

Cooper Perry Primary School



Early Years Policy

1. Introduction

At Cooper Perry Primary School, we aim to provide a safe, stimulating, and nurturing environment for all children in our Early Years setting. We recognise that the early years are critical for children's development and learning. Our curriculum and practice are underpinned by the Early Years Foundation Stage (EYFS) Framework and reflect the values of the school community.

2. Aims

Our Early Years provision aims to:

- Provide a welcoming, safe, and inclusive environment where every child is valued and respected.
- Support children's personal, social, emotional, physical, and cognitive development.
- Encourage curiosity, creativity, and a love of learning.
- Develop strong partnerships with parents, carers, and the wider community.
- Ensure smooth transitions into Key Stage 1.
- Support children to achieve the Early Learning Goals and reach their full potential.

3. Early Years Curriculum

Our curriculum is based on the EYFS Framework, which covers seven areas of learning and development:

Prime Areas:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)

Specific Areas:

- Literacy
- Mathematics
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

Implementation:

- Learning is planned through a balance of adult-led and child-initiated activities.
- Indoor and outdoor provision is linked and accessible at all times. The nursery and reception classes have their own outdoor classroom.
- Activities are differentiated to meet the needs and interests of all children.
- Continuous assessment and observation inform planning and next steps.

4. Teaching and Learning

- We provide a play-based, stimulating environment that encourages exploration and discovery.
- Adults act as facilitators, guiding children's learning through observation, interaction, and questioning.
- Learning opportunities are often cross-curricular, reflecting real-life contexts.
- Early literacy and numeracy skills are taught daily through whole class teaching and embedded through play and daily routines. We use Little Wandle Foundations and Little Wandle for Letters and Sounds Revised to teach phonological and phonemic awareness. We use White Rose Maths to teach foundational early number and numerical patterns.

5. Inclusion and Equal Opportunities

- All children, regardless of ability, background, or additional needs, are supported to thrive.
- We value diversity and aim to promote equality, ensuring every child feels a sense of belonging.
- Additional support is provided where necessary, and interventions are put in place early. We follow the SEND code of conduct and the SEND Policy. The APDR cycle is followed for children who need it.

6. Assessment and Record Keeping

- Baseline assessments are completed on entry to Nursery and Reception and the Reception Baseline Assessment (RBA) is completed within the first 6 weeks of children starting the Reception year.
- Ongoing observations and assessments inform teaching and support individual learning journeys. These are documented through the children's individual learning portfolios on Class Dojo.
- Summative assessments are carried out at the end of Reception to measure attainment against the Early Learning Goals.
- Records are shared with parents/carers regularly through reports, meetings, and parents evenings.

7. Safeguarding and Wellbeing

The safeguarding and welfare of all children is paramount. We are committed to safeguarding every child in our care. Our policy aligns with the revised EYFS framework (effective 1 September 2025) and local safeguarding procedures. We implement these changes in the following ways:

Designated Safeguarding Lead (DSL)

In line with the 2025 EYFS reforms, the term "Lead Practitioner" has been replaced with "Designated Safeguarding Lead (DSL)". At Cooper Perry, the **DSL is Headteacher Clair Callow**, who has overall responsibility for safeguarding and child protection, including liaising with external agencies. She is supported by **Harriett Fletcher (Deputy Head)**, who serves as **Deputy Designated Safeguarding Lead (DDSL)**, and **Vicky Batten (EYFS Lead)**, who acts as **DDSL specifically for the Early Years provision**.

Safer Recruitment

- References must be obtained before employment.
- Robust suitability checks for all staff, including volunteers and students.
- Induction and supervision procedures ensure ongoing suitability.

Training

- All staff receive regular safeguarding training (at least every two years).
- DSL and DDSLs receive additional, role-specific training.
- Our Safeguarding Policy outlines how training is applied and monitored.

Child Absence

- Absences are followed up promptly.
- At least three emergency contact numbers are held per child.

Whistle-blowing

- Clear procedures are in place for staff to raise concerns (see Whistle Blowing Policy).
- There is a culture of openness and safety is promoted.

Health & Safety

- Safer eating practices and toileting privacy are reinforced.
- Paediatric First Aid (PFA) training is required for all staff counted in ratios. This is renewed every 3 years.

Recording & Reporting

- All concerns are documented and passed to the DSL (Clair Callow) through 'My Concern'.
- Confidentiality and appropriate information-sharing is maintained.

8. Partnership with Parents and Carers

- Parents and carers are recognised as the child's first educators.
- We provide opportunities for parental involvement through workshops, stay-and-play sessions, parents evenings and regular communication.

- Parent contributions and feedback are valued and inform our practice.

9. Transitions

- We support smooth transitions between Nursery and Reception, and from Reception to Key Stage 1.
- Transition activities include visits, sharing of records, and communication with receiving teachers.
- Children's emotional and social readiness is considered alongside academic progress.

10. Health and Safety

- Risk Assessments are in place for the indoor and outdoor learning spaces and daily risk assessments ensure the environment is safe and suitable for all children.
- Hygiene, nutrition, and physical activity are promoted as part of a healthy lifestyle.
- Accidents and incidents are recorded in line with the school's accident and first aid policies.

11. Monitoring and Evaluation

- The EYFS Leader, in collaboration with senior leadership, monitors the quality of provision and outcomes.
- Regular observations, learning walks, and supervision meetings support continuous improvement.
- Feedback from children, parents, and staff informs policy review and development when required.

This policy will be reviewed annually to ensure it remains up-to-date and reflects current EYFS guidance and school priorities.

Review Date:

Signed: