

## **Early Years Foundation Stage**

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## **1. Intent**

In Outwood primary academy schools our ethos is always to put children first in order to raise standards and transform lives. We embrace the opportunity to ensure that all our children, irrespective of their starting point, receive an excellent education. By providing personalised learning within highly stimulating indoor and outdoor learning environments, children develop the essential building blocks needed to flourish and reach their full potential. These secure foundations provide them with the dispositions and attitudes to succeed not only in the early years but throughout their life.

Our aim for all children is to:

- have a happy and enjoyable start to their school life;
- flourish and reach their full potential regardless of their starting point;
- have a wide range of quality learning experiences that build on what they know and can do, foster their independence and enable them to gain the cultural capital they need to succeed in life;
- recognise their own strengths and achievements through experiencing success and developing the ability to work confidently towards personal targets;
- acquire a wide vocabulary and be able to communicate effectively;
- engender a positive sense of self and enable them to show resilience and perseverance in the face of challenge;
- have a secure knowledge of phonics enabling them to become confident and fluent readers;
- build effective relationships through the development of social skills such as cooperation and sharing;
- show an understanding of their own feelings and those of others, and regulate their behaviour accordingly;
- acquire a love of learning.

## **2. Legislation**

This policy is based on requirements set out in the 2023 statutory framework for the Early Years Foundation Stage (EYFS). Available to download at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

## **3. Curriculum Implementation**

### **3i. The learning and development requirements**

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS Statutory Framework states:

Four guiding principles should shape practice in early years settings. These are:

- 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates.

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND). (Statutory framework for the early years' foundation stage – 2023, p.6).

## Seven areas of learning and development

There are seven areas of learning and development that shape educational programmes in early years settings. All areas of learning and development are important and are inter-connected. Three areas are particularly important for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive (Statutory framework for the early years' foundation stage - 2023: 1.3), they support children's learning in all other areas and are known as the prime areas.

Prime Areas of Learning			
Communication and Language	Physical Development	Personal, Social and Emotional Development	
Specific Areas of Learning			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design

## Early Learning Goals

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

C & L - Listening, Attention and Understanding		C & L - Speaking	
PSED - Self-Regulation	PSED - Managing Self	PSED - Building Relationships	
Physical - Gross Motor Skills		Physical - Fine Motor Skills	
Literacy- Comprehension	Literacy- Word Reading	Literacy- Writing	
Maths - Number		Maths - Numerical Patterns	
U the W - Past and Present	U the W - People, Culture and Communities	U the W - The Natural World	
EAD - Creating with Materials		EAD - Being Imaginative and Expressive	

The characteristics of effective teaching and learning.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring – children investigate and experience things, and 'have a go'

- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Statutory framework for the EYFS 2023)

### 3ii. The learning environment

At Outwood Primary Academies our curriculum is rigorously planned to ensure we build on children's prior knowledge and skills and take account of their interests and characteristics of learning. Both the indoor and outdoor environments are planned to entice children to engage in learning experiences that will support their next steps across all areas of learning. Classrooms indoors have a wide range of continuous provision areas, e.g. writing, maths, creative, book corner, role play, construction/small world area.

The planning and organisation for outdoors is equally rigorous as many children choose to learn outside. We offer a wide range of provision areas and provide opportunities for children to work on a larger scale, e.g. children explore the properties of water using large buckets, drainpipe, flexible tubing etc. Children can be more robust and energetic outdoors; learning about the effects of exercise on their body. The outdoors also provides opportunities to explore the weather and seasons first hand.

In order to maximise learning opportunities and provide challenging experiences we organise our provision into 3 layers;

**1, basic provision** which is continuous to enable children to revisit prior explorations, build on prior learning and develop independent skills and confidence.

**2, enriched provision** which is a stimulus added to provision to stimulate interest in the topic/new learning. (see table 1. below).

**3, enhanced provision,** additional resources and experiences which are planned using gaps analysis and enable progress in specific areas to close gaps in learning.

We have a programme of inspiring topics which completely immerse young children in new and exciting learning experiences. As an example, we use topics such as 'How does your garden grow?' where children will learn about plants and minibeasts and what they need to grow and thrive. They learn to communicate their thoughts and ideas by making insect booklets, painting pictures, and making models. They count spiders, listen to stories and sing songs. Learning in early years is such fun and so exciting!

