High Ercall Primary School



Early Years Policy

Date of Policy Creation	**March 2015**	**Named Responsibility**	Sally Jordan
Date of review completion	**15th July 2026**	**Named Responsibility**	Gemma Lingham
Inception of new Policy		**Named Responsibility**	Jan Meredith
Date of Policy Adoption by Governing Body			

Early Years Foundation Stage (EYFS) Policy

Introduction and Definition

This policy has been written with reference to:

- EYFS statutory framework (latest version, effective 2025)
- EYFS profile handbook
- Working together to safeguard children
- Keeping children safe in education (latest edition)
- High Ercall Primary School safeguarding and child protection policy

The EYFS framework sets the standards for learning, development and care for children from birth to five, ensuring children are safe, healthy and prepared for school.

Four Guiding Principles

Four guiding principles shape our EYFS 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 with strong partnerships between practitioners and parents/carers.
- Children develop and learn at different rates and in different ways.

A Unique Child

At High Ercall Primary School, we recognise that every child is a competent learner who develops at their own pace. We:
• Value children's individual learning journeys.
• Develops resilience, confidence, independence and self-regulation.
• Provide warm, responsive relationships and positive encouragement to develop confidence and motivation to learn.

Safeguarding and Welfare

Children's safety and wellbeing are at the centre of all practice. We comply fully with EYFS safeguarding and welfare requirements, including:
• Having robust safeguarding and child protection procedures.
• Ensuring staff are trained and up to date in safeguarding.
• Following safer recruitment procedures and suitability checks.
• Maintaining clear whistleblowing procedures.
• Monitoring attendance and responding to unexplained absences.
• Ensuring safe use of technology and mobile devices.
• Maintaining safe premises, equipment and environments.
• Promoting children's health, hygiene and wellbeing.
• Promoting healthy lifestyles through nutritious food choices, regular physical activity and positive wellbeing practices.
• Teaching children about safe and appropriate use of technology through supervised experiences and age-appropriate discussions.
• Supporting good oral health through learning about hygiene routines, healthy eating messages and links with families.

• Ensuring screen-based activities are purposeful, educational and balanced with active, practical and play-based learning experiences

We follow local safeguarding partnership procedures and act immediately on any concerns.

Healthy Eating and Wellbeing

At High Ercall Primary School, we recognise that healthy children are better able to learn and thrive. We promote healthy lifestyles through:

- Access to drinking water throughout the day.
- Encouraging healthy lunchbox choices in line with school guidance.
- Promoting a balanced diet through curriculum activities and daily discussion.
- Opportunities to explore food, cooking and healthy choices.
- Daily physical activity and outdoor learning.
- Teaching children about self-care, hygiene and wellbeing.
- Opportunities for physical literacy development through climbing, balancing, throwing, catching, running and coordinated movement activities.
- Daily access to outdoor learning environments that support children's physical health and wellbeing.

Staff work in partnership with families to encourage healthy habits that support children's physical, emotional and cognitive development.

Technology and Screen Time

Technology is used thoughtfully to enhance learning and develop children's digital literacy. Digital devices are used for specific educational purposes and are always supervised by adults.

In line with child development research and EYFS principles, screen use is carefully balanced with active learning, social interaction, outdoor experiences, imaginative play and hands-on exploration.

We encourage families to support healthy digital habits at home by:

- Limiting recreational screen time.
- Promoting high-quality age-appropriate content.
- Encouraging regular physical activity.
- Establishing screen-free routines, particularly before bedtime.
- Modelling safe and responsible use of technology.

Children learn about staying safe when using technology through age-appropriate conversations and adult guidance.

Parents as Partners

We recognise parents as children's first educators and value strong partnerships. This is achieved through:

• Induction sessions and transition support.
• Parent workshops (phonics, reading, maths).
• Regular communication and open mornings.
• Reports and consultation meetings.
• Shared events and school activities.

Parents are encouraged to contribute to their child's learning both at home and in school. Practitioners value parents' knowledge of their children and work collaboratively to support children's development through regular communication and shared learning opportunities.

Observation, Assessment and Planning

Assessment is an integral part of teaching and learning and informs future planning. Practitioners use ongoing formative assessment through:

- high-quality interactions
- observations of children's learning
- discussion with children
- professional knowledge
- information shared by parents

Assessment enables adults to identify children's current understanding and plan meaningful next steps.

We recognise that not all learning needs to be recorded. Significant learning may be recorded where appropriate, but practitioners prioritise high-quality interactions and responsive teaching over excessive written evidence.

Children complete the Reception Baseline Assessment on entry and the EYFS Profile is completed at the end of Reception in accordance with statutory guidance.

Assessment information is used to identify children requiring additional support or challenge so that timely intervention can be provided.

