



EARLY YEARS CURRICULUM POLICY

**EY DEPARTMENT
ACADEMIC SERVICES**

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1. Version Control

Revision/ Version #	Effective Date	Reason for Change	Ownership
1.0	01.09.2015	First release	EY Principal (Amendments to be made in policy by the owner)
2.0	01.09.2018	Update in job roles as per new structure	
3.0	13.03.2019	EYP Amendments	
4.0	01.09.2020	Fourth release	

2. Policy Applicability

This policy applies to all EY branches of EPG. All EPG employees, without exceptions, are required to: 1) be aware of all EPG policies; and 2) understand them. It is intended to act as a resource that will be useful in the daily operation of our schools and influences practice and decision-making in the school. EY Principal and Vice Principals are responsible for the implementation of the above.

3. EPG Vision, Mission, Motto and Values

Our Vision: EPG enables children to be the best they can be.

Our Mission: We provide affordable high-quality education, enabling children to become bilingual lifelong learners and valuable global citizens in a rapidly changing multicultural world. We build learning communities and provide safe, inclusive, collaborative environments. We partner with parents to nurture the development of the whole child, emphasising communication, critical thinking, creativity, collaboration and compassion. We value individual and cultural differences, celebrating Arabic and Islamic values.

Our Motto: Educate, Pioneer, Grow

Our Values: EPG values are embedded throughout the organisation.

- To promote EPG core values of care, honesty, tolerance, trust, compassion and respect among the EPG community.
- To provide contemporary learning opportunities for all stakeholders.
- To nurture and support all children so that they achieve their potential in all areas of learning: social, intellectual, physical, emotional and spiritual.
- To equip children with the skills, knowledge and understanding to become creative and independent thinkers, responsible citizens and life-long learners.
- To provide a broad and balanced curriculum with an emphasis on literacy and numeracy.
- To deliver learning activities which stimulate curiosity, enquiry, reflection, challenge and innovation.
- To develop and maintain welcoming, child-friendly facilities and environments.
- To ensure that all members of the school community feel that they and their contributions are valued.

4. Context

In EPG, we work actively to ensure that all children are given every opportunity to achieve, to recognise their own worth as well as support their social, emotional, personal development. We expect and work towards high achievement for all children. Each child's contribution to the classroom is welcomed and valued. We make sure that they have the opportunity to learn to the best of their ability and to raise their individual academic achievement. Education in EPG is designed to benefit all of our children to develop bilingualism and value individual and cultural differences.

This policy is designed to reflect the beliefs and values that underpin our practices in learning, teaching, assessment, learning support and home practice.

This document sets out the policy for dealing with curriculum implementation, teaching, reporting and assessment of children in The Early Years. This policy should be used by:

- Teachers as it relates to the education of a child within the subject and level of children under their care
- Branch academic staff for the support of the education of the children in all branches
- Central Academic staff for the training and appraisals of teachers
- Human Resources (HR) for hiring purposes as it relates to the skills and knowledge required as an Early Years teacher

This policy is limited to the curriculum planning, teaching, assessment, communication, and reporting to parents and for teachers responsible for children in Tiny Tots – FS2.

The Early Years Curriculum Policy and Procedures are publicised to all stakeholders through:

- Information provided to new parents when their children join EPG (New Enrollment Parent Workshop, Parent Information Workshop - PIW)
- Parent handbook and EPG Prospectus (on the website)
- School website, Parent Portal and EPG intranet
- Copy of policy and procedure on display in school reception area

5. Objectives

EPG believes there should be a clear and understandable procedure for teachers and parents to gain insights into the curriculum plan for Early Years related to the teaching and learning of the children in EPG and the services EPG provides.

EPG's Guiding Statements are concerned with meeting the needs of children, parents and other stakeholders. EPG encourages feedback as an important ingredient in self-evaluation and raising standards. As there is an annual review of the Curriculum Policy, all stakeholders should feel that their ideas and suggestions can be voiced and will be considered seriously.

