

EYFS Outdoor Policy

Thomas Jolyffe Primary School

To be the best we can be!



Approved by: I Kashani

Date: September 2026

Last reviewed on: October 2024

Next review due by: September 2027

Aims

To provide a stimulating, secure and safe outside learning environment where all areas of the Foundation Stage curriculum are provided for.

Children will be encouraged to actively explore the world around them, developing their creativity, independence, thinking skills and ability to solve problems across the curriculum.

Principles

- Movement is essential to learning for young children. Through a range of outdoor, play-based curriculum activities children explore and develop further skills that will include co-ordination, language development, problem solving, social skills, investigation and observation.
- Children's sense of well-being and self-confidence increases as they acquire these skills.
- Planning for the outside directly links to short-term planning and children's interests. There should be free flow between the inside and outside area during child-initiated activity. During directed and initiated teaching, the outside area should be used. Resources in the outside area should stimulate, challenge and inspire children to *engage* in learning and should provide for both the planned and unplanned curriculum.

Role of the Adult

The adults prepare the outside learning environment at the beginning of the day and are responsible for ensuring the equipment is stored appropriately at the end of the day.

During the day the adults will:

- Build in the challenge by asking open questions
- Extend talk
- Extend vocabulary/knowledge, skills, etc
- Challenge
- Add resources
- Demonstrate/model
- Help children to see links in learning
- Support and encourage
- Referee/help children to negotiate
- Supervise/risk assess/Administer first aid
- Observe and assess learning
- Record judgements and plan next steps for learning
- Provide feedback to child/other adults/parents

Assessment

Assessment for learning should take place regularly through observation and assessment of teacher-directed and child-initiated work. Information gained from assessments should inform planning. Summative assessments will support judgements against the Early Years Foundation Stage profile.

Equal Opportunities

The Early Years Foundation Stage curriculum is inclusive and facilitates the needs of all children regardless of their age, size, mobility, gender, ethnicity and ability.

(This is linked to the school's policies for Equal Opportunities and Inclusion).

Health & Safety

Practitioners should be mindful of the elements and ensure that the children are appropriately dressed and protected.

Parents need to be informed of their responsibilities regarding learning in the outside environment and the provision of appropriate footwear, clothing and sun creams.

There is a responsibility on the part of the school to ensure safe access to the outside and that equipment is regularly maintained.

Risk assessments should be carried out in accordance with guidelines and the outside area should be checked before use to ensure safety.

(see separate Early Years risk assessment)

Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy.

The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. This policy will be reviewed regularly.

Miss I Kashani, Reviewed September 2026

EYFS Phase Lead