



Early Years Policy 2026

Introduction

At Thrussington C of E Primary School, we are committed to providing a nurturing and stimulating environment for our Early Years pupils. This policy outlines our approach to Early Years education and sets the foundation for our pupils' growth, development, and well-being based on the following principles:

- **Holistic Development:** We aim to foster the holistic development of each child, focusing on their emotional, social, physical, and cognitive growth.
- **Inclusive Environment:** We are dedicated to creating an inclusive and diverse learning environment where every child feels valued and respected.
- **Play-Based Learning:** Our curriculum is built upon play-based learning, recognising that play is a fundamental avenue for a child's exploration, creativity, and learning.
- **Partnership with Parents/Guardians:** We believe that parents/guardians are key partners in a child's education and we are committed to open communication and collaboration.
- **Health and Safety:** The health and safety of our pupils are of utmost importance, and we maintain high standards of care and supervision.

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) that applies from September 2021.

3. Curriculum

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The **prime areas** are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 **specific areas**:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

3.1 Planning

Thrussington C of E Primary School provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.

Staff at Thrussington look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of learning and development. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies where appropriate.

3.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Our outdoor provision mirrors the opportunities available to the children inside the classroom, offering a mix of adult-led and child-initiated learning.

4. Assessment

At Thrussington, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

5. Working with parents

Key to ensuring high quality Early Years experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At Thrussington, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings that the children of Thrussington attend.

At Thrussington we also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents regularly to discuss their child's progress
- Inviting parents in to share their child's Learning Journal and see a range of work
- Regular updates through the use of Twitter

- Encouraging parents to make use of the home/school communication book which is looked at daily by an EYFS staff member
- Visiting all children at their nursery/pre-school before they start school.
- Home phone calls with parents before their child starts school.
- New parent meeting before children start school.
- Inviting parents into the school to share their specialised skills

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

7. Safeguarding and welfare procedures

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our [safeguarding policy](#).

8. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Lead every two years. At every review, the policy will be shared with the governing board.

Conclusion

At Thrussington C of E Primary School, our Early Years policy reflects our commitment to providing a safe, nurturing and engaging environment where young children can thrive and lay the foundation for a lifelong love of learning. We strive to create a warm and inclusive atmosphere where each child can embark on their educational journey with confidence and enthusiasm.