



Olga Primary School

Early Years Foundation Stage Policy

Policy Date: July 2025
Review Date: July 2027

Introduction

This Policy aims to ensure:

That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through School and life.

Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.

A close working partnership between Staff and Parents and/or Carers

Every child is included and supported through equality of opportunity and anti-discriminatory practice.

1. Article 29 & 31 - UN Rights Of The Child

Article 29: Your education should develop your personality, talents and abilities to the full.

Article 31: You have the right to play and rest.

2. Legislation

Our Policy is based on requirements set out in the [Statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from July 2023](#).

3. Structure Of The EYFS

“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. A secure, safe and happy childhood is important in its own right. Good Parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

(Department for Education, Statutory Framework for the Early Years Foundation Stage 2021, p5)

The EYFS is based upon Four principles:

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments with teaching and support from adults**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and Parents and/or Carers.
4. Children **learn and develop** in different ways and 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.

A Unique Child

At Olga Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, to support the children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the School and do not discriminate against children because of 'differences'. All children at Olga Primary School are treated fairly regardless of race, religion or abilities. At the core of our curriculum, we teach children to value and respect differences. All children and their families are valued within our School.

In our School we believe that all our children matter. We give our children every opportunity to achieve their best by having realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are high achievers, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We 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, perseverance and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Using resources which reflect all of the children's backgrounds.
- Providing open ended resources and planning challenging activities for children whose knowledge and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.
- Valuing Parents viewpoints and knowledge to ensure learning from both home and School is incorporated into our challenge for the children.

It is important to us that all children in the School are safe. We aim to educate children on boundaries, rules and limits and to help them understand why those boundaries exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children. (See Safeguarding Policy)

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.” (EYFS 2021)

At Olga Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. In order to do this we:

- Promote the welfare of children.
- Promote good health, including oral health, preventing the spread of infection and taking appropriate action when children are ill.
- Provide the children with a healthy and balanced diet to support their development and learning.
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Olga Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

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 the children. We do this through:

- Talking to Parents about their child before their child starts in our School.
- Offering to visit all children in their home setting prior to their starting School.
- Providing the opportunity for children to spend time with their teacher before starting School during ‘Come and Join in’ afternoons and Transfer morning.
- Inviting all Parents to an induction meeting during the term before their child starts School.
- Offering Parents regular opportunities to talk about their child’s progress in our Reception class and allowing free access to the children’s ‘Learning Diary’ booklets.

- Encouraging Parents to talk to the child's teacher if there are any concerns. There is a formal meeting for Parents each term at which the teacher and the Parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each School year.
- Using weekly newsletters so that potential opportunities for learning outside of School are suggested and shared.
- Arranging a range of activities throughout the year that encourage collaboration between child, School and Parents: Share days, Learning Together Mornings, Sports Day etc.
- Sending home 'Learning Diaries' and providing space in the children's 'Learning Diary' booklets for Parent to leave comments relating to the children's achievements.

All Staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Olga Primary School Parents are informed of their child's 'Key Person', this information can be found in each child's Learning Diary.

Enabling environments with Teaching and Support from Adults

At Olga Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning before planning challenging but achievable activities and experiences to extend the children's learning.

Classroom Environment

Our Early Years classrooms have defined areas with clearly labelled resources to ensure children can access them easily. Each classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. A variety of activities are planned for and set up in the different areas each day based on the children's interests.

Outdoor Environment

"Outdoor learning makes a major contribution to children's development. Young children will be missing out on important learning opportunities if quality outdoor provision is not available to them regularly." The Great Outdoors, Margaret Edgington

At Olga Primary School we recognise the importance of outside play and we aim to create an outdoor area which is stimulating, exciting, takes account of the children's interests and is used throughout the year as a learning environment.

We will:

- Use the outdoor space as a natural resource for learning.
- Include the outdoor area when planning for continuous provision.
- Include children when planning for learning outdoors.
- Provide the opportunity for children to access the outdoor area on a daily basis.
- Ensure that the outdoor area offers children the opportunity to investigate and explore, problem solve, use their imagination and creativity.

- Ensure the outdoors offers children the opportunity to develop their gross motor skills.
- Encourage the children to respect the outdoor environment and care for living things.
- Give children the opportunity to manage and use the space and freedom afforded by the outdoors.
- Give children the opportunity to work alone or in collaboration with peers or adults.
- Teach the children to use tools safely and appropriately.

