



Lowercroft Primary School

Early Years Policy

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1. Introduction and Purpose

This policy outlines the principles, practises, and procedures that underpin the Early Years Foundation Stage (EYFS) at Lowercroft Primary School. It is designed to ensure that all children in our Early Years provision receive high-quality care and education, enabling them to thrive and reach their full potential. This policy aligns with the statutory requirements of the EYFS framework (2021) and reflects the school's vision, values, and improvement priorities.

2. Aims and Objectives

This policy aims to:

- Provide a safe, secure, and stimulating environment where children can learn and develop.
- Deliver a broad and balanced curriculum that meets the individual needs of all children, including those with SEND and EAL.
- Promote children's physical, intellectual, emotional, social, and moral development.
- Foster positive relationships with parents and carers, working in partnership to support children's learning and well-being.
- Ensure that all staff are appropriately trained and supported to deliver high-quality Early Years provision.
- Meet the statutory requirements of the EYFS framework.
- Contribute to the school's overall aim of providing an outstanding education for all pupils.
- To increase EYFS admissions and secure sustainable pupil numbers.
- How will we ensure that the school's values of Empathy, Respect, Independence, Courage, and Curiosity are embedded within the Early Years provision?

3. Legislative Framework and Guidance

This policy is informed by the following legislation and guidance:

- The Early Years Foundation Stage (EYFS) Statutory Framework (2021).
- The Childcare Act 2006.
- The Equality Act 2010.
- Keeping Children Safe in Education (latest version).
- SEND Code of Practice: 0 to 25 years (2015).
- Data Protection Act 2018 and GDPR.

4. Roles and Responsibilities

- **Governing Body:** To ensure that the school has appropriate policies and procedures in place for Early Years provision and to monitor their effectiveness.
- **Headteacher:** To have overall responsibility for the implementation of this policy and the quality of Early Years provision.
- **Early Years Leader/Coordinator:** To lead and manage the Early Years team, ensuring the effective delivery of the EYFS curriculum and the implementation of this policy.
- **Early Years Teachers and Practitioners:** To plan and deliver high-quality learning experiences, assess children's progress, and work in partnership with parents and carers.
- **SENDCo:** To support the identification and assessment of children with SEND and to work with staff to provide appropriate support and interventions.
- **Designated Safeguarding Lead (DSL):** To ensure that safeguarding procedures are followed and to act as a point of contact for child protection concerns.
- **Parents/Carers:** To work in partnership with the school to support their child's learning and development.

5. Implementation Strategies

5.1. Curriculum and Teaching

- We will deliver a broad and balanced curriculum based on the seven areas of learning and development in the EYFS framework:
 - Communication and Language
 - Physical Development
 - Personal, Social and Emotional Development
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design
- We will plan learning experiences that are play-based, child-initiated, and adult-led, taking into account children's individual needs and interests.
- We will use a range of teaching strategies to engage children and promote their learning, including storytelling, role-play, outdoor learning, and the use of technology.
- We will regularly assess children's progress and use this information to inform our planning and teaching.
- We will provide a stimulating and well-resourced learning environment that encourages exploration and discovery.

- We will ensure that the curriculum is inclusive and reflects the diversity of our school community.
- We will ensure that teaching strategies are effective to support pupils to retain the key knowledge that they need.
- We will ensure that gaps in pupils' knowledge are identified and addressed, and that staff better support pupils to recall and build on what they have learned in the past.
- We will develop and implement a targeted marketing strategy to increase EYFS admissions and secure sustainable pupil numbers.

5.2. Assessment and Tracking

- We will use a range of assessment methods to track children's progress, including observations, photographs, and samples of their work.
- We will use the EYFS Profile to assess children's development at the end of the Reception year.
- We will share assessment information with parents and carers regularly, providing them with opportunities to discuss their child's progress.
- We will use assessment data to identify children who may need additional support and to plan appropriate interventions.

5.3. Inclusion and SEND

- We are committed to providing an inclusive environment where all children are valued and supported.
- We will identify and assess children with SEND as early as possible and provide them with appropriate support and interventions, in line with the SEND Code of Practice.
- We will work in partnership with parents, carers, and external agencies to meet the needs of children with SEND.
- We will make reasonable adjustments to our provision to ensure that children with SEND can fully participate in all aspects of school life.
- We will ensure complex SEND pupils access a personalised, purposeful curriculum by refining provision pathways and reviewing the strategic use of the Nest.

5.4. Safeguarding and Welfare

- We are committed to safeguarding and promoting the welfare of all children.
- We will ensure that all staff are aware of their responsibilities for safeguarding and child protection and that they receive appropriate training.
- We will follow the procedures outlined in our Safeguarding Policy and Keeping Children Safe in Education guidance.
- We will ensure that our premises are safe and secure and that all activities are risk-assessed.

- We will promote children's health and well-being through healthy eating, physical activity, and emotional support.

5.5. Partnership with Parents and Carers

- We recognise that parents and carers are children's first educators and that their involvement is crucial to children's success.
- We will work in partnership with parents and carers to support their child's learning and development.
- We will provide parents and carers with regular information about their child's progress and opportunities to discuss their child's learning.
- We will encourage parents and carers to participate in school activities and events.
- We will provide parents and carers with information about parenting support and early years services in the local area.

5.6. Transition

- We will ensure that children have a smooth transition into and out of the Early Years provision.
- We will work with parents and carers to prepare children for starting school.
- We will provide opportunities for children to visit the school and meet their teachers.
- We will work with other settings to ensure that information about children is shared effectively.
- We will support children's transition to Year 1 by providing them with opportunities to visit the Year 1 classroom and meet their teachers.

5.7. Maximising the quality, accessibility, and sustainability of the before and after school club

- We will ensure that the before and after school club enhances pupil wellbeing, supports working families.

6. Monitoring and Evaluation

- The Early Years Leader/Coordinator will monitor the implementation of this policy and its impact on children's learning and development.
- We will regularly review assessment data to identify areas for improvement.
- We will seek feedback from staff, parents, and carers about the effectiveness of our Early Years provision.
- We will use this information to inform our planning and to make improvements to our practice.

7. Policy Review

This policy will be reviewed annually by the Early Years Leader/Coordinator and the Headteacher, in consultation with staff, parents, and carers. The review will take into account any changes in legislation, guidance, or best practice.

8. Related Policies

This policy should be read in conjunction with the following school policies:

- Safeguarding Policy
- SEND Policy
- Behaviour Policy
- Admissions Policy
- Equality Policy
- Data Protection Policy
- Health and Safety Policy