



Early Years Policy

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Next Review: September 2026

LGB Chair Signature: Date:

Headteacher Signature:  Date: 27.9.2024

Western Primary School Early Years Policy

Rationale

The Early Years supports pupils from the age of 2-4 (EY 1~ Nursery and Pre-School) to 4-5 years (EY 2~ Reception). Pupils enter school with a variety of skills and knowledge. In the Early Years the children have opportunities to build on their experiences and understanding. Each child needs a well-planned and resourced curriculum to take their learning forward. The Early Years provides opportunities for pupils to succeed in an atmosphere where they feel valued. We offer children access to both the indoor and outdoor classroom and appreciate that the outdoors can provide a scale and freedom for a type of play that it is difficult to replicate indoors.

Aims

By following the Early Years Foundation Stage framework, we aim to lay a secure foundation for the future through learning and development that is planned around the individual needs and interests of each child, and informed primarily by the use of observational assessment.

Objectives

- To follow the school's Foundation Stage Philosophy (Appendix 1).
- To ensure that all children feel secure, included and valued.
- To make sure early years experiences build on what children already know and do.
- To ensure the children are provided with high quality interactions from the adults that care for them.
- To ensure opportunities for the children to engage in activities with adults, both those they have planned or initiated themselves and adult led. Practitioners should observe and respond appropriately to the children's needs and use assessments made to inform future planning and provision.
- To ensure well planned, purposeful activities and appropriate interventions that will enhance the learning process in our Early Years.
- To ensure the children have rich and fulfilling experiences, through well-planned, organised and stimulating learning environments.
- To ensure that child is excluded or disadvantaged.
- To ensure good home/school relationships, parents and practitioners should work together in an atmosphere of respect.
- To use the outdoor environment daily as a context for learning throughout the year.
- To promote a healthy and active lifestyle.
- To use the local community where possible to enhance provision.

Transition

We strive to ensure that transition from home to school is stress free for the parent and the child through opportunities for stay and play sessions within the setting. Where children attend an additional setting, sharing of information is encouraged. Transition to reception classes is seamless as the children have opportunities to integrate and experience EY2~ Reception throughout the year. Any children that are new to our setting in EY2 are offered stay and play sessions in the Summer before they start school and staff will make contact with the children's previous settings/ parents/ carers to gather all relevant information. All EY1 and EY2 children have opportunities to visit the school before they commence their time here. Close liaison with Year One teachers ensure that the children's transition is smooth.

Parents/ Carers

At Western we believe that parents have a major role to play in the development of their child's education. The use of an online learning journal enables parents to contribute regularly to their child's learning journey.

In addition, we hold meetings for parents whose children are just starting school to explain our approaches to teaching and learning. Regular formal and informal opportunities are made for parents to liaise with the Early Years team.

Monitoring and Evaluation

This will include:

- Discussions and feedback from children, parents and staff.
- Discussion and review of the Early Years Policy regularly to ensure it meets the needs of the current children.
- Analysis of data and pupil progression

This policy has considered the implications and should be read in conjunction with the School's Equal Opportunities Policy, Special Educational Needs Policy and Health and Safety Policy and the EYFS.

Assessment

This is in accordance with the school's Assessment Policy.

Assessment in Early Years may include: photographs, observations, post it notes, examples of children's work, 'I can' statements, Tapestry online journal and RKL Trust Tracker.

Inclusion and Special Needs

All children, including those in all vulnerable groups and SEN, have their progress monitored accordingly to ensure access to a broad and balanced curriculum. The Special Needs and Inclusion Policies give details as to how provision maps are used to focus on individual needs for these children. TAs are sometimes used to support these children during lesson time or to give specific help with individual objectives.

More Able Children

Provision is made for more able children and will be recorded in line with the school's assessment and tracking policy.

Policy Reviewed ~ September 2024
Next Review Date ~ September 2026