mathematics, understanding the world and expressive arts and design**.

All schools will need to provide an outdoor learning environment which the children should have regular access to.

## Observation and Assessment of Learning

All schools will create a system so that they can observe, record and assess children's development and learning throughout the early years.

Significant observations of children’s achievements are collated in their own personal learning journey, which is shared with parents. The choice of learning journey is unique to each individual academy school.

## Shared Practice and Moderation

Across the academy, Early Years practitioners will meet termly in order to share good practice, support one another with new initiatives and, more importantly, moderate judgements in which to ensure all children’s achievements in the Early Years are judged accurately and robustly.

## Monitoring

Each school will create its own internal/external quality assurance methods to review the quality and impact of its curriculum, these could include:

| Internal   | External  |
|--|---|
| <ul style="list-style-type: none"> <li>• Learning walks;</li> <li>• Assessment data and examination results;</li> <li>• Pupil work scrutiny;</li> <li>• Formal lesson observations;</li> <li>• Student voice/questionnaires;</li> <li>• Reports to governors.</li> </ul> | <ul style="list-style-type: none"> <li>• Joint learning walks;</li> <li>• Work scrutiny/moderating work;</li> <li>• Trust Health checks;</li> <li>• Termly meetings between the Head and Executive Head/Deputy;</li> <li>• Involvement of the Academy SIT;</li> <li>• Ofsted inspections;</li> <li>• Use of external consultations</li> </ul> |

## School Strategy

In order to fulfil the requirements of this policy each school within the Cambrian Learning Trust will create their own Early Years strategy that will be summarised as a policy, and will be displayed on their website.