

Early Learning Opportunities Statement

EYFS: 1.1 – 1.12, 2.1-2.6

At Wirral Montessori Academy, we recognise that children learn in different ways and at different rates and plan for this accordingly. Our aim is to support all children attending the academy to attain their maximum potential within their individual capabilities.

We provide a positive learning environment for every child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We maintain a personalised record of every child's development, showing their abilities, progress, interests and areas needing further staff or parental assistance.

For children whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in their learning and support their language development at home; and
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS

We ensure that the Montessori educational programme is well planned and resourced to have depth and breadth across the seven areas of learning. Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve.

Through our Montessori program we implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children's learning and development holistically through planned Montessori activities. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs.

Direct observation is supplemented by a range of other evidence to evaluate the impact that practitioners have on the progress children make in their learning including:

- evidence of assessment that includes the progress of different groups of children:
 - assessment on entry, including parental contributions
 - two-year-old progress checks (where applicable)
 - on-going (formative) assessments, including any parental contributions
 - the Early Years Foundation Stage Profile (where applicable) or any other summative assessment when children leave.

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links in order to enhance and extend children's learning both within the academy environment and in the child's home.

We share information about the Montessori/EYFS curriculum with parents and signpost them to further support via the following websites:

www.foundationyears.org.uk/

www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs

This policy was adopted on	Signed on behalf of the academy	Date for review
<i>May 2017</i>		<i>April 2018</i>