

Oldbury Park Primary School

Early Years Policy

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Statement of intent

At Oldbury Park Primary School, we greatly value the importance of the EYFS in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education, and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

1. Aims

Through the implementation of this policy, we will aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four overarching principles will shape our practice:

- 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between the school and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

To put these principles into practice, the school will:

- Provide a balanced curriculum which takes children's different stages of development into account.
- Promote equality of opportunity and anti-discriminatory practice.
- Work in partnership with parents.
- Plan challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Provide a safe and secure learning environment.

2. Learning and development

The EYFS provision and practice will be based on observation of children's needs, interests and stages of development. Learning and development in school will be planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The 'prime' areas of learning and development 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 'specific' areas of learning and development are:

- Literacy:
 - Comprehension
 - Word reading
 - Writing
- Mathematics:
 - Number
 - Numerical pattern
- Understanding the world:
 - Past and present
 - People, culture and communities
 - The natural world
- Expressive arts and design:
 - Creating with materials
 - Being imaginative and expressive

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and use what they already know to learn new things, and develop strategies for doing things.

3. Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children at Oldbury Park. Staff interact and observe children to understand

their interests and learning needs and will use this information to inform practice and provision for each child.

At Oldbury Park we undertake summative assessments of the level of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year.
- Termly assessment of expected level of development using CRST EYFS Assessment Support Materials.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment.

To ensure assessment processes do not impact staff's ability to spend as much time as possible interacting with children and directly supporting their learning and development, staff are not required to record or document evidence of development.

Reasonable adjustments will be made to the assessment process for children with SEND/EAL, as appropriate.

4. Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

The EYFS curriculum will be planned in order to meet the needs of the individual child and support them at their own pace.

5. The learning environment and outdoor spaces

The learning environment will be organised in such a way that children can explore and learn independently in a safe and interactive environment. We recognise that the environment plays a key role in supporting and extending the children's development. The environment changes to match the needs and interests of our cohorts. This will happen in response to information gathered from observing and interacting with the children.

At Oldbury Park we understand the important impact outdoor play has on both the physical and mental well-being of children. Children have daily access to an enclosed outdoor environment.

6. Safeguarding and welfare

All necessary steps will be taken to keep the children in our care safe and well. 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. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS will be required to read this policy as part of their induction training.

The DSL is Sarah Davies. The deputy DSL is Tim Williams.

Further information can be found within the school's Safeguarding Children & Child Protection Policy.

7. Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents will be invited to parents' evenings twice a year; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. Classrooms or office space will be utilised for confidential discussions between staff and parents.

Parents will be asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

8. Monitoring and review

The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

This policy will be reviewed annually. Any changes made to this policy will be communicated to all relevant stakeholders. The next scheduled review date for this policy is September 2025.