**Table 1 - overview of topics.**

Topics					
Nursery Topics - Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Marvellous me</b> Topic – Geog - Local area - Project – Art - Portraits	<b>Celebrations</b> Topic – History - past/present Project – Art - 3D Clay	<b>Where the wild things are!</b> Topic – Science - looking after pets Project – D & T 3D models (Pet homes)	<b>How does your garden grow?</b> Topic - Science - Animals and plants Project – Art - Flower Garden	<b>Stories from a familiar setting</b> Topic – History - Life stories	<b>Holidays</b> Topic – Geog - different countries
Nursery Topics - Year 2					
<b>Marvellous me</b> Topic – Geog - Local area - Project – Art - Portraits <b>Local links:</b>	<b>Celebrations</b> Topic – History - past/present Project – Art - 3D Clay <b>Local links:</b>	<b>Let's pretend</b> Project – D & T 3D models (castles) <b>Local links:</b>	<b>Down on the farm</b> Topic - Science Animals and plants Project – Art - Farm scene <b>Local links:</b>	<b>Stories around the world</b> Topic – Geog - Different countries <b>Local links:</b>	<b>A Walk in the Woods</b> Topic – Science - Woodland animals <b>Local links:</b>

In the provision areas resources are organised so they are easily accessible and allow children to develop their independence and learn key skills such as sharing, co-operating and looking after equipment.

## EYFS Diploma

In Outwood academies we have high aspirations for all children both academically and personally. Schools consistently promote the extensive personal development of children and go beyond the expected, so that pupils have access to a wide, rich set of experiences that will support life-skills. Each half term there is a focus around a theme and children work towards achieving the diploma by the end of the year. See table below for the diploma themes.

2019-2020	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Be a good British and International citizen	Keep myself and others safe	Protect and respect the environment	Have high aspirations and skills for adult life	Actively contribute to my local community	Lead a healthy lifestyle
						
EYFS	Around the World	Early Road Safety	Wildlife Wonder	Confident Me	The Big Picnic	The Kitchen Garden

## 3iii – Assessment for learning

We have the highest expectations for children's achievement and in order to support their progress and provide challenges practitioners follow a continuous cycle of observation, assessment and planning.

Practitioners observe what children can do and gather information from children, parents and carers to assess the child's stage of development. This information is used to plan experiences that will inspire, challenge and extend the children's learning and development. In planning and guiding children's activities, we reflect on the different ways that children learn (The characteristics of effective learning) and on their interests.

When planning the curriculum we ensure children have access to a wide range of experiences that develop engagement, motivation and critical thinking. Through carefully structured questioning, children's ideas and responses will be challenged so that all children regardless of their starting point make good or better progress.

### **EYFS Baseline assessment (reception)**

The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2.

### **The EYFS Profile (reception)**

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile is completed for each child. The main purpose of the profile assessment at the end of the EYFS is to support a successful transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and year 1 teachers. This should inform year 1 teachers about each child's stage of development and learning needs and help them to plan the year 1 curriculum to meet the needs of all children. The EYFS profile is also used to inform parents about their child's development.

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations. In addition, the EYFS profile provides a national child learning and development data set at the end of the EYFS.

### **3iv. Teaching and learning – the role of the adult**

The role of the adult in EYFS is complex and requires high levels of knowledge and skill. All our staff are trained to enable them to carry out their role effectively and to a high level.

Throughout the day adults' play alongside children modelling how to use the equipment, demonstrating, explaining and questioning in order to guide and extend their learning.

Some activities are teacher led and others are child initiated. This balance enables children to learn with adults and also to learn from their peers. As children grow older, and as their development allows, the balance gradually shifts towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

In our Nursery & Reception classes teacher(s) acts as a 'Key Person' to all children in the class, supported by the Nursery Nurse / Teaching Assistant. They work with parents/carers to ensure children's care and education is tailored to meet their needs.

### **Teaching Reading**

In reception we use a systematic synthetic phonics programme called 'Read, Write Inc.' to enable all children to read effectively. Our aim is to ensure every child develops a love of reading and reaches the expected level by the end of reception. We work in partnership with parents/carers to support children's progress through reading.



