Contents 3
1. Introduction 4
2. Policy Scope 4
3. Legal and Regulatory Framework (if applicable) 4
4. Definitions (required section) .....
5. Th d Œ µ • š [• ‰ } o] Ç } v š Z Œ o Ç z Œ • & } µ v š] } v ^ š P 4
6. Policy Status 16
7. Record keeping 16
8. Roles and Responsibilities 16
9. Reporting and Consequences of Non-Compliance 16
10. Related Policies 16

1.1. This policy aims to ensure:

1.1.1. That all children in the early years foundation stage in every DRET academy access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good

and a love of learning

The formation of strong partnerships with parents/ carers

An individualised approach to assessing children across the range of early learning measure, providing a relevant and stretching curriculum offer, which includes provision of pastoral care

Compliance with Trust guidance on healthy food and lifestyles.

4.4. Every DRET Early Years learning phase must:

Give the children security and confidence learned within an atmosphere of respect for others;

Provide support and teaching that extends the knowledge, skills and understanding of every child helping them to overcome any barriers to learning;

Develop a strong sense of self and high level confidence in each child;

Ensure that all children feel included, secure and valued;

t } Œ l] v ‰ Œ š v Œ • Z] ‰ Á] š Z ‰ Œ v š • l Œ Œ • š } • µ ‰ ‰ } Œ š š Z Z
intellectually, emotionally and socially;

Work with partner agencies including the diverse Early Years settings that children have transferred from;

Build upon what the children already know and can do, and extend their interests to encourage a positive attitude towards learning;

Deliver the curriculum using varied approaches and teaching methods with relevant and appropriate content that matches the different needs of young children;

Encourage the children to learn for themselves by providing opportunities for them to engage in activities planned by the teacher alongside those that they plan or initiate themselves;

Allow time for the children to become engrossed, work in depth and complete activities;

Develop basic skills and mastery through well structured activities.

4.5. Organisation

4.5.1. DRET primary academies follow the curriculum as detailed in the Statutory Framework for the Early Years Foundation Stage [September 2017]

4.5.2. Please see also the EYFS Foundation Curriculum Information Document and EYFS DRET Intent Statement

4.6. Admission

4.6.1. All children must be offered full time learning in Reception from the first day of the September term.

4.6.2. Home visits are an essential part of the transition period so that staff can fully understand the relationship between the child and the parent/carer an µ] o } v š Z] • • ‰ š } (š Z Z

•Z}Œš v ŒŒ š]À • Œ]]vP šZ Z]o [• ï Z Œ š Œ]•š] • }(((

4.8.8. WŒ š]š]}v Œ•[•• ••u vš• Œ ‰Œ]u Œ]oÇ • }v } • ŒÀ]vP

Learning Environment	Not in place	Partialy in place	In place
Maths-			

Literacy

Able to tell an adult what their marks, shapes, lines and letters mean

Able to use letters in writing, sometimes writing the right letter for the letter sound they can hear.

Able to join in with rhymes and stories.

Able to hold a book and turn the pages correctly.

4.16.4.