



**Fladbury**  
Church of England First School

# Early Years Policy

<b>Governor Committee Responsible:</b>	<b>Curriculum and Standards</b>
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<b>Staff Lead:</b>	<b>S Chance</b>
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## OUR VISION

Every child at Fladbury will know they are loved by God, have a happy heart and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their bright future with an open mind.

*John 10:10, "I came that you may have life and have it to the full."*

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# 1. Introduction

*“Play is the work of the child.” – Maria Montessori*

The whole child is considered to be important and through a range of personalised classroom activities the social, physical, intellectual, moral and spiritual aspects will be developed. We believe that young children learn through exploration, talk and play.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Fladbury First School.

The implementation of this policy is the responsibility of practitioners working in the EYFS setting.

In the policy the term “setting” refers to the Early Years provision at Fladbury First School. This is available to children who enter the setting from 2 years and nine months old. These children are referred to as the Preschool. (Within school they are known as “Caterpillars”) and also to those children who enter school from September of the academic year in which they will turn 5 years old. These children are in the final year of the EYFS and are referred to as Reception. (Within school they are known as “Butterflies.”). Together, Preschool and Reception children are known as Maple Class.

In the policy the term “practitioner” refers to the members of staff working within the setting.

## 2. Aims

In the EYFS setting at Fladbury First School we believe that children are entitled to the best possible start to their school life in order to develop their full potential. Our aim is to provide a secure and stimulating environment in which children flourish and become active learners.

We aim to support each child’s welfare, learning and developmental needs by:

- Recognising that all children are unique.
- Understanding that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued.
- Fostering and nurturing children’s self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching the children to express and communicate their needs and feelings in appropriate ways.
- Encouraging children’s independence and decision-making, supporting them to learn through their errors.

- Developing children’s understanding of social skills, values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions other than their own.
- Understanding the importance of play in children’s learning and development.
- Providing learning experiences which reflect children’s personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children’s existing knowledge and understanding to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, both inside and outside.

### 3. Our Curriculum

Teaching in the EYFS at Fladbury First School is delivered in accordance with the government’s statutory document [“Early Years Foundation Stage Statutory Framework” \(December 2023\)](#). This document is a principled approach to Early Years education, bringing together a child’s welfare, learning and development requirements through four themes: a unique child, positive relationships, enabling environments with teaching and support from adults and children learning in different ways at different rates.

The curriculum is centred on 3 prime areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Providers must also support activities through four specific areas which strengthen the prime areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas of learning and development address children’s physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others. This ensures the delivery of a holistic, child centred curriculum which allows the children to make links between what they are learning. All areas of Learning and Development are given equal value.

At Fladbury First School we believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of a child’s

education. We believe that the EYFS allows a natural progression into the National Curriculum when the child is ready. We have carefully planned our own Early Years curriculum in order to give each child the opportunity to reach their full potential. The EYFS Curriculum for Fladbury CE First School can be found [here](#).

## **4. The Value of Play**

At Fladbury First School we recognise that young children learn best when they are active and that play is a vital attribute to children's learning and development. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our setting has an ethos of learning through play.

We recognise that children's play is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator, encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

At Fladbury First School the practitioners in Early Years provide both structured and unstructured play opportunities, both inside and outside. These activities are designed to engage our children in practical, first-hand experiences which will support them to discover, explore, investigate, develop their personal interests and areas of curiosity and help them to make sense of the world around them. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

## **5. Equality of Opportunity**

Every child is valued, has equal access to resources and is encouraged to participate in all classroom and school activities. Those children who need additional support are highlighted quickly and high quality provision is provided for them to support their needs. IPM's are written and reviewed to ensure they are able to reach their potential. Should external agencies be needed, the SENCo will facilitate this, supporting the class teacher where necessary. The Inclusion Policy is adhered to and staff are supported by the Inclusion Lead in identify needs of specific children.

## **6. Assessment**

At Fladbury First School, our Early Years assessments are carried out in line with the requirements of the [Statutory Framework](#) which states that assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Assessment

should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence. Our members of staff develop positive and effective relationships with children to ensure that they know what to put in place to ensure that each child can reach their full potential.

Staff at Fladbury keep parents and/or carers up to date with their child's progress and development and address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Parents are consulted regularly through parents evenings, during IPM reviews where necessary and on a daily basis during drop off and pick up times. Parents also have access to Class Dojo to see what learning is taking place within the setting.

Assessment informs an ongoing dialogue between Early Years staff and year 1 teachers about each child's learning and development, to support a successful transition to Key Stage 1.

## **7. Parents and Carers as Partners**

We value the involvement of parents and carers and recognise the importance of establishing positive relationships with them. We understand that an effective partnership between school and home will have a positive impact on children's learning and development.

Practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual. This supports us in establishing interesting and stimulating learning experiences which encompass the children's needs and interests.

Parental involvement with school begins before the children start Nursery or Reception with an invitation to come into school to meet the staff as well as home visits for children who are new to the setting. Parents' evenings are held in the Autumn and Spring terms when each child's progress is discussed in detail. A report is sent out at the end of the Summer term and parents are invited to come into school and discuss it if they wish.

Parents are kept informed through regular letters, reading records and informal chats at the beginning and end of the day. Whole school newsletters are also sent home on a weekly basis and there is a designated Parents Noticeboard for parents of Early Years children.

A meeting is held at the start of the Autumn term with parents of Reception children to explain the process of teaching phonics and they are given hints and tips on how to help their child at home with reading, writing and mathematics.

Parents are invited to various assemblies and functions throughout the year.

## **8. Health and Safety**

A full Health and Safety policy is available in school on request. Designated first aiders are always available in school. Children are taught the safe and appropriate use of equipment and materials. Risk assessments are undertaken when appropriate.

Parents / Carers are asked to inform school of any foods their children are allergic to or any foods they do not wish their child to eat.

## **9. Snack Times**

We see snack time as a social event, a time when children enjoy a drink of milk or water, a piece of fruit and a range of healthy snacks. It encourages the development of children's social skills and helps to develop interaction and conversation with peers and adults. It also encourages independence as children are encouraged to prepare their own snack, serve themselves and do their own washing up. Parents of children in Maple Class are asked to contribute £25 per term to cover the cost of snacks and additional extras.