The purpose of this policy is to:

- Outline the methods and expectations for the teaching and learning of EYFS Learning Goals.
- Raise standards in reading with the ultimate aim that returning EPG children should have a reading age which matches or exceeds their chronological age. This will be accompanied by a spoken English standard which allows each child to communicate clearly and confidently in English, and also in written form matching or exceeding their chronological age. Children should read and write for enjoyment and understand that texts have meaning and that good readers and writers use strategies to read and write independently.
- Promote consistency of practice while accounting for different contextual needs and circumstances.
- Promote a holistic style of education focusing not only on academic rigour, but also personal, social and emotional development alongside physical health and wellbeing, scientific curiosity and a sense of community and national identity.
- Support the induction of new teaching staff and offer continuous professional development, including peer observations, for all teaching staff.
- Identify roles and expectations of different stakeholders: staff, children, parents, EPG Management.
- Facilitate access for all to the curriculum.
- Enhance children's life chances.
- Provide an EPG structure and progression for teaching with clear expectations for each year group.

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The underlying principle is that teaching and learning in the Early Years should be developed using the Statutory Framework for the Early Years Foundation Stage (EYFS) (1 September 2014) from the UK . (www.gov.uk). This program responds to children from birth to age 5. It sets the standards that early year's providers must meet to ensure children learn and develop well and are kept healthy and safe. It also seeks to provide: consistency and quality; a secure foundation; partnerships between practitioners and parents; equity of opportunity and anti- discriminatory practices; ensuring every child is included and supported; and meets safeguarding and welfare requirements.

There are 7 areas of learning and development. They are all important and interconnected. Three areas are particularly crucial for igniting children's curiosity. These 3 areas, the prime areas, are:

- Communication and language - listening and attention; understanding; speaking
- Physical development- moving and handling; health and self-care; and
- Personal, social and emotional development – self-confidence and self- awareness; managing feelings and behavior; making relationships

Also important are the other 4 areas:

- Literacy – reading and writing
- Mathematics-numbers and shapes, space and measures
- Understanding the World- people and communities; the world; technology; and
- Expressive Arts and Design-exploring and using media and materials; and being imaginative

There are four overarching principles:

- 1) Every child is a unique child
- 2) Children learn to be strong and independent when there are positive relationships
- 3) Children learn well in enabling environments
- 4) Children develop and learn in different ways and at different rates

The program also recognises the need to provide opportunities for children whose first language is not English, to use their home language in play and learning, supporting their language development.

Each area of learning must be implemented using planned and purposeful play and through a mix of adult-led and child-initiated activity.

The planning must also consider activities that encourage the Characteristics of Effective Learning:

- 1) playing and exploring
- 2) active learning
- 3) creating and thinking critically

Activities are play based, inquiry focused, with “hands on” activities, allowing children to “be the best they can be”. Teachers will use research based strategies appropriate for children in the stages of development as an Early Year’s learner.

6. Procedures, Roles and Responsibilities

This section of the policy explains the curriculum procedure providing more details, roles and responsibilities in the implementation process.

6.1 Procedure

The procedures will:

- Support teachers and academic support teams to provide the curriculum program learning goals to children ages birth to age 5.
- Provide point of contacts (POC) for parents and teachers within each age level and subject.
- Be easily accessible and publicized.
- Be easy to understand and use.
- Provide information to the school’s senior management team so that services can be improved.

References to teaching and learning should be referenced in EY Policy 06 Teaching and Learning and the EY Academic Handbook for more detailed procedures, forms and timelines as well as strategies for teaching and learning.

6.2 Roles and Responsibilities

English teachers will:

Within each class, the class teacher should have ultimate responsibility for teaching English through Reading, Writing, Phonics, Speaking and Listening, and Topic. Vocabulary and confidence to speak will be reinforced through integration across the subjects such as Mathematics, specialist lessons and the PSED curriculum.

However, all staff, teaching and support should:

- Know what is expected regarding the delivery of the teaching of reading, writing, phonics, speaking and listening within each year group according to the updated EPG Curriculum.
- Be clear of their role.
- Be aware of standards of attainment achieved and expected within each year group, established and recorded in the updated EPG Curriculum.
- Understand high yield, research-based methods that can be used to deliver teaching and learning in English- reading, writing, phonics, speaking and listening (oral language) development.

