



SS. Osmund & Andrew's RCP School

Early Years Foundation Stage Policy

***Together in Love, Growing in Faith, A Journey of Hope.
Together in Love, Faith and Hope.***

Last Reviewed: Spring 2026

This policy will be reviewed in line with the policy review schedule

Early Years Foundation Stage Policy

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential'.

(Statutory Framework for the Early Years Foundation Stage)

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to five years old. At SS Osmund & Andrew's, our Foundation Stage Unit consists of Nursery (age 3–4) and Reception (age 4–5).

Our EYFS provision is underpinned by the four statutory EYFS principles:

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

We aim to provide a rich, ambitious and language-centred early education rooted in our Catholic mission and values.

Aims of the Early Years Foundation Stage

At SS Osmund & Andrew's we aim to:

- Provide a safe, nurturing, stimulating and inclusive environment where every child is valued.
- Ensure high expectations for all children regardless of background, need or starting point.
- Offer a curriculum that is ambitious, well-sequenced and vocabulary-rich, preparing children for lifelong learning.
- Build strong partnerships with parents, carers, nurseries and external agencies.
- Ensure teaching is shaped by accurate and ongoing assessment, including high-quality adult interactions.
- Promote children's spiritual, emotional, physical, social and cognitive development through our Catholic ethos and curriculum.

Play

At SS Osmund & Andrew's we recognise that play underpins all learning and development for young children. It is through play that children develop intellectually, creatively, physically, socially and emotionally. By providing well planned experiences based on children's spontaneous play, both indoors and outdoors we support our children to learn with enjoyment and challenge. They have the opportunity to think creatively alongside and with other children and adults as well as on their own. They communicate purposefully with others as they investigate and solve problems.

Unique Child

We recognise that every child:

- develops at an individual pace
- brings unique experiences, strengths and interests
- can be resilient, capable, confident and self-assured

To meet the needs of all learners, we:

- plan teaching that builds on what children know and can do
- provide opportunities for risk-taking, independence and challenge
- use a wide range of teaching strategies responsive to children's developmental stages
- adapt learning for children with SEND, EAL, disabilities and diverse cultural or linguistic backgrounds
- value and represent diversity in resources
- implement early identification and intervention strategies, working with specialist agencies where required
- seek and listen to children's voices through observation, discussion and careful questioning

Positive Relationships

'Children learn to be strong and independent through positive relationships'. (Statutory Framework for the Early Years Foundation Stage)

At SS Osmund & Andrew's we believe that the positive relationships we build are the key to effective partnerships between all practitioners, parents, carers and families. The class teacher is the key person for each child in the class. All staff with the support of the class teachers are responsible for helping to ensure that the child feels safe and cared for, in order to develop a positive sense of well-being and achievement.

We meet the needs of all of our children by:

- Working with parents / carers right from the start to find out about their child's needs, feelings and interests
- Developing effective partnerships with families throughout the year by offering regular opportunities for them to talk about their child's progress
- Encouraging families to talk to their child's key person, as well as other staff members to foster two-way communication with parents / carers and families
- Helping parents to support children's learning and development
- Recognising that friendships and relationships are an important part of a child's development from birth

Enabling Environment

'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 practitioners and parents and/or carers' (Statutory Framework for the Early Years Foundation Stage)

At SS Osmund & Andrew's our environment is carefully planned both indoors and outdoors to help children achieve across all aspects of the EYFS.

Our provision:

- includes carefully designed indoor and outdoor continuous provision
- offers open-ended, high-quality resources accessible to all children
- is enhanced with current vocabulary, enquiry prompts and linked learning materials
- uses outdoor learning daily to develop physical skills, curiosity and understanding of the world
- reflects children's ideas, interests and cultural backgrounds
- encourages independence, collaboration and exploration

Adults create enabling environments by:

- modelling rich language
- introducing new vocabulary in context
- asking purposeful questions
- supporting problem-solving and sustained shared thinking
- extending play through high-quality interactions

We plan to build on what the children know, understand and can do.

Learning and Development

'Importance of learning and development. Children develop and learn at different rates'. (Statutory Framework for the Early Years Foundation Stage)

The EYFS is made up of seven areas of Learning and Development. All areas of learning and development are important and inter-connected.

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

The four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Across Nursery and Reception:

- teaching is sequenced to build secure foundations for Year 1
- vocabulary and language development underpin all learning
- enquiry, curiosity and problem-solving are embedded in provision
- children revisit, practise and apply knowledge through continuous provision
- physical development (gross and fine motor) is prioritised to secure early writing readiness

All of the areas are delivered through planned, purposeful play, with a balance of adult-led (child working with the adult) and child-initiated (child chosen) activities, both indoors and outdoors. Whilst the seven areas of learning are equally valued emphasis is also placed on adapting the ratio to include:

At SS Osmund and Andrew's, we have developed our curriculum based on the education programmes of study, which are delivered through our Talk4Writing texts, including a quality literature and vocabulary spine.

Roles and Responsibilities

The Foundation Stage Lead works closely in consultation with the Senior Leadership Team for day to day management and to develop longer term projects. The staff within the unit recognise the EYFS requirements and are committed to the care and welfare of all our children as detailed in our accompanying Safeguarding Policy. The teachers are to ensure that planned teaching and learning activities and areas meet the individual, far ranging needs of all children to ensure they fully meet their potential. Ongoing observations, guided work and the individual Learning Journals evidence this and are freely available to Parents, staff, colleagues and co-ordinators. However, practitioner knowledge is at the heart of the assessment cycle.

Monitoring and Review

It is the responsibility of the EYFS teachers to understand and adhere to the principles stated in this policy. The Headteacher will monitor implementation of this policy as part of the whole school monitoring schedule.

There is a named Governor responsible for the EYFS. The Governor meets with the EYFS Lead to discuss practice in the EYFS and feedback to the Governing Body.

Headteacher and EYFS Lead monitor:

- curriculum implementation
- teaching quality
- assessment accuracy
- environment and provision

Final Statement

Our Early Years Foundation Stage provision at SS Osmund & Andrew's is ambitious, inclusive and rooted in our Catholic ethos. Through high-quality teaching, rich experiences and strong relationships, we provide children with the care, confidence and foundational knowledge they need to thrive emotionally, socially and academically, as they move into Year 1 and beyond.

This policy was reviewed Spring 2026.