



Early Years Foundation Stage Policy

Contents

1. Aims
2. Legislation
3. Structure of the EYFS
4. Overarching principles in our Early Years Setting
5. Curriculum
6. Planning
7. Teaching
8. Use of technology
9. Assessment
10. Working with parents and carers
11. Children with English as an additional language (EAL)
12. Children with SEND and/or additional needs
13. Children who are disadvantaged
14. Safeguarding and welfare procedures
15. First aid
16. Monitoring arrangements

1. Aims

This policy sets out the school's intent for the Early Years Foundation Stage and how high-quality provision secures strong outcomes for children as they transition into Key Stage One. It reflects the principles of the Ofsted Education Inspection Framework (EIF), ensuring clear alignment between **curriculum intent, implementation and impact**, alongside the statutory EYFS Framework.

This policy aims to ensure:

- A clearly defined curriculum **intent** that prioritises children's communication, language, personal development and readiness to learn, particularly in preparation for Year One.
- High-quality **implementation** through skilled practitioners, strong subject and pedagogical knowledge, and teaching that is responsive to children's developmental stages.

- Positive **impact**, demonstrated through children's progress from their starting points, secure learning behaviours, independence and readiness for the next stage of education.
- Continuity between Reception and Year One, with teaching in KS1 building directly on EYFS practice, assessment and professional knowledge of the child.
- Strong partnerships with parents and carers that support learning, wellbeing and successful transition.
- Inclusive practice that ensures all children, including those with SEND, EAL and additional needs, achieve well.
- Disadvantaged children are identified early and supported through targeted provision and high-quality interactions to ensure they make strong progress from their starting points.

2. Legislation

This policy is based on the requirements set out in the **Statutory Framework for the Early Years Foundation Stage (EYFS) – September 2026**, alongside the non-statutory guidance **Development Matters (2023)**. It has also been informed by the statutory guidance in **Keeping Children Safe in Education (KCSIE)**.

3. Structure of the EYFS

The EYFS unit has a Published Admission Number (PAN) of 60 places. Children are organised into two Reception classes, each led by a class teacher/s. The EYFS unit is supported by three learning partners who work across both classes.

4. Overarching Principles in our Early Years Setting

Practice within our Early Years setting is guided by the four principles of the EYFS*:

- **A Unique Child** – Every child is a unique individual who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive, secure and respectful relationships.
- **Enabling Environments** – Children learn and develop well in environments that respond to their individual needs and interests, supported by high-quality interactions with adults and strong partnerships with parents and carers.
- **Learning and Development** – Children develop at different rates. Teaching reflects this by focusing on secure development over time, informed by the Characteristics of Effective Teaching and Learning.

*These guiding principles have been taken from [The Statutory Framework of The Early Years Foundation Stage September 2026](#).

5. Curriculum

Our curriculum:

- Prioritises communication and language, personal development and physical development as foundations for all future learning.
- Is coherently sequenced to build knowledge, skills and learning behaviours over time.
- Prepares children for the next stage of their education by supporting independence, resilience and positive attitudes to learning.

The EYFS framework consists of seven areas of learning and development, all of which are interconnected:

Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The prime areas underpin all learning and are prioritised, particularly in the Autumn term, to support children's communication, self-regulation and readiness to learn, ensuring strong impact as children transition into Key Stage One.

6. Planning

Planning in the EYFS is informed by high-quality interactions, observation and secure knowledge of child development. It also reflects the school's commitment to ensuring continuity and progression into Key Stage One.

Practitioners plan experiences that:

- Build on children's prior learning and interests
- Are ambitious yet developmentally appropriate
- Support progression through carefully sequenced learning across the EYFS and into KS1

Assessment information, professional dialogue and shared moderation between Reception and Year One staff ensure that planning in the final term of Reception supports children's readiness for the expectations of Year One, without compromising effective early years practice.

Individual needs, interests and stages of development are central to planning. Where a child has SEND or additional needs, planning is adapted accordingly and informed by advice from the SENDCo and, where appropriate, external professionals. Enhanced transition arrangements are planned for children who require additional support.

Practitioners consider how children learn by reflecting on the **Characteristics of Effective teaching and Learning**:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

7. Teaching

Teaching in the EYFS is delivered through purposeful play, adult-led learning, adult-guided interactions and child-initiated activity.

