



Early Years Policy

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Preston Primary Academy Trust Early Years Policy

This policy has been written with the underlying principles of a Church of England school, which applies to Preston C of E Primary School and North Cadbury C of E Primary School.

1. Rationale

Preston Primary Academy Trust (PPAT) believes that Early Years provision provides a secure foundation for future learning and development and should be recognised, valued and resourced accordingly.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that every child in our schools has a happy and positive start to their school life in which they can build a foundation for a love of learning.

Through the implementation of this policy PPAT will ensure:

- That children in its schools 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

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

2. Early Years Provision

Our early years setting follows the curriculum as outlined in the 2023 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

3. Planning

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.

4. 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.

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.

5. Assessment

Across the PPAT, 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.

In our schools with provision for children **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' which happens at 2, highlights the areas in which a child is progressing well and the areas in which additional support is needed. All settings across the trust should also provide a transition report covering all 7 areas of learning which is shared with parents and the schools. Many settings also have regular nursery parents' evenings.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). The six week period applies for autumn, winter and summer intakes, or any pupil that joins a school mid-term and hasn't previously taken the 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 and gives a good idea of the pupil's knowledge, understanding and abilities, their progress against expected levels, and their readiness to start Year 1. Year 1 teachers will be provided with a copy of the profile. 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 Trust and local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority should they request it.

6. Working with parents and carers

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 in our nursery or pre-school settings 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 talking about good oral health and ways to keep healthy, promoting healthy eating/healthy snacks, visits from professionals, signposting parents to information about being healthy and good oral hygiene.

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

7. Monitoring arrangements

This policy will be reviewed and approved by the Board of Directors every two years.

Appendix A
Statutory Policies and Procedures for the EYFS

| Statutory EYFS policy or procedure | Where this is contained |
|--|--|
| <ul style="list-style-type: none"> • Safeguarding policy and procedures • Procedure for checking the identity of visitors • Procedures for a parent failing to collect a child and for missing children | See child protection and safeguarding policy |
| <ul style="list-style-type: none"> • Illness procedure • Emergency evacuation procedure | See Trust health and safety policy and School health and safety policy |
| <ul style="list-style-type: none"> • Administering medicines policy | See Trust medical policy |
| <ul style="list-style-type: none"> • Procedure for dealing with concerns and complaints | See Trust complaints policy |

Appendix B - Induction to School

- 1 Parents of pupils joining Reception are very welcome to visit the school by appointment.
- 2 We hold an information evening for parents of new pupils to explain our ethos and the curriculum.
- 3 Parents receive an information pack. All new entrants are invited to visit the school to meet their classmates and teachers.
- 4 We visit our feeder pre-schools to meet the children and share information.
- 5 In September the children attend school on a part-time timetable in the first few weeks. During this time parents are invited in for a meeting with teachers. This is to explain the curriculum and how we can work as a partnership to provide the best education for their child.