



Ormiston Academies Trust

EYFS Policy

Policy Version Control

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Policy prepared by (name and department)	Emma Fitzsimmons
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Early Years Foundation Stage Policy

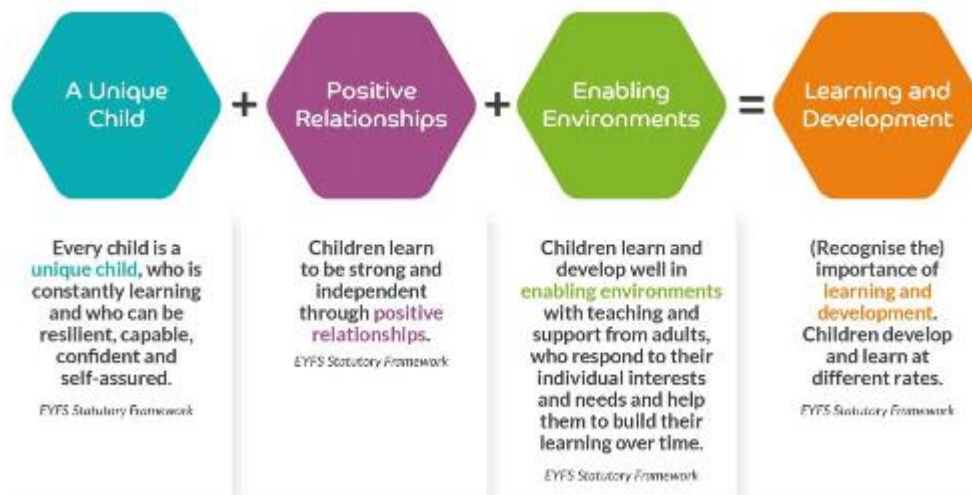
Rationale

‘Children learn and develop more from birth to five years old than at any other time in their lives. If children are at risk of falling behind the majority, the best time to help them to catch up and keep up is in the early years. Every child can make progress, if they are given the right support.

When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.’
(Development Matters, 2020)

Overarching Principles of the Early Years Foundation Stage

Four guiding principles shape the practice of the EYFS at Ormiston South Parade Academy. They are:



Legislation

This policy is based on requirements set out in the [Statutory Framework for the Early Years Foundation Stage \(EYFS\)](#) for 2025.

Structure of the EYFS

Our Early Years Foundation Stage consists of three phases: Pre-School, Nursery and Reception.

Pre-School

Pre-School is for our youngest children, aged 2-3 years. Children that attend our Pre-School are in receipt of 2-year funding. Pre-School children are either offered a morning session, 8.30am – 11.30am, or an afternoon session, 12.15pm – 3.15pm, as part of their funded provision. However, some families are eligible to receive a 30-hour funded place for their child to attend Pre-School on a full-time basis. We have three main intake points over the academic year (September, January and April) and children are eligible to join the term after their second birthday.



Nursery

Nursery is for children aged 3-4 years. All 3-4 year olds are entitled to universal funding for 15 hours a week. Similar to Pre-School, children are either offered a morning session, 8.30am – 11.30am, or an afternoon session, 12.15pm – 3.15pm, as part of their funded provision. However, some families are eligible to receive a 30-hour funded place for their child to attend Nursery on a full-time basis. We have three main intake points over the academic year (September, January and April) and children are eligible to join the term after their third birthday.

Reception

Reception is the final phase within the Early Years. There is one main intake in September for children who will turn five years of age during the academic year. All children attend on a full-time basis.

Curriculum

At OSPA, we follow the curriculum as outlined in the Statutory Framework for the EYFS (2025).

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. Three areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The three prime areas are:

- **Communication and language**
 - Listening, attention and understanding
 - Speaking
- **Physical development**
 - Gross motor skills
 - Fine motor skills
- **Personal, social and emotional development**
 - Self-regulation
 - Managing self
 - Building relationships

The prime areas are strengthened and applied through four specific areas:

- **Literacy**
 - Comprehension
 - Word reading
 - Writing
- **Mathematics**
 - Numbers
 - Numerical patterns
- **Understanding the world**
 - Past and present
 - People, culture and communities
 - The natural world



- **Expressive arts and design**

- Creating with materials
- Being imaginative and expressive

Planning

Adults plan activities and experiences for children that enable them to develop and learn. They 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. Where a child may have a special educational need or disability, adults consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Staff meet on a weekly basis and use data analysis, on-going assessments, knowledge of the children and how they learn and the children's interests to plan adult-led focused activities as well as the enhancements to the provision. All planning and provision in the EYFS is overseen by the Assistant Principal for the Early Years.

Teaching

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. Adults decide what they want children to learn and the most effective ways to teach it. They respond to each child's emerging needs and interests, guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

Adults in the EYFS teach children by:

- Communicating and modelling language
- Showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling and providing a narrative for what they (children) are doing
- Facilitating and setting challenges

Adults take account of:

- the equipment they provide
- the attention to the physical environment
- the structure and routines of the day that establish expectations.

Assessment

At Ormiston South Parade Academy, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.



When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the three prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

The profile reflects ongoing observations and discussions with parents/carers. The results of the profile are then shared with parents/carers and are discussed with the Year 1 staff that will be receiving children in September.

Relationships with Parents/Carers

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents/carers.

Parents/carers are kept up to date with their child's progress and development and are invited to termly reviews. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person (for Reception-aged children this is a teacher) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Safeguarding and Welfare Procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.



At Ormiston South Parade Academy, the safety and welfare of pupils is paramount. We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 2, we have at least 1 member of staff for every 4 children
- For children aged 3 and over, we have at least 1 member of staff for every 13 children
- For children in Reception, we comply with infant class size legislation and have at least 1 teacher and 1 member of support staff to support a class of 25 children

We have at least 1 person with a current paediatric first aid (PFA) certificate in each class and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by linking oral health to other key topics, like self-care, healthy eating and physical development. Adults share stories with children about brushing teeth to promote discussion as well as having annual visits from a dental nurse.

In Nursery, we have introduced supervised tooth brushing. We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

Monitoring

This policy will be reviewed and approved by the Principal every two years.

At every review, the policy will be shared with the governing body.