



Ormiston Cliff Park Primary Academy



Ormiston Cliff Park
PRIMARY ACADEMY

Early Years Foundation Stage Policy

Adopted: November 2025

Review Date: November 2027

Early Years Foundation Stage Policy

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the wide range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- To be flexible and be aware that young children are spontaneous. Providing opportunities to make choices, work independently and alongside others.
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- That pupils leave Early Years, ready to access the Key Stage 1 Curriculum.

This policy is based on requirements set out in the DFE Early Years Foundation Stage 2021.

Structure of the EYFS

Nursery

Children join our Nursery the term after their third birthday. We have up to 29 places available at any time and we offer 15 hour or up to 30 hour funded sessions. We offer the flexibility of either morning, afternoon, or all day sessions. The EYFS leader oversees the running of the Nursery, alongside a full-time level 6 Nursery lead, and two teaching assistants.

Reception

Reception is the final phase within the Early Years. There is one main intake in September for pupils that will become five years of age during the academic year. Pupils attend on a full-time basis, and each class is taught by a Teacher and is supported by a Teaching Assistant or an Early Years Practitioner.

The Reception phase has places for 60 pupils. Admissions into the Reception phase are dealt with by the Local Education Authority. Parents of summer born pupils (children that turn 5 years during the summer term of the academic year) may wish to defer a placement into the Reception phase. The Local Education Authority also processes any such requests.

Curriculum

The intent of our EYFS curriculum is to enable children to become curious, independent, and motivated learners who develop a lifelong thirst for knowledge and challenge.

We place a strong emphasis on the power of books and language, promoting a love of reading and providing a rich variety of opportunities to extend every child's vocabulary, through high-quality interactions, purposeful play, and carefully planned experiences, we nurture confident communicators who are ready to explore, question, and express themselves.

We follow the practice guidance for the EYFS 2021 which sets the standards for learning, development and care for children from birth to 5 years old.

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

The prime areas are:

Communication and language

Physical development

Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

Literacy

Mathematics

Understanding the world

Expressive arts and design

Planning

Teaching staff plan activities and experiences for children that enable children to develop and learn effectively. They take into account the individual needs, interests, 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, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Staff meet on a weekly basis to ensure continuous and enhanced provisions provide stimulating and challenging opportunities to enable children to move learning forwards. All planning and provision is overseen by the Early Years Leader.

Teaching

Each area of learning and development is implemented through well planned continuous provision, and through a mixture of adult-led and child-initiated activities within an enabling environment that changes to meet the learning objectives. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction and quality talk.

In Reception, children have one daily phonics, Topic/Literacy, and Maths direct teaching sessions. Following each session children are given time to apply their learning through independent play within the continuous provision, as well as through challenges, enhancements and adult led activities.

A Unique Child

At Ormiston Cliff Park Primary Academy, we recognise that children develop in individual ways and at varying rates, bringing with them their own unique experiences and understanding of the world.

We aim to foster a positive attitude to learning, encouraging self-motivation, curiosity, and drive. Our approach draws upon children's natural curiosity about the world around them, enabling them to become confident and enthusiastic learners.

We focus on children's levels of development, well-being, and involvement as key indicators of the impact of our environment and teaching strategies.

We aim to enable children to demonstrate that they are effective learners through the Characteristics of Effective Learning, which are:

- Playing and exploring – children investigate, experiment, and 'have a go'.
- Active learning – children concentrate, persevere when faced with challenges, and take pleasure in their achievements.
- Creating and thinking critically – children develop and test their own ideas, make links between concepts, and plan strategies for problem-solving.

Inclusion

At Ormiston Cliff Park Primary Academy, all children are treated fairly, regardless of race, religion, or ability. Every child and their family is valued within our academy, and we strive to give all children every opportunity to achieve their best.

We set realistic and challenging expectations that meet the needs of our children through:

- Planning the children's 'next steps' to build upon and extend their knowledge, experiences, and interests, while developing their self-esteem and confidence.
- Using a wide range of teaching strategies — small group, whole class, and individual — tailored to children's learning needs.
- Providing diverse learning opportunities in a well-planned environment where the contribution of every child is valued.
- Maintaining a safe and supportive learning environment in which all children feel respected and included.
- Carefully monitoring children's progress and taking appropriate action to provide support or challenge as needed.

Working with Parents

We recognise that parents are children's first and most enduring educators, and we value the significant contribution they make to their child's learning and development. We acknowledge the role parents have already played, and continue to play, in educating their children. We support this partnership through:

- *Meeting with parents before their child starts school*
Children have the opportunity to visit their new classroom and meet their teacher prior to starting school, including 'Stay and Play' sessions.
- *Communication with teachers.*
Teachers are available at the classroom door each morning to talk to parents and carers, building positive relationships and ensuring that parents feel comfortable to approach staff with any questions or comments.
- *Regular progress updates*
We provide Parent Evenings throughout the year, along with a written report at the end of the year detailing each child's attainment and progress.
- *Collaborative activities*
We arrange a range of activities that encourage collaboration between children, parents, and school, including 'Stay and Play' sessions and learning events that explain our approaches to teaching and support parents' understanding of how children learn.
- *Home learning engagement*
We encourage families to actively engage in home learning. We promote shared reading and individual reading to support children's ongoing development and love of learning.

Assessment

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

On entry to Reception, baseline assessments (RBA's) are made for each pupil using information from observations compared to age related expectations. Baseline assessment information is completed by the end of the first half of the term.

On going assessment is an essential aspect of the effective running of the EYFS setting at Ormiston Cliff Park Primary Academy. Assessments take place through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated independent play. There is evidence in children's individual workbooks including annotations and observation records.

There is continuous monitoring and assessment of each child's development against the Development matters statements. This is updated termly on a tracker of individual progress to monitor children who are 'On Track' and 'Not Yet on Track'. This supports planning next steps.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the criteria of the 17 Early Learning Goals (ELG), indicating whether they are:

Meeting expected levels of development of ELG (Expected)

Not yet reaching expected levels of ELG (Emerging')

Safeguarding and welfare procedures

It is important to us that all children in Ormiston Cliff Park Primary Academy are 'safe'. We provide a stimulating environment where children are allowed to take risks but are taught to recognise and avoid hazards. We aim to educate the children on boundaries, rules and limits.

We take necessary steps to safeguard and promote the welfare of children. We understand and committed to practice that:

- Promotes the welfare of children
- Promotes good health, including oral health
- Preventing the spread of infection and taking appropriate action when children are ill.
- Manages behaviour effectively
- Ensures all adults who look after the children or who have unsupervised access to them have been DBS checked.
- Ensures that furniture and equipment is safe and suitable for purpose.
- Maintains records, policies and procedures required for safe, efficient management of the setting and meet the needs of the children. We endeavour to meet all these requirements.

Monitoring arrangements

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.