



Early Years Policy

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Contents

1. Aims	2
2. Legislation	2
3. Structure of the EYFS	2
4. Curriculum	2
5. Assessment	4
6. Working with parents	5
7. Safeguarding and welfare procedures	5
8. Monitoring arrangements	5

Appendix 1. List of statutory policies and procedures for the EYFS	5
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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [Statutory Framework for the Early Years Foundation Stage requirements 2021](#).

3. Structure of the EYFS

We have a Pre-School on site open four days a week from 8.50am – 3.20pm. We currently take children from 2 years old.

Once the children are school age those eligible moves across into our Reception and Y1 class.

4. Curriculum

Our early years setting follows the curriculum as outlined in [the 2021 Statutory Framework for the EYFS](#), we will refer to the [Development Matters 2021](#) to guide us on children's development but there is no single approach to the curriculum nor to our pedagogy.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important as it builds a foundation for the specific areas of learning that

underpin everything in the early years. Children need to be secure in the prime areas to be able to meet the specific areas. The setting and staff provide a language rich, warm caring and stimulating environment inside and outdoors. We value learning through play and activities and resources are provided to ignite curiosity and encourage an enthusiasm for learning through investigation and experiences, whilst forming positive relationships with peers and adults.

The **Prime** areas are:

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

The four **specific** areas help children to strengthen and apply the prime areas they are:

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

4.1 Planning

In planning and guiding what children learn, staff will reflect on the different rates at which children are developing and will adjust their practice. The three characteristics of effective teaching and learning are:

Playing and exploring – We encourage children to investigate what they do not know and provide new experiences encouraging the children to ‘have a go’

Active learning – We identify and celebrate when children keep trying especially when they encounter difficulties.

Creating and thinking critically – We provide resources and encourage children to develop their own ideas – guiding them to make links between their ideas, we want them to develop their own ideas and develop strategies for doing things and we encourage them to be their own researchers and together we investigate and research what we do not know.

(EYFS 2021)

The preschools continuous provision provides a rich learning environment both inside and outdoors. Through observations staff will identify the children’s interests and will plan activities to support them. Each term the preschool will reflect on the seasons and the changes that children will experience at home and in their environment, it will ignite curiosity and encourage questions about the world around them. Planned activities as well as reading books (fiction and non-fiction), engaging them actively in stories, rhymes and poems using props and imagination are woven into the daily/weekly planning. We

support and engage the children to make connections and to extend their knowledge and understanding as well as giving lots of language opportunities.

We value the importance of new experiences and will plan weekly walks to the farmers' fields, the play park, the church and the Village Park and shops – we are small enough to be spontaneous and follow their wellbeing and needs on the day.

Staff also takes into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, seeking advice and guidance from the schools SENCo and will link with relevant services from other agencies, where appropriate.

We understand the importance of children's Personal Social and Emotional needs and their own well-being. Children are supported to manage their emotions using 'Emotion Coaching' strategies to develop a sense of self. The staff support children to self-regulate by co-regulating, teaching children to resolve conflicts peaceably, co-operate and make good friendships.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

5. Assessment

At Stogursey Primary School ongoing assessment is an integral part of the learning and development processes. Staff will observe the children to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carer's.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carer's with a written summary of the child's development in the 3 prime areas, with parent's permission this will also be shared with the settings designated Health Visitor. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, staff will complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. In reception the key person is the class teacher.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by The governing body every two of years.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according to the [EYFS statutory framework 2021](#)

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy