



Early Years Policy

October 2025

Policy prepared by:	S.Gunston
Review date:	October 2027

CONTENTS

Policy Statement

Intent

Roles and Responsibilities

Implementation

Resources

Impact

Monitoring and Evaluation

Assessment

Health and Safety

Equal Opportunities

Disability Equality Impact Assessment

Policy Monitoring and Review

Policy Statement

Intent

At Wolviston Primary School we recognise the importance of a high-quality Early Years education for all. At our school we want our children to feel safe and nurtured. We want them to be curious, to laugh, to take risks and to be inspired every day. It is our intention that our youngest learners will develop skills and attitudes for lifelong learning, that will extend far beyond the Nursery and Reception classrooms. They will leave Early Years resilient, independent and ready for the next stage of school. We will ensure that every child, regardless of their starting point, makes progress and achieves a good level of development at the age of 5. We recognise the importance of building strong language and communication skills, as well as a sound knowledge of early number and the world around us. We will celebrate and nurture children's individual interests and talents enabling all children to feel valued members of our school community.

Roles and Responsibilities

The Head Teacher and the subject leader are responsible for monitoring the standards of teaching and learning in school. The subject leader is responsible for supporting colleagues and informing them about current developments and resources.

The subject leader will:

- Review and update the policy when appropriate
- Ensure staff are aware of the policy's content and that it matches classroom practice as far as possible
- Assist in the development and review of the progressive curriculum map – long term scheme of learning and the medium-term scheme plans
- Monitor and evaluating the implementation and impact of the Early Years curriculum
- Ensure appropriate resources are available and regularly updating them within the limits of the school budget and according to needs
- Keep up to date with new developments in Early Years and attend relevant CPD, including termly Trust Working Party meetings
- Disseminate information, as it is received from any external source, to staff and children
- Encourage other members of EY staff in their teaching and give support where appropriate
- Ensure Early Years maintains a high profile within the school, through displays etc
- Use Seesaw to gather a whole school overview of the teaching and learning in Early Years
- Keep evidence of curriculum walk reports, examples of planning and examples of children's work.

Teachers are;

- Responsible for planning and delivering the Early Years curriculum in line with the school long-term and medium-term schemes of work

- Deliver high quality and interactive teaching which facilitates progress
- Share examples of children at work and performances via our online learning platform
- Accurately assessing pupil progress and attainment in line with school expectations

Implementation

Our curriculum starts with the children; it grows from young children's interests and natural inclinations and is rooted in the knowledge of how they learn.

We use a layered curriculum approach which places great emphasis on our learning environment and quality interactions as a driving force in ensuring progress for all.

Our learning environment provides "a forecast of possibilities in an arena of opportunities". It has been designed and equipped with quality open –ended resources that ensure 'low floor high ceiling' access to all children.

Learning in Early Years is carefully planned to ensure that children's next steps across all 7 areas of the Early Years Framework are targeted and that they are well prepared for the next steps of their education. We have a number of mini-topics or foci each term which are chosen to stimulate interest and provide memorable learning opportunities. We use high quality texts each week linked to these themes to provoke learning and develop vocabulary and communication skills. We carefully select these stories, songs and rhymes to ensure our children experience significant authors , traditional stories and different genres.

We use to the Birth to 5 Matters guidance to underpin and sequence the expectations of our curriculum.

Resources

Resources are organised within areas in our learning environment. They are clearly labelled and organised to allow children to select the resources they need. There is a toy store situated in the EY garden that has enhancement boxes relating to topics and interests covered through the year.

Impact

At Wolviston Primary School, the children in our Early Years Foundation Stage will demonstrate high levels of engagement in child-led and adult-led learning. By developing their speaking and listening skills, we are enabling them to access more areas of learning and communicate with adults and other children. They will develop concentration, persistence, co-operation and most importantly become willing and confident to 'have a go'.

The children will develop a sense of the wider world around them and will draw on these experiences during interactions with others, linking this to new learning. They will also be able to apply their knowledge to a range of situations, making links by explaining their ideas and understanding. The children will be confident to take risks and discuss their successes and failures with adults, drawing on their experiences to improve or adjust what they are doing.

From their own unique starting points, we expect all children, even those at risk of disadvantage, to achieve age-related expectation and/or make excellent progress academically and socially. All children will be given the best foundations to prepare them for a life-long learning journey.

Monitoring and Evaluation

To monitor and evaluate the teaching and learning the EY Lead will:

- Provide support to teachers by explaining the progressive curriculum map, discuss the key concepts in Early Years, co-planning, team teaching, observing and giving feedback
- Monitor the delivery of medium-term planning against the curriculum map.
- Engage in monitoring strategies such as work sampling, pupil voice review and lesson observation.
- Review and advise the SLT on Early Years resource provision.
- Works co-operatively with the SENDCo to provide support for children with SEND.
- Discuss regularly with the Head Teacher the progress with implementing this policy in the school.

Assessment

At Wolviston Primary School ongoing assessment is an integral part of the learning and development processes. On entry to Nursery, staff baseline assess the children within the first 2 weeks of entry in the Prime Areas. A parent consultation meeting takes place within the first 6 weeks to discuss this and to highlight any areas that may require additional support. Staff complete the Reception baseline assessment on entry in September and this information is used to inform future planning.

In the EYFS ongoing assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning and is linked to the 7 areas of learning as set out in the Revised EYFS framework. Valuable evidence of children's learning is obtained through observation of independent and targeted learning and through quality interactions and play. Seesaw is used to store and share these observations. Information provided by parents and other settings is another valuable means of assessing children's starting points and progress.

Each term children are assessed as working at/ below or above age-related expectation in the 7 areas of learning. This information is inputted into Target Tracker and used to inform future planning.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 Early learning goals, indicating if they have met or not met the required standard. They are deemed to have achieved a 'Good Level of Development' (GLD) if they have achieved the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy.

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.

Health and Safety

Children are taught how to use equipment and resources in accordance with the health and safety guidelines.

Equal Opportunities

All children, regardless of gender, race or learning needs will be given equal access to our Early Years curriculum. The Early Years curriculum will be differentiated according to the needs of the children. If a child needs specialist equipment to access the curriculum, the school will source the appropriate resource.

If a child has an EHC plan and is unable to access the curriculum at the same level as their peers, then provision will be made for the child to access the curriculum at their own level. If a child is identified as being more able, in this curriculum area, they will be challenged in their learning.

Disability Equality Impact Assessment

This policy has been written with reference to, and in consideration of, the school's Equality Policy. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents.

Policy Monitoring and Review

The subject lead reports to the Head Teacher upon the progress of their subject across school, the Head Teacher in turn, discusses this with school governors and the Trust.

Any questions or concerns regarding this policy should be made to the Head Teacher