



Inspiring **Excellence,**
Inspiring **Partnerships,**
Inspiring **Individuality,**
Inspiring **Futures.**



Early Years Policy including admissions

Created By:	Headteacher
Approved By:	Governors
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Amended by:	Emma Dixon-Child
Applies to:	All staff, Members, Trustees and Governors



Early Years Policy

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Early Years Policy

1. Purpose

This purpose of this policy is to ensure:

- That children access a broad and balanced curriculum that gives them the broad 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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Introduction

“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”

Early years Framework 2021

3. Scope

In this section outline the structure of your EYFS setting, e.g. which years are covered, how many hours are available in the nursery and details of charging, if applicable.

Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

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 for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world



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- Expressive arts and design

Planning

- Adapt this section so that it is relevant to your setting, or add details of specific practice, e.g. expectations for planning, using the learning environment etc. The following are suggestions only.
- Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.
- Staff also take 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, linking with relevant services from other agencies, where appropriate.
- In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Teaching

Adapt this section so that it is relevant to your setting, or add details of specific teaching strategies e.g. outdoor learning etc. The following are suggestions only.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Assessment

Adapt this section so that it is relevant to your setting, or add details of your school's assessment practice, e.g. how progress is tracked, when assessment is conducted etc. The following are suggestions only.

At **name of school**, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff 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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile



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data is submitted to the local authority.

Working with Parents

Adapt this section so that it is relevant to your setting, or add further details of how your school works with parents, e.g. parents' evening and reporting arrangements. The following are suggestions only.

Please note, it is a requirement for each child to be assigned a key person.

We recognise that children learn and develop well when there is a strong partnership between staff 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.

Safeguarding and Welfare Procedures

We promote good oral health, as well as good health in general, in the early years by **insert your approach here, for example by talking to children about:**

- The effects of eating too many sweet things
- The importance of brushing your teeth

If you have introduced/want to introduce supervised tooth brushing, **insert:** We follow [statutory guidance](#) for safety around supervised tooth brushing.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

4. Admissions to EYFS

School to add admissions details here

5. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and articles of association

6. Monitoring

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body and the Headteacher and will be approved by the Governing Body

Signature Headteacher:	
Signature Chair of Governing body:	
Date:	



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Next Review Date:	February 2027
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