



Early Years Statement

	December 2025	Next Review Date
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1	December 2019	Approved by the Board of Trustees
Version	Date	Description

Our Vision

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We are determined to ensure all children are ready for their next steps.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

Statutory Framework for the Early Years Foundation Stage, Department for Education, March 2021

The Early Years Stage must provide every child with a feeling of security, being valued and the confidence to explore new learning. It is unique in that it can set the tone for later school life.

The EYFS is based on four overarching principles:

- 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in different ways and at different rates.

This Early Years Policy includes the following:

- Aims and Principles
- Planning and organising the curriculum
- Classroom organisation and resources
- Use of whole school resources
- Induction
- Involving parents
- Language and Literacy Supporting the Reception Child
- Assessment and record keeping
- Monitoring and evaluation

Individual schools **will have their** own policies linked to the Trust’s principles.

Aims and Principles

- EYFS practitioners should ensure that all children feel included, secure and valued.
- To provide a relevant curriculum with tasks that make sense to the children and are both practical and purposeful.
- To provide opportunities for children to engage in activities planned by adults and those that children plan or initiate themselves. Practitioners must consider the individual needs and interests of each child and use this information to plan a challenging and enjoyable experience in all areas of learning and development.
- Practitioners acknowledge the holistic nature of young children's learning and natural links will be made between different areas of the curriculum, with the emphasis on learning through play and the importance of developing speaking and listening skills.
- Practitioners must create a learning environment that develops children's imagination and encourages children to explore and express their ideas and feelings.
- Practitioners must respond to each child emerging needs and interests, guiding development through positive interaction.
- Involve parents and carers.

Planning and organising the curriculum

The curriculum for the Early Years forms the first stage of our Whole School Curriculum. It covers children in the Early Years Stage.

There are seven areas of learning and development that must provide a framework for planning, teaching and assessing in early years' settings. All areas of learning and development are inter-connected.

The three prime areas are:

- Communication and Language – children will be given lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.
- Physical Development – children will be provided with opportunities to be active and interactive; to develop their co-ordination, control and movement. Children will be taught the importance of physical activity and to make healthy choices in relation to food.
- Personal, Social and Emotional Development – help children develop a positive sense of themselves and others; forming positive relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and have confidence in their own abilities.

There are also four specific areas, through which the three prime areas are strengthened and applied:

- Literacy – children will be taught to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials to ignite their interest.

- Mathematics – children will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- Understanding the World – Children will make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive Arts and Design – Children will explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Planning and Organisation

- Planning reflects and responds to the children’s interests, offering experiences in all areas of the curriculum and which carry equal importance to provide a broad and balanced curriculum with opportunities for play and child- initiated activities.
- Planning provides a clear balance between challenging the most able children in some cases to exceed Early Learning Goals whilst recognising that an attempt to implement the more formal work before a child is ready could damage a child’s disposition to learn.
- The organisation of the classroom reflects the importance that is placed on children learning through play and first-hand experience, developing independence and having opportunities to initiate their own activities.
- Individual schools planning and organisation will be specific to site, resources and demographic needs of the community which the school serves

Monitoring and Evaluation

- This will be in line with individual school’s Assessment, Self-evaluation policies and any other associated documents