



Early Years Foundation Stage Policy

2025

Within this document, the term Early Years Foundation Stage is used to describe children who are in our Reception class(es).

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
<p>Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.</p>	<p>Children learn to be strong and independent through positive relationships.</p>	<p>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 carers.</p>	<p>Children develop and learn in different ways and at different rates.</p>

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;
Children develop and learn in different ways and at different rates.

Unique Child

Aim

At Ormesby we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS policy '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.'

The following documents should be read in conjunction with this policy: Admissions Policy, Health and Safety Policy, Intimate Care Policy, Equal Opportunities Policy; Behaviour Policy.

Principles into Practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning;

- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support;

- Work in partnership with parents and within the wider context;

- Plan challenging learning experiences, based on the individual child, informed by observation and assessment;

- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult;

- Develop close professional relationships with individual children, as well as allowing all children the access to familiar and consistent adults in the classroom;

- Provide a secure and safe learning environment indoors and out.

Learning and Development

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals in conjunction with the new EYFS Curriculum Framework, which we have implemented as an early adopter school. Whilst each half term features one or more key topics, based on this new curriculum framework, we also plan for children's interests through prepared areas of "linked" and "enhanced" provision, both inside and outside.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

As a team, we write long term and medium term plans using the EYFS Curriculum based on a series of topics each of which offers experiences in all seven areas. These plans are reviewed by the Headteacher. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using Little Wandle Phonics, teaching aspects of Mathematics and Literacy, including shared reading and writing. Funky Fingers is an initiative used across Reception to develop gross and fine motor skills in preparation for writing.

Enabling Environments

The curriculum is delivered using a play-based approach as outlined by the EYFS.

‘Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities’

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children’s play, Early Years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free-flow between inside and out.

Observation and Assessment

As part of our daily practice we observe and assess children’s development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is expected to contribute to the children’s individual online Learning Journeys with significant observations or observations of attainment in adult-led tasks. Learning Journeys are now broadly available online, through a piece of software called Tapestry. Parents have their own individual access to their child’s Learning Journey and can make their own observations, and contribute to those made in school too. In the Autumn and Spring terms, parents are invited to attend a parents evening.

Within the final term of Reception Class at Ormesby, we provide the parent’s with a report based on their child's development against each of the Early Learning Goals and the Characteristics of Effective Learning. The parents are then given the opportunity to discuss these judgements with the teacher in preparation for Year 1.

Safety

Children’s safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children’s safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

All staff within the Infant school is safeguarding trained and a full-time member of staff holds a Paediatric First Aid Certificate.

Please see our separate policies and procedures on Health and Safety, Intimate Care and Whole School Safeguarding and Child Protection.

Inclusion

We value all our children as individuals at Ormesby, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give

the child the support that they need and in doing so, work closely with parents and outside agencies.

Positive Relationships

Parents as Partners and the Wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. New parents are invited to visit school and meet staff as well as information sharing sessions where questions can be asked. Children attend introductory sessions to Reception to develop familiarity with the setting and practitioners. Staff from Reception class spend time in the Pre-School to share familiar times of the day such as snack or story time. They receive a small booklet containing photos and complete an 'All about me' booklet with their parents/carers before starting at Ormesby. The child's Tapestry Learning Journal is started in Reception so the learning journey at Ormesby is shown in greater depth.

In the final term in Reception, the Year 1 teacher will meet with the Reception teachers and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Approved by: _____ Date: _____

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Reviewed by: _____ Date: _____