



# Early Years Foundation Stage Policy

Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 30 – Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of people in the country where they live.

The Early Years Foundation Stage (EYFS) describes and applies to children who are in the Reception class at Nova Primary.

Nova Primary School Governor Information	
Model Policy	Yes
Local Changes	
Customisation*	
Originally Adopted	Spring 2013
Last Review Date	Spring 2022
Next Review Date	Spring 2024
* additions made to policy (eg local detail) but not a change to any policy structure	

History of most recent Policy changes – Must be completed

<b>Date</b>	<b>Page</b>	<b>Change</b>	<b>Origin of Change e.g. TU request, change in legislation</b>
Spring 2022	3	Change of wording (Early Years Foundation Stage 2021)	Change in legislation
Spring 2022	4	Change of wording. Addition of positive relationships. Update on 'Our Environment	Change in legislation To reflect current practice
Spring 2022	5	Change of wording to 'Assessment' section	Change in legislation To reflect current practice
Spring 2022	6	Change of wording to 'Assessment' section	Change in legislation To reflect current practice
		Removal of Appendix 1 and Appendix 2	

## 1 Aims

At Nova Primary School we aim to:

- Provide high quality, engaging early education which builds strong foundations for future learning.
- Develop a love of learning within a safe, caring and stimulating environment.
- Encourage children to develop the characteristics of effective learning through child initiated, adult led and independent learning and play.
- Enable children to build positive relationships with their peers and adults.
- Deliver a curriculum strongly based on children's individual needs, experiences and interests.
- Ensure children make good progress in all areas of learning by careful monitoring and assessment throughout the year.

We work within the statutory framework of the Early Years Foundation Stage (2021). We strongly believe in the four themes of the EYFS below and use these themes to underpin our practice:

**Unique Child + Positive Relationships + Enabling Environments**  
**= Learning and Development**

This policy explains how Nova Primary puts these 4 themes into practice.

## 2 Unique Child

We recognise that all children are unique individuals with their own personalities, interests, abilities and needs. We ensure that each individual is able to learn, make progress, feel included and enjoy their time in Reception. We do this by:

- Observing and assessing children's current level of development in order to plan for their needs
- Identifying and implementing any additional support needed to challenge or support individual children
- Planning to appeal to individual children's interests in the learning environment and allowing time for children to choose their own play.
- Respecting and valuing children's home backgrounds, cultures and language.

- Celebrating learning in all areas of development inside and out of school e.g. at home or at after school club.

## 2 Positive Relationships

We recognise that children learn to be strong and independent through positive relationships. Positive relationships are

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child's individual needs, feelings and interests
- supportive of the child's own efforts and independence
- consistent in setting clear boundaries
- built on key person relationships in early years settings

## 3 Enabling Environments

The physical environment plays a crucial role in supporting and extending children's development – enabling them to learn. Our physical environment is carefully planned with provision that is engaging, exciting and challenging. We review our provision daily, weekly, termly and annually according to children's needs and interests. We meet regularly with all members of our EYFS team to pass on all information about what we have observed that week and what activities we can provide to enhance this learning for the following week.

Our environment:

- Provides opportunities for child initiated, adult led, independent learning and play both inside and outside all through the day
- Supports learning in all 7 areas of development
- Changes according to the current needs and interests of each class of children
- Encourages independence in selecting and tidying resources through clearly organised storage.
- Is physically accessible with appropriately sized furniture and ramps and rails to support children with physical disabilities.
- Promotes diversity, equality and inclusion through the range of resources provided and the learning opportunities planned.
- Is rich in literacy: - displays show lots of models of writing and act as a working wall to support children in their learning; the reading areas contain high quality texts as well as decodable books that children can read by themselves; children's writing is valued highly and displayed; a range of

mark-making materials are available for use all round the environment; a rich writing area is provided with lots of resources and stimulus for writing.

- Is rich in number – number lines are displayed and offer opportunities to order numerals; counting is encouraged in daily routines, for example when taking the register and dinner orders; rich number provision is available all year round.

#### 4 Learning and Development

We plan for children across 7 areas of learning:

Personal, Social and Emotional Development  
Communication and Language  
Physical Development

} Prime Areas (fundamental for learning in other areas)

Literacy  
Maths  
Understanding the World  
Expressive Arts and Design

} Specific Areas (essential skills and knowledge)

Through the above 7 areas we also plan to develop 3 characteristics of effective learning:

- Playing and Exploring
- Active Learning
- Creative & Critical Thinking

We recognise that children learn at their highest level through play, so we provide a balance of adult-led and child-initiated opportunities, with periods of time for extended play to allow children to explore and develop ideas in some depth.

#### 5 Assessment

At Nova Primary we believe ongoing formative assessment is central to effective high quality EYFS practice. It involves skilled observation of children across a range of contexts, which may sometimes be documented. This helps to inform us about what and how a child may be learning and supports us to plan effectively to meet individual needs. In order to know what progress children are making and if they are meeting developmental milestones we also make best-fit summative assessments. Summative assessment is a best-fit snapshot of a child's development and progress at a particular point in time and can be used to inform provision and practice, parents and carers and other professionals involved with the child.

Summative assessments indicate whether a child has met, or not yet met key developmental milestones and, or the learning expectations of the setting's unique curriculum. At Nova we use the 'Birth to 5 Matters' non-statutory guidance document to inform what we expect at different ages and stages throughout the EYFS. We use a 'Point In Time Assessment Scale' (PITA) (in line with the rest of the school) to identify whether a child has met age related milestones and is on track to meet end of year expectations. We then use this assessment information to plan a curriculum which is tailored to the individual needs of each unique child. We also analyse the attainment of vulnerable groups such as summer born, pupil premium, SEN and EAL children to ensure these children are making good progress and that their needs are being met.