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- Understand progression in the teaching of literacy from earliest phonics (sound recognition) to higher order reading skills (concepts of print, predicting inferring, comprehension, visualising, and fluency).
- Be aware of different strategies that can be used for children with different educational needs e.g. specific learning difficulties, gender differences, gifted children etc. and offer differentiation in each lesson according to the needs of the children.
- Work with support staff (AA, LL, LA, CM) to identify and deliver strategies to support children with differing needs.
- Be aware of resources in the branch library and classrooms, listed in the EPG Curriculum, found on UK and Ministry websites and on the EPG Early Years intranet, both new and in use, that can be used to support the planning, teaching and assessment of literacy and promote reading among pupils appropriate for the child's age and interests and in line with the EPG culture, values and ethos.
- Provide good role models to children by displaying and modelling positive attitudes to reading, writing and oral language development.
- Use ICT (IWB, CD player, computer programs) to support literacy development.
- Keep records (Digital Caputure, Trackers and Learning Journey) which record pupil activity and progress in all areas of the curriculum which can be easily interpreted by others.
- Access books and reading support from Oxford Owl, EPG Early Years' librarians or Academic Administrators.
- Model lessons using anchor charts, props, puppets, visual aids, songs and actions.
- Undertake assessments (Developmental Checklists, Baseline, Phonics, Handwriting, Writing Prompts) to inform provision for individual children and whose analysis will show trends in teaching and learning across each/all branches.
- Use the home-school practice books, trackers for Letters and Sounds and Reading Records as a record of reading progress, activity and achievement and to communicate with parents/carers about all areas of literacy.
- Promote reading and writing activities as a home practice task on a regular basis, through topic activities and events, and in Literacy Week.
- Use praise and rewards to encourage reading e.g. bookmarks, certificates, etc.
- Provide a literacy rich environment with shared, modelled and guided reading and writing lessons.

Children will:

- Understand that print conveys meaning and the importance of access to quality literacy and books, which will inform their world view and impact their life chances.
- Have the opportunity to read/write/speak daily and be read to by teachers daily for the purposes of making progress, for learning within the curriculum, and for enjoyment.
- Have the opportunity to read to /with a range of other individuals including adults (parents) on a regular basis and in guided reading groups within and beyond the branch.
- Have access to a range of strategies and resources to support their development in and enjoyment of all areas of literacy.
- Develop personal preferences in reading.
- Have the opportunity to read out loud e.g. in assemblies, class activities, guided reading time, shared reading/writing/readalouds).
- Receive the support they need in line with their learning needs, their chronological age and their reading age to enable them to make progress and enjoy and achieve in the areas of speaking, reading, and writing.
- Read at home with a carer/parent.
- Use the home reading ORT book and Oxford Owl website in partnership as a record of literacy progress, activity and achievement.

Parents/carers will:

- Support the EPG policy in reading and writing, in particular the need for daily reading and high frequency words and letter /sound practice, letter formation and writing skills.
- Work with the teachers to develop speaking confidence and reading and writing skills.
- Promote and support new initiatives which will encourage reading in branches e.g. book fairs, Literacy Week, World Book Day etc.

6.3 Method of Delivery

English Programme

EPG believes that reading is both a source of enjoyment and a vital skill which can enhance a child's life chances and should therefore be central to the whole curriculum. Children take part in English lessons which include a guided whole group section which focuses on the daily Essential Question which directly correlates to specified EYFS learning outcomes. This is supported by small group instruction groups, some directed by the teacher, some supporting independent learning, which allow for differentiation to meet the different needs of all children. Each lesson ends with a plenary, which

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allows all children to show what they know. These lessons are reinforced through topics relevant to the developmental stage and interest of children, which provide background knowledge and a context for discussion and vocabulary development. These topics support the Essential Question, which encourages creativity, critical thinking and problem solving. Topics reinforce vocabulary and provide opportunities to develop confidence to speak and are also used to link children's interests to a context for reading, writing and speaking. Topics and are also used to encourage discussion and writing about familiar experiences and to give meaning to print and a variety of texts both in print and online.

