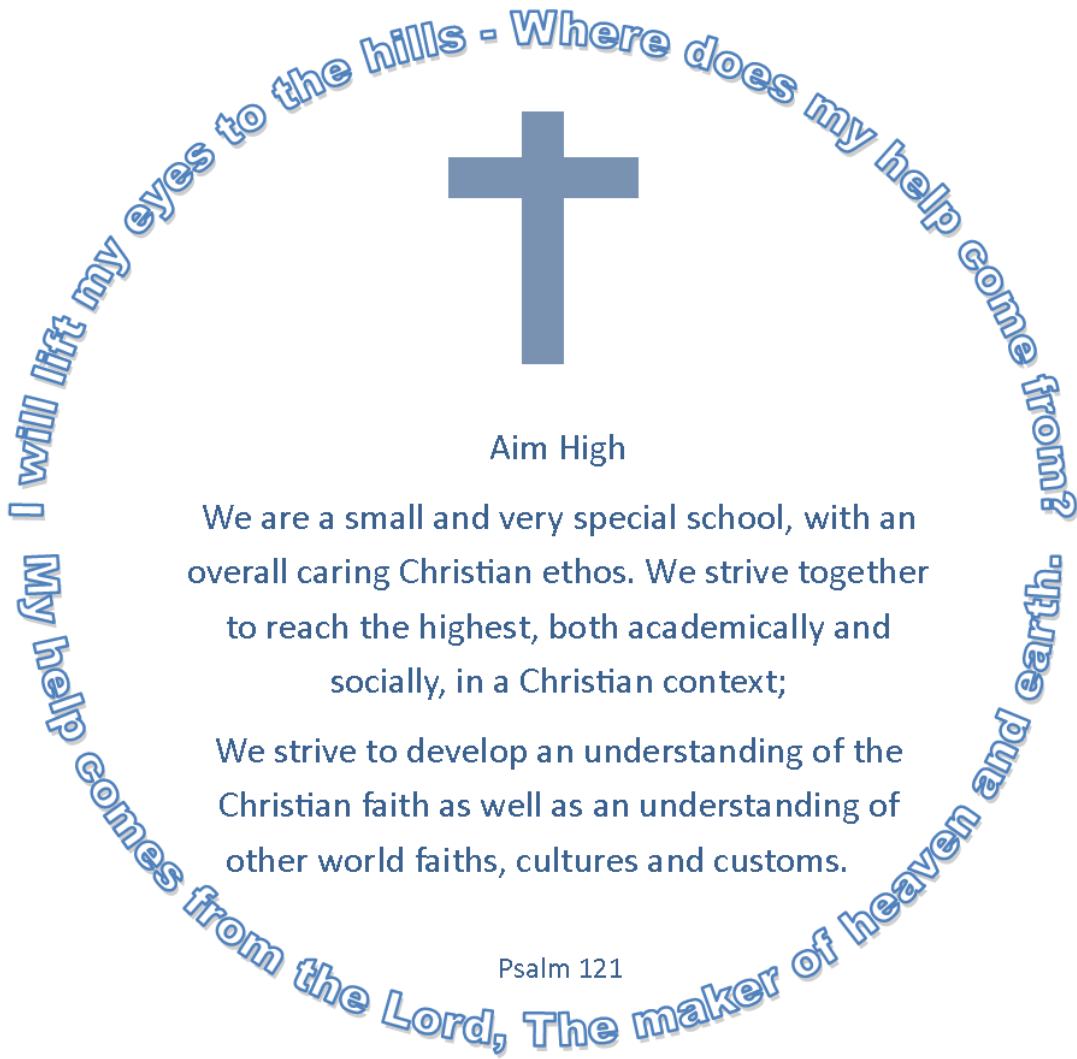


# Early Years Policy



## Clive Church of England Primary School and Nursery

**Date of last review:** September 2025  
**Date for next review:** September 2026



***Respect, Responsibility, Resilience***

Safeguarding Policy

Reading Policy

Maths Policy

Behaviour Policy

Intimate Care Policy

Mobile Phone Policy

Medication Policy

## **Introduction**

The Early Years Foundation Stage (EYFS) sets the groundwork for the future of a child's learning and interaction with others throughout their school lives. Through consultation and guidance from our local authority advisors and through sound research and best practice guidance, our policy sets out the principles through which we achieve our aims and is rooted in our school vision to reach our highest potential both academically and socially. All staff support children to achieve this potential through our values of Respect, Responsibility and Resilience. This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for learning.

## **Intent**

At Clive CE Primary school, we value the importance of the EYFS. Through our work with our pupils, and in partnership with our parents, we aim to ensure that children learn and develop well and are kept healthy and safe. We aim to provide the skills and knowledge to ensure a firm foundation for future progress through school and life. We do this by giving pupils a happy start to their school life. We recognise that all children have different starting points and therefore value prior learning, facilitate new learning and build an environment that encourages children to ask questions in a safe and supported place. Our EYFS Curriculum is child centred to provide hands-on learning and is designed to develop children's independence, support them to build positive relationships, encourage the ability to self-regulate and develop a life-long love of learning.

## **Implementation**

Four guiding principles shape our practice:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
- Children develop and learn in different ways and at different rates. Our curriculum covers the education of all children in EYFS, including children with SEND.

## **Equal opportunities**

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

We follow guidelines to ensure that all children are treated equally through documents including - Valuing all God's children and follow our Equality, Diversity and Inclusion Policy.