## 4. Inclusion

All children will receive quality first teaching on a daily basis and learning experiences will be differentiated to meet the needs of individuals. Where children start to fall behind, interventions will be put in place to help them to 'keep up' with the pace of learning. We also recognise that early intervention is integral for any children who finds some aspects of the school environment tricky to navigate. In order to implement a graduated approach to supporting these children, Teachers and Teaching Assistants will liaise with parents and the Special Educational Needs & Disabilities (SEND) Co-ordinator to determine the appropriate programme of support that will be tailored to their needs. **(For more detail see the Academy's Special Needs Policy).**

For children whose home language is not English, practitioners will provide opportunities for them to develop and use their home language in play and learning, supporting their language development at home. We will provide many opportunities for children to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

## 5. Partnership with parents and carers

We believe that parents/carers are a child's first and most enduring educators and our aim is to work in partnership to ensure parents/carers are fully informed about their child's learning and how we can work together to provide the best support. We have a range of strategies for keeping parents/carers informed of the activities and experiences, the daily routines of the setting, and how they can support learning at home, e.g. new starter leaflet, weekly share, Twitter. We provide lots of opportunities for staff, children and parents to come together, e.g. stay and play, craft days, parent consultations etc. Staff will talk with parents/carers frequently about all the ways in which they can work together to support their child.

### 5.i. Transition

#### Home to nursery

We want the transition from home to school to be a happy, positive experience both for the children and their family. When a child is due to join a nursery they are invited to 'Owlets'. This enables the child and parent to attend 6 fun packed sessions where they can play and learn together, whilst becoming familiar with the nursery setting, their peers and the practitioners. For those that can't attend Owlets we invite them to a new starters meeting during which key information is shared. Each family is given an 'All About Me,' booklet to complete with their child. This gives staff an insight into the 'uniqueness' of each child and is used to help to settle children and build on their interests.

Entry to the nursery is staggered in order to allow staff the time to settle each child and ensure they have a positive start to their school life. Staff will work with parents/carers to meet the needs of their child and provide a smooth transition from home to school.

#### Nursery to reception

By the time the children transition to reception they know the practitioners and are familiar with the environment due to the continuity of provision and environments. Practitioners support the children with the lunchtime routines. Parents are invited to a meeting where information is shared to ensure they are fully informed of what their child will experience in reception.

## **Reception to year 1**

Children attend transition sessions where they get to meet their new teacher and become familiar with the classroom environment. Their new teacher visits them in their environment to begin to form relationships prior to transition.

## **6. Safeguarding and Welfare**

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

(Statutory framework for the early years foundation stage – 2023, 3.1)

Our priority is to ensure children are safe and secure in school. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to the Academy's safeguarding policy. Posters are displayed in school which give details of the Designated Safeguarding Lead (DSL) and the process to follow should you have concerns.

### **6.1. Intimate care**

Intimate care refers to any care which involves staff having to support a child with a personal need such as dressing, toileting and changing underwear following an accident. We encourage parents and carers to ensure that their child is as independent as possible prior to entry to the Lower Foundation Stage.

**A copy of the Intimate Care Policy is available on request.**

## **7. Health and Safety**

We are a healthy school and provide balanced and nutritious school meals. Reception children are provided with the universal infant free school meal. We cater for those children who have special dietary requirements and have systems in place to ensure that all children get the meal of their choice. Children will be provided with a healthy snack of fresh or dried fruit and in nursery they will have a carton of milk. We ask that all children bring a water bottle to keep in the setting during the session. This helps to keep them hydrated, particularly if they enjoy lots of physical exercise. Children are taught about the benefits of regular exercise and keeping themselves clean. We use every opportunity to teach children about respiratory hygiene and general hand washing, e.g. before and after snack. Children are also taught about oral hygiene.

### **7.i. Positive behaviour management**

Our aim is to ensure children settle into nursery and are happy and content. We use positive reinforcement to support their personal and social development. From time to time we understand that children make the wrong choices. If a child displays inappropriate behaviour (makes the wrong choice), they will be supported to reflect on this and take appropriate action. **A copy of the Behaviour Policy is available on request.**

### **7.ii. Medicines**

When medication needs to be administered, a consent form will need to be completed from the main school office. Medication should generally only need to be administered during the school day when the dosage is 4 times per day

however please discuss any concerns relating to your child's needs with the school. A member of staff working in the Foundation stage has Paediatric First Aid training.

### **7.iii. Accident or injury**

A first aid box is accessible at all times with appropriate content for use with children. We keep records of all accidents or injuries and first aid treatment. Parents/carers will be notified on the day, or as soon as reasonably practicable after, and of any first aid treatment given. Children take home an accident slip detailing the injury sustained and the treatment administered.

### **7.iv. Safety**

Safety is our priority. We ensure that the indoor and outdoor spaces are fit for purpose, suitable for activities provided and the children we care for. We have written risk assessments to inform staff practice, and to demonstrate how we manage risks. We ensure that our staffing arrangements meet the needs of all children and ensure safety. Children are always supervised effectively indoors, outdoors and on educational visits by following the guidance on the ratio of children to adults in different situations. We have emergency evacuation procedures in line with whole school policy.