



Early Years Foundation Stage Policy

Last review: April 2026

Ratified:

Review:

Rationale

At The Flourishing Schools Federation we provide a broad, well-balanced, play-based early years' curriculum which considers each child's individual needs, enabling them to become enthusiastic self-motivated learners. We recognise that at this age children require an active learning environment where they can build on their enthusiasms and individual experiences; the curriculum should be flexible enough to reflect a wide range of developmental needs. We value each child's background, culture and traditions as an important part of their initial experiences.

Key Principles

- Observe and plan for children's individual needs
- Provide for the development of children's interests and experiences
- Encourage children to value each other's similarities and differences of culture and traditions
- Encourage parental involvement in their children's learning in and out of school

Help children to actively engage in;

- forming positive relationships;
- recognising boundaries;
- initiating their own experiences;
- making choices;
- setting and tackling problems;
- experimenting with ways of using equipment and materials;
- practising and refining skills;
- making connections between one experience and another;
- talking about their experiences and discoveries;
- asking questions

Northside Values

RESPECT	to value our needs, beliefs and each other
PRIDE	to have confidence in our abilities and celebrate success
INCLUSION	to work together with families and our diverse community to become life-long learners
CHALLENGE	to have high expectations of ourselves so we achieve our best
CREATIVITY	to creatively express our feelings and ideas
RESILIENCE	to develop life skills so we fulfil our potential

In Practice

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings:

- 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 learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The Importance of learning and development. Children develop and learn at different rates.

1. In order to match individual needs to the early years curriculum we;
 - make regular observations of each child to establish their interests and abilities;
 - involve parents in their child's learning and encourage them to contribute with observations from home and share with us on Tapestry
 - evaluate and plan to ensure that the children's needs are being met.
2. Our observations and evaluations enable us to plan for individual children and develop the curriculum according to children's interests and experiences and the Early Years' Foundation Stage Development Matters Document (2021). We assess when to step in and involve ourselves in the children's activities to ensure understanding, scaffolding and progress.
3. The seven areas of learning are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities developing children's characteristics of learning.

Seven Areas of Learning:

Prime Areas – Personal, Social and Emotional Development, Communication and Language and Physical Development.

Specific Areas – Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Characteristics of Effective Learning:

- Playing and exploring (Engagement)
- Active Learning (Motivation)
- Creating and thinking critically (Thinking)

4. We positively encourage learning about, and participating in each other's cultures by, for example;
 - encouraging parental involvement;
 - celebrating festivals and traditions together;
 - using books that reflect cultural diversity
 - providing opportunities for role play with artefacts and dressing up clothes from all over the world;
 - offering exciting and stimulating opportunities for play, indoors and out, through interest tables, discovery areas, construction, sand and water, art, imaginative areas, drawing and writing activities, phonic games, ICT toys and computers, numeracy games/activities, music and books.