The Learning Environment

We provide a safe, stimulating and well-organised environment that supports independence and exploration through use of:

- Indoor and outdoor learning opportunities.

- Forest School sessions which provide opportunities to develop resilience, problem solving, communication, physical development and understanding of the natural world.
- Resources accessible to children.
- Opportunity for SEND provision in an adapted room off the classroom (Rainbow Room)

All provision supports the seven EYFS areas of learning, including prime and specific areas.

The indoor and outdoor environments are carefully designed to promote:

- independence
- curiosity
- sustained engagement
- collaboration
- communication
- challenge.

Resources are organised to encourage children to make independent choices, revisit prior learning and develop resilience.
Continuous provision is reviewed regularly to ensure it reflects children's interests whilst supporting curriculum progression.

SEND and inclusion

We value diversity and ensure equality for all children. We meet the needs of all learners including children with SEND ensuring they access the same ambitious curriculum through high-quality
adaptive teaching.

Support may include:
- visual timetables and WIDGET symbols
- adapted provision
- pre-teaching and post-teaching
- adult scaffolding
- small group intervention
- sensory adaptations
- carefully selected resources
- communication supports
- partnership working with external agencies where appropriate.
- ensuring equal access regardless of background, culture or ability.
- using resources that reflect diversity.
- we ensure all children feel safe, respected and valued.

Provision is personalised whilst maintaining high expectations for every child.

Curriculum

Our ambitious Early Years curriculum is carefully sequenced to ensure children acquire the knowledge, vocabulary and skills they need for future learning. Learning builds progressively across the year through a balance of adult-led teaching, high-quality continuous provision and purposeful play. The curriculum is designed to develop children's communication and language, personal, social and emotional

development, physical development and early literacy and mathematics, ensuring they are well prepared for Year 1.
Practitioners work closely with Year 1 staff to ensure a smooth transition that builds upon children's learning and maintains effective pedagogical approaches where appropriate.
Our curriculum is designed to develop children's communication and language, personal, social and emotional development, physical development, literacy and mathematics whilst fostering the High Ercall 5Rs of Respect, Resilience, Responsibility, Reflection and Resourcefulness. Through rich learning experiences, children develop confidence, independence, curiosity and a lifelong love of learning

Teaching and Learning

At High Ercall Primary School, teaching is carefully planned and adapted in response to ongoing assessment to provide a balance of adult-led learning, child-initiated play and purposeful interactions, ensuring children make strong progress across all areas of learning.

Children are supported to become effective learners by developing the three Characteristics of Effective Teaching and Learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Adults plan experiences that promote curiosity, resilience, independence and problem solving.

Adults play an active role in extending children's learning through:

- high-quality interactions
- sustained shared thinking
- skilful questioning
- modelling ambitious vocabulary
- explicit teaching of new knowledge and skills
- responsive teaching based upon children's understanding.

Play is recognised as a powerful vehicle for learning and is carefully planned so children can revisit, practise and embed new learning independently.

Children are provided with a broad range of first-hand experiences, visits, visitors and opportunities which broaden their understanding of the world and develop their life experience.

Communication and Language

Communication and Language is at the heart of our curriculum and underpins learning across all seven areas of learning through:

- high-quality conversations
- modelling ambitious vocabulary
- storytelling
- singing and rhyme
- sustained shared thinking
- questioning that develops reasoning and understanding.

Language-rich environments enable children to become confident communicators and support future success across the curriculum.

Early Reading

Reading is at the heart of our Early Years curriculum.
Children develop early reading through:

- daily systematic synthetic phonics and reading focusing on the Active Learn Phonics Programme.
- shared reading
- story time
- high-quality texts
- repeated re-reading of favourite books
- weekly vocabulary focus.
- opportunities to develop vocabulary and comprehension.

Adults foster a love of reading by modelling enjoyment, discussing books and encouraging children to retell and talk about stories.

Early Mathematics

Children develop secure mathematical understanding through:

- White Rose Maths
- Number Sense Maths
- Daily counting
- Subitising
- Comparison
- Composition of number
- Pattern
- Practical problem solving
- Throughout the learning environment

Adults make effective use of mathematical talk throughout daily routines and play, helping children notice patterns, make connections and explain their mathematical thinking.

Regular assessment informs targeted support to ensure all children develop secure number fluency before entering Key Stage One.

Monitoring and Review

The EYFS provision is monitored by senior leaders, the EYFS subject leader, subject leaders and the governing body.
Regular reviews ensure evaluations and development to high-quality provision.

Professional Development

All EYFS staff receive ongoing training, maintain safeguarding and first aid qualifications and engage in professional development.

Policy Review

This policy will be reviewed every 3 years (or sooner if required) and updated in line with statutory guidance.