The curriculum is planned to ensure that the needs of each individual are met.

### **Safety and Welfare**

To ensure the safety of children in our care, we ensure that a number of principles are adhered to. Each classroom has a first aid bag or box located in the room and this is carried with the class for outdoor activities. We follow the strict guidelines within our school for the administration of medication to EYFS pupils. Any injuries or accidents which occur within the EYFS area are reported both to the parents and to governors through the accident book. Any serious injuries are reported by the headteacher to the local authority. We follow the school guidelines for fire evacuation and practice this procedure at least once a term. We aim to give children a balance of snacks to ensure that they learn about a healthy lifestyle. Staff follow guidance regarding allergies. The children are encouraged to drink water through the day and milk is provided through the Cool Milk scheme. When children are off site, risk assessments are completed and shared with staff and headteacher.

Safeguarding is a high priority. Therefore, all staff receive regular updates and training. Any concerns regarding a child are shared with the Designated Safeguarding Lead, Mrs Sallie Watts using the [safeguarding@clive.shropshire.sch.uk](mailto:safeguarding@clive.shropshire.sch.uk) email. Staff follow guidelines and procedures to ensure that all children are safe, including the appointment of suitable people, use and storage of photographs and information and not using mobile phones in the Early Years setting. All staff follow our Intimate Care policy.

Each child is assigned a key person, who's role is to ensure that every child's care is tailored to meet their individual needs, help to settle a child into their setting and build relationships with parents and carers.

### **Planning**

The EYFS curriculum is based on the prime and specific areas of learning set out in the seven areas of learning and development. These are developed through both teacher-led and child-initiated activities. These are:

#### **Prime areas**

Communication and Language –	Listening, Attention and Understanding
	Speaking
Physical development -	Gross Motor Skills
	Fine Motor Skills
Personal, social and emotional development –	Self regulation
	Managing self
	Building relationships

#### **Specific areas**

Literacy -	Comprehension
	Word Reading
	Writing
Mathematics -	Number
	Numerical Patterns
Understanding the world -	Past and Present
	People, Culture and Communities
	The Natural World
Expressive arts and design -	Creating with Materials

## Being Imaginative and Expressive

Long Term and Medium-Term planning shapes the curriculum. Short term planning ensures that all areas are covered and that time is given to ensure children have the opportunity to explore independently. Planning reflects the open-ended questions that we ask children to extend their learning and recognises the common misconceptions that can arise.

See Appendix 1 EYFS Curriculum Statement

Activities are planned to reflect children's interest and areas for development, so that each child has an enjoyable and challenging experience. Each area for development is implemented through a mix of adult-led and child-initiated learning.

Activities are planned with regard to the three characteristics of effective learning in EYFS:

Playing and exploring – children investigate and experience things.

Active learning - children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### **Teaching and Learning**

In the EYFS, children should be inspired to take their learning further. Therefore, using a range of activities and stimuli, children learn to access all areas of the curriculum. Teaching and learning takes place in small groups, individually or as a whole class. It can be led by adults or by pupils and can be both indoors and outdoors. The learning environment is set out in order to stimulate learning and ensure a safe environment. Staff ensure that areas are maintained to a high standard and that displays reflect current learning. Children and staff work in partnership, through staff modelling, to ensure a high standard of organisation is maintained.

### **Organisation**

The day is organised to ensure a balance of teacher-led and child-led activities. It also ensures that children have opportunities to work together socially and individually. As pupils at Nursery age come on different days, the timetable ensures that activities are available on different days of the week to make sure that no-one misses out. Children are given opportunities to practise, repeat and therefore become secure in their understanding.

### **Home Learning**

Children are encouraged to continue their learning at home. This is through activities shared with parents, books taken home to read and phonics or number activities.

### **Impact**

Our impact on EYFS children should be to have happy, rounded children who feel confident and ready to move on to Key Stage One. They are inquisitive in their outlook and eager to find out more. We continually review our curriculum to ensure that this is the case and to keep in line with our current cohort and their needs and interests.

It is vital that we find out about the individual child and their starting point and so discussions with parents are crucial for this. We continue to maintain regular dialogue with parents both formally and informally, to keep them up to date. Children who present additional needs are quickly identified and support is put in place either by internal intervention or outside agencies.

### **Assessment**

Children are regularly assessed through informal observations. These are recorded using photographs and comments through Tapestry along with comments and observations from parents at home. A baseline assessment is carried out for both nursery and reception children. This baseline assessment is focused on the Prime areas of learning and identify barriers to learning and settling in. Further formative assessments of milestones and observations supports future planning and experiences and forms the basis for early conversations with parents. Our summative assessment culminates in the Early Years Foundation Stage profile at the end of the academic year in Reception. This is moderated

across the Multi Academy Trust to ensure rigour is maintained. Governors are informed through reports and meetings regarding the progress within EYFS. We ensure that there is a smooth transition into Year 1 by discussing this profile with the next class teacher. Parents are informed throughout the year of progress and areas that are being developed. This is both on an informal basis and through parents evening and reports. Adjustments are made to the curriculum and assessment for children with SEND as appropriate, through scaffolding of activities.

### **Monitoring and Evaluation**

To ensure that due processes are carried out and that children are receiving a high-quality early years education, observations are made of staff and settings. These are evidenced through the monitoring of Tapestry observations and annotated planning, pupil progress meetings, pupil voice, oral assessments and classroom observations