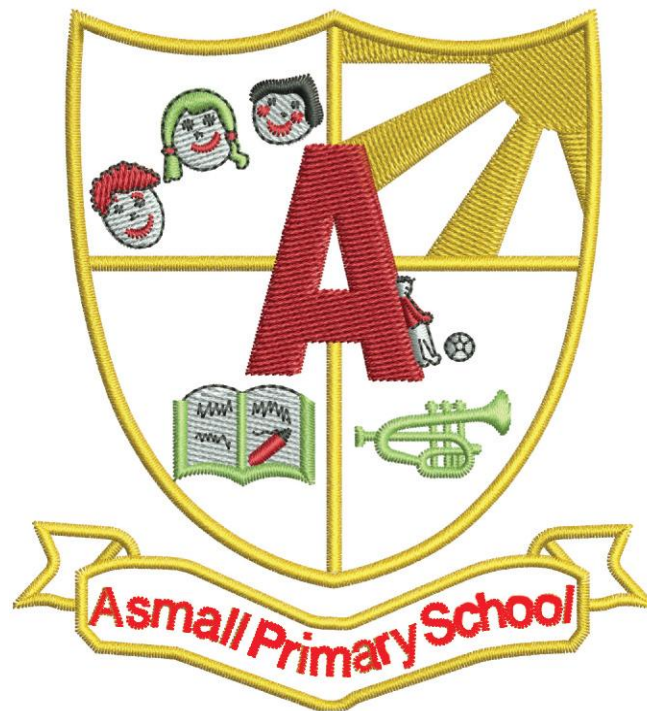


Asmall Primary School



EARLY YEARS POLICY September 2025

ASMALL PRIMARY SCHOOL

EARLY YEARS POLICY

PURPOSE OF THE POLICY

This policy is intended for all members of staff working with children within the Early Years Foundation Stage. It is also for parents and governors. It pays due regard to the need to eliminate unlawful racial discrimination, to promote equality of opportunity and to promote good relations between persons of different racial groups. It reflects the value and importance of Early Years education, both during and beyond the Early Years Foundation Stage and ensures that the needs of the youngest children are met within the context of whole school policies, curriculum planning and organisation. The term 'Early Years' in our setting refers to the Early Years Foundation Stage (EYFS) children in Reception and the children attending Asmall Nursery.

"Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance."

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. 'statutory framework for the early years foundation stage.'

The EYFS is based upon four principles:

At Asmall Primary School we follow the revised EYFS. Within this framework there are four guiding principles which shape are practice. These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

A Unique Child

At Asmall Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

INCLUSION

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Asmall Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.
- Providing the children with a smooth transition into Reception, through visits before they start school in September, home visits and a staggered start in the September.
- Teachers from the Reception Class and Year One work together to foster a smooth transition from the Foundation Stage.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological wellbeing of all children. (See Whole School Safeguarding Children Policy)

WELFARE

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”

At Asmall Primary School we understand that we are legally required to comply with certain welfare, learning and development and assessment requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2024. We endeavour to meet all these requirements.

Safeguarding and welfare requirements:

- We follow the schools child protection and safe guarding policy. The head teacher is child protection officer within school.
- No personal mobile phones or cameras are to be used in a room when children are present. Adults will use a school camera to take pictures of the children.
- Under no circumstances will any camera or mobile phone be taken into or used in changing areas.
- All staff are kept up to date on safeguarding and attend regular training.
- All staff have a DBS check and regular ‘helpers’ and students are required to provide a DBS.
- All staff will have relevant qualifications and training. The head teacher and nursery manager will ensure supervisions and appraisals where necessary are carried out and training needs identified
- At least one member of staff will hold a current paediatric first aid certificate and will accompany children on outings.
- Each child will be assigned a key person.
- We adhere to staff:child ratios.
- A first aid box is accessible at all times.
- Holding the relevant information about the child and providing the relevant information for parents and carers.
- All snacks and drinks provided are healthy, balanced and nutritious. Food is provided for the children by the school kitchen. Information regarding children’s dietary requirements and allergies are obtained prior to the child starting the school.
- See behaviour and medicines policy.
- Ensuring all outings are risk assessed.