EPG has developed a curriculum which clearly states weekly, through the specified topics, what is to be taught across all areas of the curriculum, taking into account the Characteristics of Effective Learning which are the overarching principals of EYFS. These inform the teachers' lesson plans and are also the basis for the Learning Webs, which accompany each topic and are sent home for parents.

Children in Pre FSL and FSL are supported in their receptive listening and speaking using the programme Letters and Sounds (Phase 1). Children in FS1 and FS2 continue with Letters and Sounds program (Phase 2-3) and their phonics development is supported by the accompanying Floppy's Phonics which directly correlates to the Oxford Reading Tree reading books. This is also supplemented by songs and activities from Singing Phonics for the appropriate phase.

In FS2 the children access a highly structured reading programme (Oxford Reading Tree) through guided reading sessions led by the teacher. Children also work in small groups on reading activities which include reading the book, taking part in supporting phonics or tricky word activities, fine motor or handwriting activities and play scenarios which encourage the use of higher order thinking and language skills. Children will be given a book to take home according to their reading level from the Oxford Reading Tree scheme to practice with parental support.

Name writing is a highly personal achievement and we congratulate our children who achieve this independently. Letter formation and handwriting is taught using Nelson font (pre-cursive) and accessing activities and assessments from Oxford Owl. At EPG we focus on fine motor skill development alongside writing to express creatively, share information and use their developing bank of CVC words when writing simple sentences.

Our literacy lessons are based around a theme/topic using a book, story, song, poem or nursery rhyme. Children will investigate the Essential Question built into the topics by thinking and expressing their opinions, drawing, speaking, role playing, imagining and creating, allowing them to gain an

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understanding of larger ideas and to reflect, share ideas, make comparisons, and then work towards representing their thinking by producing their own piece of mark making (FSL-FS1) or writing (FS2). We call this a reading into writing model. Children will also practise their speaking and listening skills as singing, choral reading and chanting and drama activities are included in the curriculum. These skills are reinforced through drama and role play, by our specialist teachers.

The English program will be delivered through a variety of strategies including:

- Letters and Sounds (Phases 1-3).
- Modelled, shared, guided reading and writing (using verbal pathway)
- Precision teaching (comprehension strategies /high frequency words /reading scheme)
- Vocabulary/sight vocabulary)
- Use of school reading scheme (Oxford Reading Tree)
- Use of school phonics scheme (Floppy’s Phonics, Singing Phonics)
- Use of book bands Wordless to Stage 2
- Modeled Readalouds
- Guided reading/writing
- Group reading
- Shared reading/writing
- Individual reading
- Reading to the teacher
- Peer reading buddies
- The use of reading /writing journals
- Use of library
- Intervention strategies eg. Small group instruction (teacher led tables)
- Extension activities for the more able
- Use of ICT including www.oxfordowl.co.uk
- Shared class books/story times/creation of personal books
- Use of homeschool partnership books (FS2)
- Home practice activities involving reading, writing (FS1/2)

6.4 Curriculum Implementation

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Induction – At the beginning of each academic year in August/September teachers will be trained in in the EYFS Framework as it relates to the EPG Curriculum, appropriate, research-based pedagogy in teaching, assessment, tracking and reporting as well as the most effective research-based behaviour management strategies and resources. This will be planned and delivered by members of EYSLT and Branch LL/AA alongside outsourced specialist training from Oxford University Press. This will be delivered through workshops, group discussions, and whole team information sharing sessions. Induction will be tailored to the learning needs based on EY 3 Year Roadmap and teacher CDP feedback to the EYP and Human Resources collected through digital surveys each year.

Training and Coaching – Teachers will be supported based on the annual appraisal needs, new teacher requirements, and EY curriculum focus areas within the 5P's.

1. **Personalisation:** teachers will receive a link to the online Intranet bank of information specific to their job description to use as a guide to instruction teaching and learning and for their performance appraisal.
2. **Progress:** focus on assessment, tracking and reporting.
3. **Planning:** using the EPG Lesson Plan template to show expected learning across all areas of the EPG Curriculum and also show continuity and progression over the year and across the year levels.
4. **Puppets and dramatic play:** to develop oral language, support the use of visual cues, rhyme and vocabulary, and enhance listening, speaking and understanding skills and development.
5. **Play:** Learning through play, both structured, free and continuous provision.

