



مدرسة أوك تري الابتدائية
Oaktree Primary School

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

2025-26

Principal: Oaktree Primary School

Introduction

At OPS we believe that our school's purpose is to provide the best opportunities for, and experiences of education, for all children. We do this through providing an education rooted of empowerment for all.

The statutory framework for the Early Years Foundation Stage shares:

"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. 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" (Statutory Framework for the Early Years Foundation Stage, DFE, 2021).

We believe to be an effective School providing high-quality Early Years experiences creates an effective foundation on which children can build the rest of their lives.

At Oaktree Primary we greatly value the important role that the Early Years Foundation Stage plays in laying secure foundations for future learning and development, however we also believe early childhood is valid, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

All children begin school with a variety of experiences and learning. The vast majority of children entering FS2(Reception) will have attended FS1(Nursery). It is the privilege of the staff in Nursery and Reception to take on the task of building upon the children's previous experiences. This is done through a holistic approach to learning, ensuring that parents/carers, and all staff work effectively together to support children's learning and development.

Intent

The intention of our Early Years curriculum is to teach key knowledge which will help to develop fundamental skills across the seven areas of learning and beyond.

We want to give each child a positive and meaningful start to their school life, in which to develop independent and fearless lifelong learners.

We demonstrate this through rich and stimulating play, following the EYFS Framework and guidance from Birth to Five Matters and Development Matters as a supporting document.

Vision

To give each child a positive and meaningful start to their school life, we endeavour to support our children in establishing solid foundations on which to develop into independent and fearless lifelong learners. For us, Early Years is the building blocks to which children can thrive, succeed, and gain a love of learning. We encourage our children to gain independence, build relationships, recognise when and how they let their lights shine and work towards personal goals.

Aims of the EYFS

It is every child's right to grow up safe, healthy, and ready to face the challenges ahead. We aim to provide a broad and balanced curriculum, which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We aim to:

- To provide a safe, challenging, stimulating, secure and enabling environment where children feel happy and have the confidence to develop relationships and experience new learning opportunities.
- To provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond.
- To provide opportunities for children to learn through planned, purposeful play in all areas of learning and development, both indoors and outdoors.
- To use and value what each child can do, assessing their individual needs and helping each child to progress and achieve their full potential.
- Enable choice, decision-making and problem solving, fostering independence and self-confidence;
- Work in partnership with parents/carers and value their contributions;
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.

Learning and Development in EYFS

The EYFS learning and development requirements comprise:

- The seven areas of learning and development and the educational programmes;
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year
- The assessment requirements (when and how the practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers).

There are seven areas of learning and development. They are split into prime and specific areas. The three **prime areas** of learning and development are:

Personal, Social and Emotional Development

Children will be encouraged to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how

to manage their feelings; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Communication and Language

Children will be provided opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

Physical development

Children will be provided with opportunities to be active and interactive; and to develop their co-ordination, control and movement. Children will also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

The four **specific areas** of learning and development are:

Literacy

Children will be taught to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

Mathematics

Children will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, space and measures.

Understanding the World

Children will be guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design

Children will be enabled to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Overarching Four Principles

The four guiding principles shape the practice in our EYFS. 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and or/ carer;
- Children **develop and learn** in different ways and at different rates.

Planning in EYFS

- Planning builds on and extends what children already know and can do. Our planning puts the principles of the EYFS into practice and is always informed by observations we have made of the children to understand and consider their current interests, development, and learning. All EYFS staff are committed to working together and are involved in this process.
- EYFS staff consider the individual needs, interests and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. EYFS Staff working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the four specific areas. The three prime areas reflect the key skills and capabilities all children need to develop and learn effectively and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the prime areas.
- Throughout the early years, if a child's progress in any prime area gives cause for concern, SLT members discuss this with the child's parents and/or carers and, where appropriate, make an inclusion referral.
- Each area of learning and development is implemented through planned purposeful play and a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play, which is guided by adults. Family Group Key Workers respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

Assessment, recording and monitoring.

- Assessment plays an important part in helping parents, carers and key workers to recognise children's progress, understand their needs and to plan activities and support.
- We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All staff who interact with the child contribute to the assessment process.

Formative assessment

- This form of assessment is an integral part of the learning and development process. EYFS staff observe children to understand their stage of development, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.
- Formative assessment may take the form of formal observations, informal observations, other focused assessments e.g. sound/number, annotated examples of work, photographs and information from parents/carers. Each child has an individual Learning Journal in which this evidence is recorded.
- Next steps in learning are identified. Parents and/or carers are kept up to date with their child's progress and development through daily contact with EYFS staff and regular meetings. HOD address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Summative assessment

- When children start in Reception, they must undertake the 'Reception Baseline Assessment'. This will provide an opportunity for your child to have valuable one-to-one time with their teacher at an early stage, so the teacher can get to know your child better. It will provide a helpful snapshot of where your child is when they enter reception, so they can be supported in the most appropriate way.
- The EYFS Profile is used to summarise all of the assessment undertaken and makes statements about the child's achievements in the seven areas of learning at the end of the reception year. The profile provides parents/carers, and HOD with a summative assessment of a child's attainment against expected levels. Each child's level of development must be assessed against the early learning goals. EYFS staff must indicate whether children are meeting expected levels of development or are not yet reaching expected levels (emerging).

