



## Early Years Policy

Adopted by the Trust Board of  
Aspire Learning Trust  
on 13<sup>th</sup> June 2023

**Policy reference:**

**This policy is to be reviewed:**

Annually

**The next review date is:**

June 2023

**Review is the responsibility of:**

Local Governing Body

### Review History

**Review ratified:**

**Review ratified:**

**Review ratified:**

[illegible]



# Aspire Learning Trust

## Early Years Policy June 2023

Policy Reference: Early Years Policy

To be reviewed: Annually

Policy Owner: Local Governing Body (New Road Primary School and Nursery)



Great schools at the heart  
of our community

## Early Years Policy 2023-2024

1. Aims
2. Curriculum
  - 2.1 Current curriculum
  - 2.2 EYFS Reform 2021
3. Planning
4. Teaching, Assessment and Reporting
  - 4.1 Assessment
  - 4.2 Reports
  - 4.3 Enabling Environments
5. Transition into Year 1
6. Two-Year Old Check
7. Funding
  - 7.1 30 Hours Free Childcare
  - 7.2 15 Hours Free Childcare
8. Working with Parents
9. Health & Safety
10. Inclusion
11. Appendix



## 1.Aims

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage One.

*“Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.”* The British Association for Early Childhood Education

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At New Road Primary and Nursery School, children are able to join Pre-School at the age of 2 and start Reception in the year they turn 5. The school's Early Years Foundation Stage accommodates children from the age of 2 to 5. At the school we have a 52 place Nursery. The morning sessions run from 9am-12 noon and the afternoon sessions from 1.00pm-3:00pm.

We have 1 reception class with capacity 30 children. To ensure best practice we have two adults, one teacher and one teaching assistant attached to the class.

## 2. Curriculum

Our early years setting follows the curriculum as outlined Development Matters 2021. The curriculum supports every child to progress in 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
- Expressive arts and design



### 3.Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. We follow a blended approach in our curriculum. This involves creating a curriculum that is knowledge based, focusing on what we want our children to know and do. Staff produce a weekly planning sheet that clearly identifies the knowledge to be learned across the week, key vocabulary that the children should know and how we are to embed all of this in our environment.

When planning:

- Phonics is taught daily using the initiative Read Write Inc. which begins in the spring term in Nursery, is taught across Reception and continues in Key Stage One.
- We introduce maths concepts through play experiences and through some short, adult led sessions.
- Staff 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.
- Our progression document shows the clear progression of learning between children in nursery and reception as well as the links to learning that will prepare them for the year 1 curriculum. This document is used to underpin all of the planning in early years.

### 4.Teaching, Assessment and Reporting

#### 4.1 Assessment:

- Children in nursery and reception have a baseline assessment to assess their starting points. This is then used to inform planning.
- Ongoing assessment is an integral part of the learning and development process. Staff use a range of adult initiated tasks, progress tasks and observations to shape future planning and ensure all children make progress.
- 3 times during the year, children are assessed against the 7 areas of learning to ascertain if they are 'on track' or 'not on track'. Children who are deemed not to be 'on track' are then targeted through intervention and small group work to support their learning and help them to make progress.



## 4.2 Reports

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 7 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 then shared with parents and/ or carers.

## 4.3 Enabling Environments

- We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged.
- The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.
- Effective learning builds and extends upon prior learning and follows children's interest.
- Effective planning is informed by our progression document to ensure that our children know more, remember more and do more.
- Parents/ carers are encouraged to share what the children's interests are to help the teachers get to know the children.
- Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.
- At the end of the year children will be assessed against the Early Learning Goals.

## 5 Transition into Year One

Transition from Reception to Year One presents a unique challenge as children move from the play-based approach of the Early Years Foundation Stage to the demands of Key Stage One.

- Leaders and Teachers from both EYFS and Year 1 discuss the autumn term planning strategies and where applicable tailor it to the needs/interests of the cohort.
- Staff will use the early learning goals objectives when appropriate. Reception plans are adapted to enable guided group work and challenges and to enable the children to take more responsibility for their learning.
- Activities are interactive, with a mixture of adult led and child initiated. The plans follow the EYFS curriculum, with challenges for the children who are ready.

## 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. In our nursery each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs.

## **7 Health & Safety**

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 the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance, statutory requirements of the EYFS Framework and adhere to the school's safeguarding policy.

We encourage a healthy lifestyle and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the chef. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal.

Fresh water is readily available for all children and we encourage children to bring in water bottles with water only.

Children are taught the importance of oral hygiene, keeping clean and washing their hands correctly.

More detailed information can be found in the school's Health and Safety Policy.

## **8 Inclusion**

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator (please refer to the school's 'Special Needs Policy' for greater detail). The needs of children with English as an additional language will be met through planning and support alongside any other relevant support that is available.