



Early Years Policy

	Signature	Date
Chair of Committee		
Headteacher		
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Early Years Policy

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1. Aims

This policy aims 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. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

3. Structure of the EYFS

EYFS is split into Firecrests, Goldcrests and Reception.

Firecrests: We provide 15 hours a week for 2 and 3 year olds, either morning or afternoon sessions, 3 hours a day. We have space for between 8 and 12 children depending on their ages.

Goldcrests: We provide up to 30 hours a week for children who will be 4 in the academic year. We have space for 24-28 children. We ask that children attend either each morning or each afternoon session and are then able to be flexible with other times. You are able to pay for an extra half an hour a day to align with school pick up time. This costs £4.

If you are not eligible for free childcare, a three hour session costs £18.

Reception: Children who are five in the academic year join our reception class

4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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
- Expressive arts and design

We believe that all children deserve a high-quality early years education that will prepare them for success in life. Our intent is to provide a nurturing and stimulating environment where children can develop their skills and knowledge across all areas of learning, including those specified in the new skills curriculum designed for Newtown School pupils. We are committed to creating a supportive and inclusive environment based on our school values of caring curiosity and courage, where all children can thrive.

Our new skills curriculum focuses on eight skills which our children will achieve when they finish reception. These are:

- To become a curious learner
- To take care of themselves
- To follow a recipe to make a pizza
- To tell a story
- To draw a self portrait
- To sew a hand puppet
- To draw a map
- To plan a celebration

We believe that these skills are essential for children to succeed in early years and to prepare them for a successful start in Key Stage One. We have created a aspirational curriculum which aims to challenge all pupils in terms of skills, vocabulary and wonder.

4.1 Planning

Our 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.

Play is the best way for children to learn and develop so we provide children with a variety of opportunities to play, both indoors and outdoors. We encourage children to explore and discover the world around them by providing them with a variety of materials and resources to explore and experiment with. Furthermore, we use routines and transitions to help children feel safe and secure and to teach children important skills, such as how to follow instructions, take turns, and share. We will implement the new skill curriculum in a variety of ways, including:

Planning: We will ensure that our planning reflects the new skills curriculum. For example, we will plan activities that help children to develop their communication and language skills, critical thinking and problem-solving skills, collaboration skills, creativity and imagination, digital literacy skills, self-awareness and self-management skills, resilience and perseverance skills, and curiosity and exploration skills.

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. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

High-quality interactions between staff and children are essential for children's learning and development. We will ensure that our staff provide children with high-quality interactions by: Being responsive to children's needs and interests, providing children with opportunities to talk and listen, providing children with feedback on their learning, challenging children's thinking and encouraging them to ask questions and creating a positive and supportive learning environment.

5. Assessment

At Newtown School, ongoing assessment is an integral part of 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 data is submitted to the local authority upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's 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.

7. Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over:
 - Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
 - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

For reception classes

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

The effects of eating too many sweet things

The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

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

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