



EARLY YEARS POLICY

2024/2026

Hartlebury Church of England (Voluntary Controlled) Primary School



*Through love, we recognise everyone
as a **unique** child known to God.*

*We will walk with you on
your **journey** to reach your
full potential.*

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EARLY YEARS POLICY

Within the Early Years Unit at Hartlebury CofE Primary school, we want children to be resilient, independent, critical thinkers who are able to tackle anything that comes along. They will therefore be happy and well-rounded individuals with a real love of learning.

Our Vision: Nurture, Respect, Inspire

Provide a safe, *nurturing* and stimulating environment which supports the core Christian values of Nurture, Respect and Inspire.

***Respect* each child as a unique individual**, enabling them to achieve the highest possible outcome in all areas (intellectually, spiritually, emotionally, physically, socially and culturally).

Dedicated staff who *inspire* children to learn by providing high quality interactions, encouraging and nurturing the whole child through an engaging curriculum.

Intent:

- A curriculum that is challenging for all children.
- A curriculum that is coherently planned and sequenced.
- A curriculum that is successfully adapted, designed and developed for children with special educational needs.
- A curriculum that offers broad and rich experiences supporting our Christian Vision.

Implementation

- Balancing child-initiated play and focused learning.
- Providing children with access to a stimulating and inspiring indoor and outdoor learning environment.
- Carefully planning sequences of activities that provide meaningful learning experiences, developing each child's characteristics of learning.
- Using high quality questioning and interactions to check understanding and address misconceptions.

Impact

- Children's progress across the EYFS curriculum is good.
- Majority of children achieve the Early Learning Goals.
- Endeavour for pupils to be Key Stage 1 ready and have the school aims and core Christian values embedded.
- Children are confident to take risks and discuss their achievements and setbacks.

Organisation

The Early Years Foundation Stage (EYFS) is the statutory framework which sets standards that all early year's providers must meet to ensure that children learn and develop well; and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school; and stimulates the broad range of knowledge and skills that provide the foundation for good future progress through school and life. All children within the EYFS unit at Hartlebury CofE Primary School work within this framework:

- 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners, parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates.

The EYFS framework includes seven areas of learning and development which shape the educational programmes within our Early Years. All areas of development are important and interconnected. The three prime areas are particularly important "building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving" (DfE Statutory Framework for the Early Years 2020 1.4)

The prime areas are;

- Communication and Language – Listening, Attention and Understanding, Speaking.
- Personal, Social and Emotional Development – Self-regulation, Managing self, Building Relationships.
- Physical Development – Gross Motor Skills, Fine Motor Skills.
- The specific areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are;
- 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.

The EYFS also includes the characteristics of effective teaching and learning; activities are planned with these in mind to reflect on the different rates of which children are developing. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- Playing and Exploring – children investigate and experience things, and ‘have a go’.
- Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

In the Early Years, we write medium term plans using the EYFS based on a series of topics each of which offers experiences in all seven areas. We also follow the children's interests where appropriate. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children’s responses.

Access and Inclusion

We ensure that all children have access to the EYFS curriculum at an appropriate level which allows for success, whilst providing a sufficient level of challenge to promote progress. Interventions are provided where appropriate for children who are not working within age related expectations. (Refer to Hartlebury CofE Primary School’s Access and Inclusion Policy and Intimate Care Policy).

Assessment

Assessment is in line with the updated EYFS 2020. All pupils are assessed in accordance with the school’s assessment procedures. Pupils are teacher assessed against Age Related Expectations detailed in Development Matters and are considered to be on track, or not on track, for their age. At the end of the year children are assessed against the 17 Early Learning Goals as to whether they are emerging or expected.

Our assessment depends on us getting to know our children very well and to this end we gather information from a range of sources; observations of the children in play, in adult led activities, through discussions with parents and carers and through talking to the children. We keep written and photographic evidence to help us build up a picture of children’s strengths and achievements and to help us to plan for children’s next steps in learning. Every child in Reception has a phonics, writing, maths, topic/creative folder in which we record our observations and keep samples of the children’s work.

Health and Safety

(Refer to refer to Hartlebury CofE Primary School’s Health and Safety Policy).

EYFS Leader: Anneka Hall