Assessment of Learning – Teachers will use ongoing formative assessment using observations of children's development. Trackers are provided to teachers in each subject (English, Maths, Arabic, Specialist based on EYFS Learning Goals and specific skills in phonics and phonological awareness (Letters and Sounds), concepts of print, mathematical concepts, and using the IPT trackers to recognise developmental stages of PSED. Initial Assessments will occur in FS1 and FS2 English, Mathematics, Phonics and Writing to determine a Baseline for the start of the academic year. The EPG Digital Capture is used during the year to track and measure progress across all curricular areas. Data will be collated and analysed to determine progress over time and set targets for the following year as well as for system accountability and teacher performance. This will relate to both returning students, and to newly enrolled children. Writing in FS2 will be assessed through a series of two Writing Prompts over the year for similar objectives and targets. Data will be analysed by the EY SLT to moderate teacher levelling and progress.

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Reporting – Teachers report to parents at a Parent Teacher Conferences (PTC) in November and April. Teachers provide parents with two reports (SPR's) in December and May. These are developed from the ongoing teacher observations captured on the Digital Platform and supported by appropriate, personal comments. Teachers also provide parents with a termly Learning Journey which is sent home, including photographs and samples of work to show progress and development throughout the year.

Mathematics Programme

Mathematics is taught following with EPG Curriculum designed to bring to life the EYFS Learning Goals for each year level. The focus at this time is Number, Space Shape and Measure as well as patterning and problem solving. Focused, large and small group activities, as well as opportunities for independent learning all lead to a rounded daily lesson of Mathematics.

Specialist Programme - (Music and Movement, Expressive Arts and Design, Physical Education)

EPG employs Specialist Teachers to teach the Music and Movement and Expressive Arts and Design EYFS Learning Goals. Specialist Teachers focus on creativity and activities to support the overarching Characteristics of Effective Learning.

In Expressive Arts and Design, teachers focus on elements of visual art such as colour, line, shape, space and form as well as creative activities linked to topics. Art class is an opportunity to express themselves using tools and media and be inspired to create by music, dance and the work of artists from around the world.

Music and Movement teachers focus on building oral language, dance, singing, patterns in words and actions, movement and dance. We encourage children to express themselves through body control and movement and using a range of unpitched percussion instruments.

The P.E. teachers deliver a variety of activities to develop our young children's balance, coordination, gross motor development, co-operation, fair play and agility skills. EPG P.E. Teachers deliver safe, active and inclusive lessons to build skills in Safe Play, Moving and Handling, and Health and Self Care. Gross motor skills are further developed through competitive sports and team games, culminating in Sports Day. Lessons are designed in 4 parts to include a warm up, skill development, game experience and cool down. Where connections to topics can be made, vocabulary is included in the activities.

All EPG teachers are responsible to support children's Personal, Social and Emotional development, but the Mathematics Teachers also teach one PSED lesson per class each week to support recognition of feelings, appropriate expression of emotions and social problem solving.

Arabic and Islamic Programme

The EPG Arabic and Islamic Curriculum aligns with the Kuwait Ministry of Education Arabic and Islamic Curriculum, which begins at Primary One (compulsory). This is taught by Ministry Approved teachers who are skilled in the pedagogical approach used by the English and Specialists teachers. Yearly Plans are used as a basis for the weekly Lesson Plans, and observations of children's learning are made throughout the year and recorded on Classroom Monitor, as well as scheduled Assessments in all Arabic Curriculum areas. Arabic and Islamic are taught using the Arabic language and reports to parents are also in Arabic. We celebrate World Arabic Language Day and focus on the heritage and traditions of the Arabic culture of Kuwait throughout the year, but especially during the annual Hala celebrations in February.

