



EARLY YEARS FOUNDATION STAGE POLICY 2024-2025

Date: September 2024

Due for Review: September 2025

AIMS:

In the Early Years (Nursery/Reception) at Ottershaw Schools we aim to:

- Value each child as an individual.
- Provide a structured, secure, caring and well-resourced learning environment, offering a wide range of high quality learning experiences within the classrooms and in our outdoor learning areas to meet the individual developmental needs of our children.
- Provide an enriched curriculum supported by visitors to school, trips out of school.
- Enable each child to become confident, motivated, happy and independent learners, developing the skills and attitudes to underpin successful future learning.
- Develop independence and individuality.
- Embed the Christian ethos and values of our school community fostering mutual respect for others.
- Establish a professional working partnership with parents and carers.

TEACHING & LEARNING:

Our Early Years Curriculum is based on the statutory Early Years Foundation Stage (September 2012) . The curriculum is taught through engaging topics which ensure well-planned play based activities underpin the delivery of all areas of learning within the EYFS, with a good balance between child/adult led activities.

There are 4 key themes of the EYFS principles which guide the work of all practitioners:

- a unique child
- positive relationships
- enabling environments
- learning and development

The EYFS curriculum is based on 3 prime areas:

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

There are also 4 specific areas through within which the 3 prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

ASSESSMENT IN THE EARLY YEARS FOUNDATION STAGE:

Each child will be assessed throughout their time in Nursery/Reception. Practitioners will use a range of assessment methods, including observations to assess each child's progress and inform the next steps in his/her learning in the three prime areas and the four specific areas against the early learning goals. Ongoing assessment (formative assessment) is an integral part of the learning and development process. A record of observations, samples of work, assessments and photographs are used to as evidence of judgements made.

We assess children on-entry to Reception to ensure teaching and learning is pitched to meet individual needs.

INDUCTION:

At Ottershaw Schools we understand that starting school can be a daunting prospect for some children and parents, so we offer a comprehensive induction programme which starts with short visits in July, prior to starting in September, home packs for the summer break and a home visit by the class teacher and support staff, during the first week of September.

WORKING WITH PARENTS:

We strongly believe it is very important to establish professional working relationships with parents. In addition to the home visit, at the beginning of the school year we hold a meeting to share information with parents about how we teach phonics, reading, numeracy etc. and provide handbooks to offer guidance as to how parents could support home learning. We operate an 'open door' policy and encourage parents to help us support each child, by ensuring we understand the 'whole child' and how this could impact on his/her learning. In addition to formal parent interviews, there are many opportunities throughout the year for parents/carers to come into school to share in their child's learning.

CONCLUSION:

This policy is in line with other school policies and therefore should be read in conjunction with the following policy documents:

Equal Opportunities Policy
Admissions Policy
Teaching & Learning Policy
SEN Policy
Safeguarding policy