Crown Meadow First School and Nursery

Early Years Policy

This policy is reviewed periodically by the governing body and SLT and was

Last reviewed on Date: September 2026

Next review Date: September 2027

Headteacher: Hilary Allan Signature

Chair of Governors: Tess Davis Signature

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Vision Statement

At Crown Meadow First School and Nursery, we believe that each child is unique, learning in different ways and at different rates. All areas of learning and development are equally important. Through high expectations, we strive to equip children with a love of learning and a natural curiosity, where everyone is respected and valued. We encourage children to be inquisitive explorers who are keen to appreciate and love the natural world around them. We aim to provide a safe, happy and fun environment in which children are taught to be independent and to respect their environment and one another to become the best version of themselves.

Our Principles

At Crown Meadow First School and Nursery we strive to meet every child's individual needs and foster a love of learning that will enable them to have the best possible future life opportunities.

Effective practice in the Early Years is built on these four themes:

1. A **Unique Child**: every child is a competent learner from birth, who can be resilient, capable, confident and self-assured. These commitments focus on development, inclusion, safety and health and wellbeing.
2. **Positive Relationships**: children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. These commitments are focused around respect, partnership with parents, supporting learning and the role of the key person.
3. **Enabling Environments**: the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation, assessment and planning, support for every child, the learning environment, transitions, continuity and multi-agency working.
4. **Learning and Development**: children develop and learn in different ways and at different rates. All areas of learning and development are equally important and inter-connected.

Learning and Development

Learning and development is categorised into three prime areas of learning:

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

And four specific areas of learning:

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

Achievement of these prime and specific area of learning is through characteristics of effective learning:

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

Our EYFS Curriculum

We are a CUSP school and our Early Years curriculum is based on CUSP principles. We aim to provide a rich, stimulating curriculum, which develops learning through play, exploration, practical experiences and discussion. Children are actively encouraged to lead their own learning through structured and free choice activities. We encourage children to work independently and with others. We provide a curriculum, which will enable children to achieve the Early Learning Goals for the EYFS.

Focused small group activities are first introduced gradually and as appropriate within the Nursery provision.

Units of work are planned using key texts. Activities are planned in the seven areas of learning to meet learning objectives based around these quality texta. Pupils have input at the planning stage of each topic. Long term planning is based on the EYFS and whole school policies and guidelines. These plans are used as a basis for detailed medium and short term planning. Daily planning enables staff to identify focused learning objectives, provides adapted activities, and detailed assessment opportunities. Planning takes into account children with individual needs in line with our school SEND Policy. Phonics is taught daily and we follows the ELS program. Number and number patters are taught across the week following a Mastering Number approach with an emphasis on the development of number sense.

***Planning is subject to change according to children's interests.**

Learning takes place in an environment which:

a) is challenging and stimulating

b) is happy, caring and welcoming

c) is organised

d) is well resourced

e) makes learning accessible to all

f) provides equal opportunities

g) is language rich

h) gives the children confidence to explore and be independent

The learning environment is further enhanced through objects, prompts and quality interactions. The children also benefit for using our extended outdoor area which facilitates the children's learning through play and promotes curious minds and independence. We also have access to weekly forest school lessons which further enhances our love of the outdoors.

SEND Policy

We identify any special educational needs the children may have at the earliest possible stage in order for the appropriate provision to be made and support given where needed in line with the SEND policy. Where necessary, children receive support from outside agencies. Children displaying exceptional ability will also be identified and their needs met. Please take a look at the SEND section of our school website where you will find detailed information about the provision we offer for every child.

Assessment, Recording and Reporting

On-going formative assessment is at the heart of our effective early years practice.

Children are assessed in all seven areas of learning and we use this information to ensure that the environment and future planning reflects identified needs. Assessments in EYFS takes the form of long, short and photographic observations and involves the teacher and other adults as appropriate. Practitioners in the EYFS capture evidence of learning using pupils' inidividual portfolios both in hard copy and utilising Class Dojo.

We ensure our end of EYFS assessments are reliable through: -

- Our knowledge of the child gained through observations and interaction
- Moderation across the EYFS and school team.
- Moderation with other cluster schools and LA.

- Our assessments ensure a range of contributions e.g. parents, outside agencies and other relevant adults and children.

Parents and Carers are invited to attend two formal Parent Evening appointments in the Autumn and Spring Terms each year. At the end of the Summer Term parents are given a written report on their child's progress during their year in Reception and Nursery. More informally, we meet parents throughout the school year as and when necessary to discuss their child's individual needs.

Transition to Crown Meadow First School and Nursery

Planning for a smooth and thorough transition starts well in advance of the children starting school. We have developed excellent links with our feeder nurseries and pre-school establishments and value the knowledge they have of the children in their care.

Children are admitted to Reception in the September after their fourth birthday.

To ensure the best possible transition we; -

- Value parent as the first educator of their child
- Visit as many pre-schools and nurseries as possible to meet children in familiar settings.
- Stay and play sessions
- Home visits
- Information meeting for all Parent/Carers
- Induction morning for all children in July
- Meetings/phone call to current providers to discuss children before starting school.
- Use written information sent by nurseries and pre-schools to inform early planning.

Admissions – See School Admissions Policies

Working in Partnership

We understand and value the importance of working in partnership with parents/carers and outside agencies and endeavour to actively maintain these by sharing information, ideas, expertise and knowledge.

- To facilitate this, we offer parents workshops for phonics, mathematics and any other relevant areas of their children's development.
- Talking tasks sent home in the form of story maps.
- Moderate work with our cluster schools' group
- Meet with local nurseries and pre-schools.

The Early Years Team

Our Early Years team consists of experienced teachers and teaching assistants who share a passion for developing enquiring minds and create an environment where they foster a love of learning. Everyone works towards the same goal: to ensure all children achieve to their best of abilities through learning through play and enjoyment.

Additional staff may be employed to meet the specific individual needs of the children.

This policy was completed in: September 2026

It was approved by the Governors in:

Review date: September 2027