Learning and development:

- The areas of learning and development will shape activities and experiences for our children reflecting on the key characteristics of effective learning
- Supporting the children to work towards the Early Learning Goals through our well-developed curriculum
- Encouraging and allowing time for parents to report and make comments on their children’s learning and development.
- Assigning a key person to each child and informing parents the name of their child’s key person, in reception this will be the class teacher.

Assessment:

- Baseline on entry in Reception.
- RBA statutory baseline assessment introduced by the government for September 2021
- Assessments will be used to measure progress which will be reported to parents/carers.
- In the final term that the child reaches age 5 the EYFS Profile will be completed for each child. This will be shared with parents/carers and the Year 1 teacher.
- Reporting the EYFS Profile results with the local authority.

- Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork.
- Completing the progress check and age two. Staff working in Asmall Nursery will complete a short written summary of their child's development in the Prime Areas. Highlighting the areas they are progressing well in and areas where additional support may be needed. This will be shared with parents who should be encouraged to share with their health visitor.

Positive Relationships

At Asmall Primary School we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

PARENTS AS PARTNERS

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school.
- The teacher offers to visit all children in their home setting prior to their child starting school.
- The children have the opportunity to spend time with their teacher before starting school during transition afternoons and mornings.
- Inviting all parents to an induction meeting during the term before their child starts school.
- Inviting all parents to a meeting within the first half term of their child starting school.
- Offering parents regular opportunities to talk about their child's progress in our reception class and allowing free access to the children's 'Learning Journey's'.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year which the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of each school year.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Share days, Class assemblies, Sports Day etc.
- Providing space in the children's 'Learning Journey' booklets for parent to leave comments relating to the children's achievements.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school each child has a key person, shared between the teacher and Teaching Assistant. However the teacher still has overall responsibility for the children, planning and assessment.

We have good links with Asmall Nursery. Regular visits are undertaken by the EYFS teacher and Head teacher. The EYFS teacher meets with staff to discuss new intake children. Staff and children from preschool are regular invited to school events (assemblies, Christmas productions etc.).

Enabling Environments

At Asmall Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

OBSERVATION, ASSESSMENT AND PLANNING

The planning within the EYFS follows the needs and interests of the children. Our curriculum map for the years provides us with the skills we want the children to learn and develop by the end of the year. Medium term planning includes these skills linking with children's interests. Topics come from the children through observation and assessment. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These small observations are recorded in children's individual 'Learning Journeys'. They also contain information provided by parents and other settings. We ensure assessment does not take us away from interacting with the children and record the wow moments showing progression only.

At Asmall Primary School we use the Early Learning Goals to assess achievement at the end of the year. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher.

THE LEARNING ENVIRONMENT

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and located equipment and resources independently. The EYFS class has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

Learning and Development

At Asmall Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

TEACHING AND LEARNING STYLE

Our policy on teaching and learning defines the features of effective teaching and learning in our school. Features that relate to the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that teachers have of how children develop and learn, and how this affects their teaching.
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations, which are shared with parents.
- The good relationships between our school and the settings that our children experience prior to joining our school.

Through observation and assessment we will reflect on the key characteristics of effective learning.

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Areas of Learning

The EYFS is made up of 7 areas of learning:

Prime Areas

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

Specific Areas

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

None of these areas can be delivered in isolation from the others. The Prime Areas are crucial for igniting children's curiosity and enthusiasm for learning and building their capacity to learn. The Specific Areas strengthen the prime areas and include essential skill and knowledge. All areas are delivered through a

balance of adult led and child initiated activities. In each area there are Early Learning Goals that define the expectations for most children to reach by the end of the EYFS.

Monitoring and review

It is the responsibility of the EYFS team to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Headteacher and subject coordinator (EYFS teacher) will carry out monitoring on the EYFS as part of the whole school monitoring schedule.