



Langrish Primary School: Early Years Policy

AMBITION BELONGING CURIOSITY

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential.

(‘The Statutory Framework for the Early Years Foundation Stage.’ DfE September 2025).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. All children join Langrish School at the beginning of the school year on the academic school year they turn five years old. Our PAN is 30.

The Statutory Framework for the EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Our Values

At Langrish School, our vision is to empower every child to take ownership of their learning and ensure each individual leaves Langrish with the skills, awareness and confidence to adapt to a rapidly changing world. Langrish pupils are highly motivated, independent learners who embrace challenges with resilience and enthusiasm. As part of our rights respecting, nurturing community, children develop into happy, confident individuals who have a love of learning that lasts a lifetime. This starts with our children in the EYFS. Our school values of ambition, belonging and curiosity thread throughout our practice, driving our curriculum planning, relationships and approach to teaching and learning.

A Unique Child

At Langrish School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by their school and home environments. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are introduced to different learning behaviors which are reflected throughout the rest of the school. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. The children are taught how to learn and how to become successful learners.

Inclusion

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Langrish School are treated fairly regardless of their protected characteristics or stage of learning. We do not group children based on notions of fixed ability. We teach the children

Updated November 2025

that practice and effort lead to learning and improvement. Teachers plan low threshold, high ceiling tasks which enable all children to access the learning and to achieve as highly as possible. In Reception, the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Equality Policy and SEN Statement.

In the EYFS we have realistic but ambitious expectations and meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- reflect on our learning daily to share achievements and to further next steps
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary
- encouraging children to be independent and responsive to their physical needs, developing daily life skills through a rolling snack

It is vital that all children in the school are safe. Through PSED, we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards both in the real and virtual world. All areas of the Early Years classroom and outside areas are changeable, adapted and risk assessed regularly.

Positive Relationships

At Langrish School, we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise the important role parents play in educating the children. We do this by:

- talking to parents about their child before their child starts school;
- inviting the children to spend time with their teacher in the classroom before starting school
- inviting all parents to an induction meeting during the term before their child starts school
- encouraging parents to attend open classrooms, Meet the Teacher meetings and formal parents meetings in the first two terms to discuss progress
- providing a written report at the end of each school year

Updated November 2025

- encouraging parents to contribute observations for learning journeys through proud clouds and shared linked learning
- sharing our approach to learning through Meet the Teacher meetings
- sharing our weekly learning on our class web page, our learning journey board and floor books

We have good links with the local feeder nurseries and phone calls or visits are undertaken by the EYFS teacher to meet with staff to discuss new intake children. Home visits also take place every September.

Every member of the EYFS classroom is paediatric first aid trained. There is a first aid box accessible at all times and accidents are recorded in a first aid box. Key members of the lunch team are paediatric first aid trained and are with the EYFS children during lunchtimes to ensure safety and good routines when eating.

All staff receive annual safeguarding and Prevent updates from the DSL. Staff attend relevant training from county and Headteacher briefing updates led by Hampshire County Early Years Team.

Enabling Environments

At Langrish School we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child-initiated activities reflecting the topic, where they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. This includes a rolling snack bar where children can access water, milk and a variety of nutritious foods. A daily visual timetable is provided to ensure all pupils are aware of the routine for the day and the areas to be accessed.

Observation, Assessment and Planning

Planning within Reception is written weekly based upon children's interests and seasonal topics. A weekly focus is based on the learning objectives linked to the EY curriculum and shared with all staff. First hand experiences are provided with opportunities for challenges appropriate to the development of the children.

In the EYFS, assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded in a variety of forms on the Learning Journey wall, floor books, the schools website class page and the children's written work.

Daily conversations take place with the class teacher and staff within the EY classroom. Furthermore, transitional conversations take place monthly with the Y1 teacher and then more fluently nearer transition times.

Termly judgments are moderated in Pupil Profile meetings with a member of the SLT.

Assessment

Assessment is purposeful and used to inform teaching. We follow:

- Reception Baseline Assessment (RBA) – within first 6 weeks

- EYFS Profile – completed at the end of Reception

In line with EYFS guidance, no excessive data tracking or written evidence is required, However, we work closely with the EYFS 'Development Matters' document and the NECTEM for maths to ensure progression, curriculum coverage and to identify the children's next steps. We work closely with parents to share progress and next steps. This can be through our class webpage, home learning, reading records, phone calls home or face to face meetings.

The Areas of Learning and Development

At Langrish School we recognise that children learn and develop in different ways and at different rates. All areas of learning and development are treated equally, and it is understood that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning.

The EYFS is made up of seven areas of learning:

Prime Areas

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

Specific Areas

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

These areas are delivered throughout each topic and linked closely together. All areas are delivered through planned, purposeful play and a mix of adult led and child-initiated activities. Planning opportunities also reflect the different ways that children learn. This is through the Characteristics of Effective Learning where we prioritise how children learn over what they are learning.

The Characteristics of Effective Learning are:

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

The reception class has its own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together. Learning also regularly takes place on the playground area and in the copse, through weekly Forest School sessions.

Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children, fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practise and build up ideas learning how to control themselves and understand the need for rules. They have the opportunities to think creatively alongside other children as well as on their own.

Nutrition and Mealtimes

We adhere to the DfE Nutrition Guidance for Early Years Providers (April 2025).

We provide:

- healthy, balanced meals and snacks
- menus based on four food groups: starchy carbs, fruits/vegetables, proteins, and dairy
- portion sizes appropriate to age and activity level
- safe food preparation practices and allergy management
- opportunities to model and teach healthy choices
- children to apply their skills daily during a rolling snack with a variety of nutritious foods given
- children are able to chop, cut, slice, spread what they eat using a child safe knife under adult supervision