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and it is always informed by observations we have made of the children. This allows us to understand and consider their current interests, development and learning needs. All Staff who work in the Foundation Stage are involved in this process. The planning within the EYFS is based around the children's interests, where Parents feedback is valued and incorporated into this planning. These plans are used by the EYFS team as a guide for weekly planning. However, we may alter these in response to the needs of the children and this will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of short observations and learning stories, this involves the teacher and other adults as appropriate. These observations are recorded in children's individual 'Learning Diary' booklets. They also contain information provided by Parents. At Olga Primary School, we also use Otrack to assess each child's progress each half term. Within the final term of the EYFS, we provide a written summary to Parents, reporting their progress against the Early Learning Goals and the Characteristics of Effective Learning. Parents have an opportunity to discuss these judgements with the EYFS teacher.

Within the first 6 weeks that a child starts reception, Staff will administer the Reception Baseline Assessment (RBA).

Learn and Develop

At Olga Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Our early years follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The prime areas are:

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

The specific areas are:

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS. In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. In addition to seven areas of learning and development the EYFS also includes the characteristics of effective teaching and learning. The Nursery and Reception teachers plan activities within the Nursery and Reception classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The Three characteristics are:

1. Playing and Exploring - Children investigate and experience things, and 'have a go'.
2. Active Learning - Children concentrate and keep on trying if they encounter difficulties. They enjoy their achievements.
3. Creating and Thinking Critically - Children have and develop their own ideas and make links between different ideas or experiences.

At Olga Primary School we have created 6 different dinosaurs to represent these characteristics in a child friendly approach.

Roles and Responsibilities

Within the Early Years Foundation Stage "adults play a crucial role in stimulating and supporting children to reach beyond their current limits." (The National Strategies, Early Years 2009 p22) The adults role is to inspire children in their learning and support their development. Within the Nursery and Reception Class this adult maybe the class teacher, nursery nurse or teaching assistant. All members of Staff within the Early Years Foundation Stage will contribute to formative assessment through observations. The class teacher is responsible for summative assessment each term. Whole class sessions will be led by either the class teacher or nursery nurse with support from the teaching assistant where necessary for a small group or individual children.

Play

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

Learning through play is an important part of our Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise

and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

We facilitate productive play by:

- Focusing on the process (rather than the goal) of play.
- Asking exploratory questions that help extend the child's play.
- Elaborate and build upon children's play or interests.
- Ensuring that the environment offers new and varied materials.
- Helping children to learn negotiation skills with other children and adults.
- Encouraging them to think about alternative solutions to problems they face.
- Providing open-ended materials for play.
- Encouraging children's innate sense of curiosity.

Transition

We want our children to experience a smooth educational and emotional transition from one phase to the next. This will ensure that children make the best all round progress.

We will:

- Ensure Year One teachers spend some designated time in Reception, observing children in their familiar environment and observing practice.
- Ensure time is planned for meetings between Reception and Year One for teachers to discuss on going assessment and Profile information.
- Ensure Reception, Year One teachers and the Assessment coordinator agree together what needs to be handed on at the end of the year.
- Reception children are given a Year One buddy during the Summer term. Reception visit Year One regularly during the second half of the Summer term.
- Arrangements are made for passing on information to Parents about the transition to Year One.
- Reception Parents are invited to meet the Year One teacher/support Staff (where practicable) and explore the Year One environment.
- Reception teachers are given designated time to observe teaching practice in Year One.

The Nursery transition to Reception is supported through regular visits to the Reception classrooms and opportunities to meet the Reception team. There are additional home visits for children transitioning to Reception and a post card is sent to all children during the summer to welcome them to Reception.

To ensure an appropriate environment is created we will:

- Ensure the Year One classroom has areas of continuous provision to support and extend children's independence skills.
- Provide all Staff with training on how to provide a high-quality learning environment.

- Ensure Year One Staff have visited Reception to see how areas of provision provide support and challenge for children's current learning so that they can ensure future progress in the way they plan and organise their provision.

The Early Years Foundation Stage covers Nursery and Reception.

In Reception children are Full Time School hours are between 9:00-3:20pm

In Nursery children are either Part Time or Full Time.

Full Time	Part Time (Start of the Week)	Part Time (End of the Week)
Monday-Friday 9:00-3:20	Monday 9:00-3:20 Tuesday 9:00-3:20 Wednesday 9:00-11:30	Wednesday 12:30-3:20 Thursday 9:00-3:20 Friday 9:00-3:20

For children entitled to 15 hours there is the option to pay a 'top-up' to full time. Please see the Charging & Remissions Policy on the School website for further information.