



Early Years Foundation Stage Policy

UNCR Relevant to this policy

- 2. The rights of the child apply to every child.
- 3. The best interests of the child must be a top priority in all decisions and actions that affect children.
- 12. Every child has the right to share their views, feelings and wishes in all matters. Views will be considered and taken seriously.
- 13. Every child must be free to express their thoughts and opinions as long as it is within the law.
- 15. Every child has the right to meet with other children and join groups, as long as this does not stop others enjoying their rights.
- 28. Every child has the right to a good education, to be treated with dignity when in school and have the choice of different secondary schools.
- 29. Education must develop every child to be the best that they can be. It must encourage children to respect all people and the world around them.
- 30. Every child has the right to learn and use the language, customs and religion of their family

Policy last reviewed	May 2023
Policy last ratified and adopted	May 2026

Within this document, the term Early Years Foundation Stage is used to describe children who are in Little Rainbows Nursery, the Nursery and Reception classes.

Aim

At Colindale Primary School 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 Statutory Framework of the EYFS (DfE, 2021), '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.'

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

- 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**

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
- Liaise closely with our AHT/Inclusion and SENCo in order to meet the needs of children with SEND
- 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-led and child-initiated, supported by the adult
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out

The EYFS curriculum

Our curriculum is based on the Educational Programmes set out in the EYFS Framework. We assess the children on entry and build on the progress made in their previous setting. The curriculum is broken down into seven areas of learning. All seven areas of learning and development are important and interconnected.

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

- Communication and language
- Personal, social and emotional development
- Physical development

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

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

Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which encourages children to explore, investigate and learn through firsthand experience.

Children are encouraged to become independent learners and take some responsibility for their own lines of enquiry and investigation. The learning environment is divided into a variety of learning areas. Activities are planned for inside and outside; children have the freedom to move between the inside and outside classrooms. We aim to include every child in the activities in our environment regardless of physical disability and can provide ramps and ceiling hoists and slings to help with this.

Planning

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and implement these in our practice. Actions arising from progress data reviews are incorporated into the medium-term planning. These plans inform our short-term weekly planning, alongside our observations, which remain flexible for unplanned circumstances or children's responses.

The curriculum is delivered using a play-based approach as outlined by the Statutory Framework for the EYFS (DfE, 2021), 'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults'.

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. Continuous provision enhancements are based on children's next steps in their learning.

In the Little Rainbows Nursery, activities are planned to predominantly support children's development in the three prime areas of learning. Adults encourage children to develop their vocabulary through interactions at self-chosen activities. Children have opportunities to develop their social skills by participating in small group snack times and turn taking activities.

In the Nursery class, activities are planned to ensure children continue to make progress in the three prime areas of learning. In addition, there are more planned opportunities for children to develop their skills in the four specific areas of learning through small group activities. Children also begin to participate in large group story sessions.

In the Reception classes, planning becomes more structured and there are set times for daily whole class topic, phonics and maths sessions, shared and guided reading and writing.

Observation and Assessment

Information from the parents, previous settings and observations of the children are used to inform baseline assessments which are undertaken during the first few weeks of the autumn term. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

In the Little Rainbows Nursery, when a child is aged two, we will review their progress and provide parents and/or carers with a progress check. The progress check is a written summary of the child's development in the prime areas, which identifies the child's strengths, and any areas where the child might need additional support. If there are significant emerging concerns, or an identified special educational need or disability, we will develop a targeted plan to support the child's future learning and development involving other professionals with parental involvement and consent.

Each term, the Nursery and Reception class staff make summative assessments for each child in the seven areas of learning. These assessments are used, along with formative assessments, to determine which children require additional support.

We use the *Tapestry Online Learning Journal* app to record our observations of children. All adults involved with the children are encouraged to contribute to the online journal including parents and carers. Parents have instant access to observations of their children and have the opportunity to reply or make comments about their children's learning. Every observation is linked to the EYFS areas of learning this enables staff to keep track of the children's progress.

Parents meet with their child's key worker every term to discuss their child's progress and the next steps in their child's learning.

In the Summer term, the Little Rainbows and Nursery class parents receive a report on their child's progress within the Characteristics of Effective Learning. These reports are also shared with the Reception staff.

In Reception, parents receive a report based on their child's development against each of the Early Learning Goals and the Characteristics of Learning. We record each child's level of development against the 17 early Learning goals as Emerging or Expected. The parents are then given the opportunity to discuss these judgements with the Reception teachers 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.

Please see our separate policies and procedures on Health and Safety, Safeguarding & Child Protection, Medical, Outdoor and Off-Site Activities (EVC policy).

Inclusion

We value all our children as individuals at Colindale Primary School, 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 most of our children achieve 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. See our separate policies on Equality of Opportunity, EAL and SEND.

Parents and carers 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 and carers to participate confidently in their child's education and care in numerous ways.

Parents and carers are encouraged to upload photos and videos to their child's online learning journal to enable the staff to gain a full picture of each child's interests and learning progress.

Parents and carers are also encouraged to complete an *All About Me at Home and Out and About* booklet in which they write about their child's interests and any noticeable observations of their child's progress.

Tapestry is used to inform parents and carers of the types of activities they can do with their children at home. In addition to this, in Nursery and Reception, a Home Learning folder is sent home every week, this informs parents and carers of how they can help with their child's learning at home.

Parents and carers are invited to join in with Nursery sessions where they can find out about the different types of activities they can do with their children at home.

In Reception, parents are invited to 'Open Lessons' where they can observe a phonics or maths lesson being taught and then join in with the follow-on activities.

Parents and Carers of children with EHCPs and those on SEN support, are invited to termly meetings with school staff and therapists to discuss their child's needs and to set targets.

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 is 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 parents, nurseries and childminders.

Please see our separate Transition Policy for more details about transitions within the EYFS.