6.5 Monitoring

Standards of the EYFS seven curricular areas, culminating in the EYFS Learning Goals will be monitored by the class teacher, LL, LA, AA, BM, EYVP and EYP through observations and assessments of class-based instruction. The focus is placed on children's progress observed through activities offering differentiated instruction, using monthly overviews and lesson plans related to the EYFS Learning Goals and EPG Curriculum. Please see Digital Capture policy.

In addition, the EYSLT team will monitor standards of teaching and learning in literacy by the following methods:

- Branch Walkthroughs (See Quality Assurance Policy)
- Data tracking and analysis
- Success criteria (Essential Questions)
- Hearing, seeing pupils read, write, speak with independence and confidence
- Lesson observations
- EPG Teacher appraisal criteria
- SPR data reports –End of Term 1 and 2
- Cause for Concern Action Plan results (see Supporting Our Children Policy)
- Action Plans
- Final English assessments and writing prompts moderated annually
- Celebration of success and classroom displays of children's work,
- Monthly Learning Journey

6.5.1 Child Protection, Safeguarding and Welfare of Children and Staff

EPG Early Years provides:

- Clear expectations for Student Assistants, in-service including workshops related to safety, participation and support in class, CFC assistance etc.
- Training of LL, LA, SSW and Academic Administrators on clear expectations, time management, visibility in classrooms, working with CFC children, supporting teachers, communicating with parents, training and following EPG policies
- All EY staff complete annually courses in Child Protection and Safeguarding according to the Child Protection Policy (see policy).

6.5.2 Enabling Environment

EPG Early years provides:

- Training for teachers on use of materials and curriculum support activities through Induction, workshops and mini-conferences.
- Audits and safety checks, weekly Branch Walkthroughs and risk assessment forms and plans.

6.5.3 Positive Relationships

EPG Early Years:

- Encourages and builds trusting, responsive relationships between all staff at all branches.
- Listens and responds to parent and teacher questions, concerns and suggestions.
- Responding in a timely manner to questions, issues and incidents.
- Builds positive, trusting relationships with parents using workshops, information sessions, special events and EPG community events (Gargee'an, EPG Carnival).
- Follows policies and procedures.
- Demonstrates the mission and values of EPG.
- Works as a team using a variety of learning models in a collaborative setting such as coaching, mentoring, job shadowing, peer coaching etc.
- Monitors progress by using SMART Goals such as weekly updates, daily reports and weekly summary of parent/teacher/children issues.
- Supports children and families both inside the Branch with SSW support, and using the home/school partnership.
- Builds incentive/ appreciation encouragement opportunities for all children and staff.

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6.5.4 Partnering with Parents

EPG EY strives to maintain open exchanges of information with parents and carers on a daily basis. We also engage with parents during PTC, Open Days and EY events.

7. Responsibility Matrix

Process	Responsibility	Accountability	Consult/Approve
Implementation of curriculum	Teachers/LL, LA	EYP, EYVP	Board of Director (MD, Chairman)
Leadership in training of Central Academic team	EYP	MD	COO/ MD
Parent contact	BM, SSW	EYP, QAM	EYP, QAM
Teacher contact	AA, LL, LA	HOD Arabic, EYP, EYVP	COO/MD
AA, LL, LA training	EYVP, EYP	HOD Arabic, EYP, EYVP	COO/MD
Training of teachers	LL, LA	HOD Arabic, EYP, EYVP	COO Board of Director (MD, Chairman)

8. Confidentiality

All documentation regarding curriculum implantation and the training of teachers will be recorded in a file kept in a secure location with the EY Central Academic and/or HR Admin Office, and may be available upon request after Management's approval.

9. Monitoring and Evaluation

Review, evaluation and amendments to be made in the policy document annually, every start of the month of April.

The EYP will review progress of children and teacher performance at the end of each term or teacher appraisal cycle. The monitoring of the children's progress, target setting and evaluation, reporting and assessment practices will be carried out using the assessment profiles for TT-FS2. These tools are useful in evaluating the performance and will contribute to improvement. Any underlying issues identified will be addressed.

The policy shall be reviewed and updated annually by the end of May by the Department Heads of Early Years

10. Curriculum Policy –Website links

<https://www.gov.uk/early-years-foundation-stage>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>