



The Early Years Foundation Stage Policy

This policy has been developed in conjunction with DFE guidance and legislation to ensure that each child has a happy and positive start in our school and that we build a foundation for a love of learning.

1. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Childcare Act 2006](#), [DFE Statutory Framework for the Early Years Foundation Stage](#), [Keeping Children Safe in Education](#), [Working Together to Safeguard Children](#), [The Prevent Duty](#).

This policy is intended to be used in conjunction with the following school policies:

- Behaviour Policy
- Safe Guarding Policy
- SEND Policy
- Admissions Policy
- Medications Policy
- Intimate Care Policy
- First Aid Policy
- Assessment Policy
- Communication Policy
- Equality Policy

2. Aims

Every child deserves the best possible start in life and support in order to reach their full potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years' services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.

2.2 – Four Guiding Principles that shape our practice.

- Every child is supported to reach their full potential. In the Early Years we use Objective Led Planning to help us achieve this.
- 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 and adult interaction.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
- Children develop and learn in different ways and at different rates. In the Early Years we use 2 Simple to track pupil progress and next steps. This enables to support pupil progress as well as their needs.

2.3 - Principles in Practice

In Early Years:

- We provide a balanced curriculum which takes children's different stages of development into account rather than just chronological age.
- We promote inclusion in all we plan and do.
- We understand the importance of working closely with parents.
- We aim for all children to achieve their full potential therefore, we plan challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Each child has a key person who is selected according to the needs of the children. This person will work closely with the child and family to provide the best experiences for the child.
- We strive to always provide a safe and secure learning environment for the children to flourish.

3. Learning and development

- At Holy Family, we recognise that children learn and develop in different ways and different rates.
- Our Early Years curriculum is based on an observation of children's needs, interests and stages of development through play.
- In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.
- As a Communication Friendly, School we strive to ensure that there is an emphasis on Communication throughout our curriculum.
- There are seven areas of learning and development that we focus on in the Early Years. These are split into two sections – prime and specific; however, they are interconnected and all equally important to a child's development.

3.1- The 'prime' areas of learning and development are:

Communication and language

- Listening and attention
- Understanding
- Speaking

Physical development

- Moving and handling
- Health and self-care

Personal, social and emotional development

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

3.2-The 'specific' areas of learning and development are:

Literacy

- Reading
- Writing

Mathematics

- Numbers
- Space, shape and measure

Understanding the world

- People and communities
- The world
- Technology

Expressive arts and design

- Exploring and using media and materials
- Being imaginative

3.3 Provision in The Early Years

- In our school we believe that play is a fundamental aspect of a child's overall development; it is a critical factor in enriching learning and development. Our Early Years (Nursery and Reception) recognises the importance of play within the Early Years Foundation Stage

(EYFS) and incorporates play as a key element of the learning experience. The Early Year's environment is developed using open ended resources. This is purposeful to help develop and inspire the children's creativity and imagination during their play.

- Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.
- All children have access to a balanced range of play with access to both the indoor and outdoor areas for the majority of the day.
- The adults listen to children and aims to meet their needs in an inclusive way.
- The Early Years Team recognises the need for play opportunities to be challenging whilst free from unnecessary hazards.
- The adults review practices and resources to establish how children can best be supported in their play.
- Adults create an environment that fosters opportunities for play.
- Play is used to support and develop our planning to extend children's learning experiences. It is important for us to recognise the diversity and complexity of children's play and use our skills and observations to extend children's learning.
- Our role as practitioners is to enable rather than direct the child in accordance with EYFS recommendations.
- The Early Years Team understand the importance of quality adult interaction.
- The Early Years Team helps and supports parents/carers to understand the value of play in the overall development of children.

3.4 Outdoor learning

- The Early Years Team believes that outdoor learning is essential to children's health, development and well-being.
- Outdoor learning compliments indoor learning and is equally important. Play and learning that flow seamlessly between indoors and outdoors enables children to make the most of resources and materials available to them and develop their ideas without unnecessary interruption. Consequently, it is vital that as an early years setting the Early Years Team maximises the children's opportunities outdoors.
- The outdoor learning environment is planned so that all seven areas of learning specified in the Early Years Foundation Stage can be met through play.
- The Early Years Team aims to use our whole environment as an extension to our indoor classrooms so the children can freely use both indoors and outdoors. Statistics show that children are happiest when outside and thrive in the natural environment.
- Our outdoor areas are fully risk assessed and are checked on a daily basis. Adults follow correct procedures i.e. staff/child ratios, making sure areas are safe and monitoring play
- Observations are made on the children's learning developments whilst playing outside.

3.5 Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children have the opportunity to investigate and experience things. Adults ensure the learning environments supports this.
- Active learning - Children concentrate, keep on trying if they encounter difficulties and enjoy their achievements. Achievements are shared with parents via Class dojo, Twitter and Zoom assemblies.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things. Adults support children to develop their ideas and thinking through careful adult interaction.

4. Inclusion

- We value the diversity of individuals within school and our community.
- We use a range of teaching strategies based on children's learning needs.
- We provide a safe and supportive learning environment in which the contribution of all children is valued.
- All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- The Early Years curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- The Equal Opportunities Policy ensures that the needs of all children are met.
- The school Special Educational Needs and Disabilities Policy (SEND) ensures all children receive the support they need and are given the best learning experience possible.
- Children who have been identified with SEND will be monitored by the Early Years lead in guidance with the schools SENDCO.

5. Assessment

- Assessment plays an essential part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.
- Parents will be kept up to date with their children's progress and development through parent conferences in the Autumn and Spring term and a final written report.
- The Early Years Lead will monitor pupil progress pupils.
- Adults will observe children to understand their level of achievement, interests and learning style.
- Observations will inform planning, objective led planning and next steps.
- Assessments are moderated through moderation meetings held by the Local Authority.
- In Reception, the Early Years Profile will be completed for each child. This will be moderated by the Early Years Lead and the Senior Leadership Team. Parents will be informed of their child's Profile.

6. Safe Guarding

- The Early Years Team will follow the Whole School Safeguarding Policy.
- The Early Years Team will follow procedures as laid down by the Oldham Safeguarding Children Partnership (OSCP)
- All staff will undertake any safeguarding training required by school.

7. Health and Safety

- The Early Years Team will follow the Whole School Health and Safety Policy.

8. Staffing

- The Head Teacher will ensure that the adults working in the Foundation Stage have the required qualification.
- The Head Teacher will ensure staff: pupil ratios are observed.

9. Data

- Observation are collected by staff and recorded on 2simple.
- Assessment are recorded on the school tracking system (O'Track).
- All data is stored in line with the school Data Protection Policy.

10. Parental Involvement

- We recognise that parents are children's first and most enduring educators and we value the contribution they make.
- We recognise the role that parents have played, and their future role, in educating children.
- We firmly believe that the Early Years cannot function without a strong, positive relationship with parents.
- Parents are invited to termly Parent Conferences; however, we have an open-door policy where parents are welcome to talk to staff after before school or after school if a longer period of time is needed.
- Parents events are organised to include parents in their child's learning such as music sessions and craft sessions as well as celebrations such as class assemblies.
- Parents are able to see examples of their child's work through posts on the class Twitter page and Class Dojo.

