



EYFS Policy

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An academy within:



“Learning together, to be the best we can be”



1. Introduction

- 1.1 The Early Years policy and provision is for children from three to five years of age. At North Ridge we greatly value the important role that the Early Years (EY) and it has embedding secure foundations for future learning and development across a variety of opportunities. We recognise the importance of learning through play and how it underpins the EY and all aspects of children's development.

2. Aims & Scope of Policy

- 2.1 It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being.

We aim to:

- provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of every child.
- provide a broad, balanced, relevant, personal and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond.
- provide opportunities for children to learn through purposeful play in all areas of learning and development both inside and outdoor
- use and value what each child can do, assessing their individual needs and helping each child to progress
- enable choice and decision-making, fostering independence and self-confidence work in partnership with parents/carer's 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.

The EY is based upon Four Guiding Principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

2.2 **The Unique Child**

This is done through ensuring that parents/carers, support staff and the reception teaching team work effectively together to support children's learning and development. Every child is allocated a Key Person to ensure working in partnership with parents, careers and families

We meet the needs of all our children through:



- planning opportunities that builds upon and extend children’s knowledge, experience and interests, and develop their self-esteem 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;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills; monitoring children’s progress and taking action to provide support as necessary for next steps.
- where possible making links with schools in the child’s local area and to visit the local community

2.3 **Positive Relationships**

- At North Ridge we recognise that children learn to be strong, independent and able to form secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Home/School Links

- We recognise that parents/carers are the child’s first and most enduring educators. When parents/carers and practitioners work together in an 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. Every child is allocated a Key Person to ensure working in partnership with parents, careers and families.

2.4 **Enabling Environments**

At North Ridge 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. The classroom is set into different areas which are based around children’s interests, current topic and children’s next steps. Therefore, we can plan challenging but achievable activities, targets and experiences to extend the children’s learning.

2.5 **Observation, Assessment and recording.**

At North Ridge School all EY practitioners collaborate to analyse and review what has been observed in regards to each child’s development and learning, making informed decisions about the child’s progress and plan the next steps in order to meet their developmental and learning needs. Parents and carers are asked to be actively involved with the assessment process; initially during the baseline process (after the first 6 weeks of entry), and



then provide school with new information on their child's development/achievements at home on a regular basis. (For further information see the Assessment Policy.)

Teaching and Learning in Literacy and Mathematics is monitored by the Literacy and Mathematics Lead and they are informed by the EY leader about the teaching and learning of the development areas across the Foundation Stage each year these are delivered by following the school's strategies.

2.6 The Learning Environment

We aim to create an inviting, welcoming, well-resourced and stimulating learning environment both indoors and outdoors which will encourage children to play, explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident but are challenged enough to develop their independence. All children are actively encouraged to become independent learners. Activities are planned for both inside and outside. Children are encouraged to be outside as much as possible with appropriate clothing according to the weather conditions and activities.

Children have the freedom to move between the indoor and outdoor provision during the school day with appropriate support. The learning environment is divided into a variety of areas, including those with a continuous provision.

All children are actively encouraged to become independent learners.

The EY Learning and Development Requirements comprise of:

- The Four areas of Learning and Development
- The Early Learning Goals
- Assessment Requirements- Early Years Developmental Journal

2.7 The Seven Areas of Learning and Development are fundamental in shaping the early years setting. Three areas are particularly important for igniting the children's curiosity and enthusiasm and enabling them to learn, form relationships and thrive in their own unique way.

2.8 These three areas, the **PRIME AREAS** are:

- communication
- Physical Development
- Personal, Social and Emotional Development

2.9 We support children in four more areas; these being **the SPECIFIC AREAS.**



2.10 The **Specific Areas are:** The specific areas are under 'Thinking' within the assessment framework:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design
- At North Ridge School we believe these four areas are equally important and depend on each other to support a rounded approach to child development. We aim to deliver all the areas through planned, purposeful play, with adult-led and child-initiated activities.

3. Play

3.1 Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and develop ideas, 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. They express fears or re-live anxious experiences in controlled and safe situations.

4. Planning

- 4.1 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 do. Opportunities for adult and child led activities are planned throughout the day.
- 4.2 Planning shows how the principles of the EY will be put into practice. Initially, having an over-arching termly theme; where planning is then informed on a weekly/day by day basis by observations of the children, in order to understand and consider and incorporate their current interests, development and learning. Practitioners and parents /carers are involved in this process as much as possible.

5. Liaison with Pre-school Settings and Induction

- 5.1 At North Ridge we have links with the Doncaster pre-school providers. The reception and pre-school teachers meet to discuss assessment and induction



issues. Parents/Carers have the opportunity to meet the class teacher/key person and to visit the classroom and school.

6. Reception to Year 1 Transition

- 6.1 Reception and the Year 1 teacher have worked together to make the transition from the Early Years to Key Stage 1 as smooth as possible.

7. Safeguarding

- 7.1 Please refer to 'Safeguarding Children' Policy.

8. Health and Safety

- 8.1 It is important to all practitioners that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they 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. (See Whole School Safeguarding Children Policy).

9. Monitoring and Review

- 9.1 The effectiveness of this policy will be monitored and evaluated by the Headteacher and EY leader and will be reviewed on an annual basis.