Books and Marking in EYFS

- Every child in FS2 (Reception) has a Math's and Literacy book that showcase the child's learning throughout the academic year. Use of Seesaw application is there to support home learning and marking of student work. A lot of the activities that are planned for children in the EYFS are very practical or done on a much larger scale than an A4 exercise book and therefore will not be recorded in books.
- The Learning objective for formal activities in books will relate to the 'Age Related Development Bands'. The practitioner will either write a comment in the child's book reflecting on the child's understanding of the work they have completed and if it's relevant the child's next steps or they will verbally tell the child how they did.

Monitoring teaching and Learning

Monitoring teaching and learning is carried out in accordance with school policy. This includes observations of teaching and learning, learning walks and learning journal scrutiny. The Senior Leadership Team carries out monitoring.

The importance of Play

Play underpins the delivery of the EYFS and staff within the Nursery and Reception provide well planned experiences based on the children's spontaneous play, both indoors and outdoors.

"Children through play are unraveling the world at their own pace, savouring new experiences as they unfold, reconstructing and revising them. Essentially the child is in control. This active exploration, this involvement, and the sense of ownership of the activity and experience enables the child to feel sustained and satisfied." Heaslip(1994)

At OPS we do not make a distinction between work and play in the Early Years. We support children's learning through planned play activities and decide when child initiated or adult-led/guided play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves. Children are given the opportunity to explore and discover within a safe and supportive environment.

Play underpins the delivery of the EYFS curriculum. Through play our children explore and develop learning experiences, which help them make sense of the world. The children 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. It provides the mechanism for the children to gain mastery over their world and is an important medium through which skills are developed and practiced. Play is essential for physical, emotional, and spiritual growth, intellectual and educational development and acquisition of social and behavioural skills.

Play can be children working alone, with other children or working with adults engaged in a wide range of activities from all areas of the Foundation Stage curriculum. Play is about learning through being active.

Through play children develop intellectually, creatively, physically, socially and emotionally. It gives children the opportunity to take risks and make mistakes.

The Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident and are challenged to develop in independence.

Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. Here are some of the zones we have in each indoor space:

- Construction
- Small World
- Role-Play
- Reading
- Mark-making/Writing
- Maths
- Creative

Here are some examples of the zones we have in our outdoor spaces:

- Sand area
- Water play
- Planting
- Construction area
- Gross motor – climbing equipment.

Transition

We aim to ensure that the children experience a smooth and positive transition as they move from FS1 to FS2 and FS2 to Year 1.

The aim is for all staff to have: -

- A shared understanding of what the principles of the EYFS look like in effective practice.
- Understand and value the EYFS.
- Promote best practice for transition by considering the transition experience of the children and effective transfer of information, including the EYFSP and characteristics of effective learning.
- Use information about children to plan a relevant curriculum.

To support this we provide opportunities for staff to:-

- Observe the children in their current groups
- Discuss each child's individual needs
- Hold induction stay and play sessions for new children and their parents
- Have regular slots in the curriculum where children visit their new class

Working in partnership with Parents and Carers

We recognise that parents/carers are the child's first and most enduring educators. When parents/carers and staff work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge, and expertise.

We aim to develop this by:

- Holding a stay and play session for new children before they start school.
- Providing termly parent workshop/drop-in sessions to provide parents with a chance to support their child within school.
- Holding regular parent meetings to provide information discussing progress, celebrating success, and sharing individual targets.
- Keeping Class Seesaw up to date with relevant information
- Using online observations and assessment profiling (Evidence Me)
- Providing an annual written report to parents to celebrate their child's successes.

Equal Opportunities

- At OPS we aim to provide all students, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Staffs, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.
- Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Individual Teaching Plans identify targets in specific areas of learning for those children who require additional support, in line with the school's Inclusion Policy.
- The school's Inclusion HOD is responsible for providing additional information and advice to key workers and parents/carers, and for arranging external intervention and support where necessary. For further information see the school's Inclusion Policy.

Safeguarding and Welfare requirements

- At OPS we take the necessary steps to safeguard and promote the welfare of children. We follow the Child protection/safeguarding policy of the school and staff are fully trained and aware of procedures in this area.
- Risk assessments for the indoor and outdoor environments and particular activities are carried out on a regular basis. All staff are involved in this process. Additional risk assessments for the section are carried out by the operations team.

- Mobile phones are never used to take photographs of children, staff have school equipment, and this is used. Once the photographs are uploaded, they are removed from the camera. Consent for photographs is obtained from parents/ carers and are stored appropriately.
 - The school web site
 - The school tv screen
 - On display in school
 - Learning journals

Complaints Procedure

If a parent has a concern or complaint school policy will be followed. Any complaints are treated seriously and are investigated. Details are also provided in our Prospectus for parents.

The effectiveness of this policy will be monitored and evaluated by the Governors and SLT and will be reviewed on an annual basis.