- Practitioners place a strong emphasis on high-quality interactions, recognising that these are key to children's learning and development. Adults spend time talking, listening and playing alongside children, responding to their interests and building on what they say and do.
- Practitioners deliberately model and extend vocabulary through high-quality interactions, story time and structured talk opportunities, ensuring all children develop the language needed to access the curriculum.
- Teaching reflects a gradual progression towards the expectations of Year One, particularly in the Summer term, while retaining the core principles of effective early years practice.
- Learning takes place both indoors and outdoors, giving children a wide range of opportunities to explore, investigate and develop their skills. The outdoor environment is seen as an extension of the classroom and is used throughout the day to support all areas of learning.
- As children move towards the end of Reception, teaching increasingly supports independence, listening, attention and early learning behaviours needed for successful transition into Key Stage One.
- The curriculum places strong emphasis on the development of self-regulation, including children's ability to manage emotions, attention and behaviour. This supports learning across all areas and readiness for Year One.
- Early reading is a key priority within our EYFS. We follow the Unlocking Letters and Sounds programme to deliver a high-quality, systematic synthetic phonics approach. Phonics is taught daily through well-structured, engaging sessions that follow a clear progression. Teaching is consistent across the setting, ensuring all children develop secure early reading skills.
- Practitioners engage in ongoing professional development to ensure practice reflects current research, statutory guidance and the needs of the children.

8. Use of Technology and Screens

Technology is used thoughtfully within the EYFS to support and enhance learning, rather than replace hands-on, play-based experiences. We recognise that young children learn

best through active exploration, interaction and real-life experiences, and therefore screen use is kept purposeful and limited.

Children are given opportunities to use technology to support key areas of learning, such as developing early computing skills, using programmable toys, listening to stories, or engaging with carefully selected educational content. Technology may also be used to enhance teaching, for example through visual prompts, photographs or videos to support understanding.

Practitioners model safe and appropriate use of technology and support children in beginning to understand how to use devices responsibly. Online safety is introduced in an age-appropriate way, helping children to recognise trusted adults and understand how to stay safe.

We are mindful of the amount of screen time children are exposed to and ensure that it does not replace rich interactions, outdoor learning or physical activity. Our approach prioritises communication, language development and social interaction, with technology used only where it adds value to learning.

9. Assessment

Assessment in the EYFS is primarily formative and based on ongoing observation, interaction and professional judgement. It plays a central role in supporting transition into Year One.

- Observations inform planning and next steps across Reception and into the Autumn term of Year One.
- Parents and carers contribute to assessment through Tapestry and informal communication such as 'WOW' moments.
- Children participate in the statutory **Reception Baseline Assessment (RBA)** within their first six weeks of starting Reception. The purpose of the RBA is to establish a baseline from which cohort-level progress to the end of Key Stage 2 is measured. No numerical scores are shared with the school, and the assessment is not used to label, track or make judgements about individual children, nor to hold early years practitioners to account. Practitioners receive a set of narrative statements describing how each child performed, which may be used alongside other formative assessment to inform teaching during the Autumn term.
- Disadvantaged children and those working towards the expected level, are identified early and supported through targeted provision and high-quality interactions. This ensures they make strong progress from their starting points. Practitioners carefully monitor all children's development and quickly identify those who may be at risk of falling behind.
- Where needed, additional support is put in place through small group work, targeted interventions and tailored teaching within the provision. These are planned to address specific gaps in learning, particularly in communication and language, early

literacy and mathematics. Interventions are regularly reviewed to ensure they are effective and adapted where necessary.

- Practitioners work closely with families and, where appropriate, external professionals to provide a consistent and supportive approach. Through this early identification and responsive support, we aim to ensure that all children, particularly those who are disadvantaged, keep up with their peers and make good progress over time.

At the end of Reception, practitioners complete the **EYFS Profile**, which provides a holistic summary of each child's attainment and learning behaviours.

- The EYFS Profile is shared with parents/carers and forms a key part of the professional handover to Year One teachers.
- Profile information is used alongside professional discussion to plan provision, identify support and ensure continuity of learning in Year One.
- The profile is completed for all children, including those with SEND.

Throughout the summer term, the EYFS team work with the Year 1 One team to ensure a highly effective transition from the end of Reception into Key Stage One. Detail of this process can be found in our ['Transition Policy – Early Years into Year One'](#).

10. Working with parents/carers

We value parents and carers as partners in their child's learning and transition through the early stages of school.

- Regular communication is maintained through Tapestry, parents' evenings and written reports. Although schools are not required to report a child's Reception Baseline Assessment narrative statements to parents and carers as a matter of course, we will provide them on request, as we are required to do.
- Parents and carers are actively involved in their child's learning throughout the year. Opportunities such as reading drop-ins, phonics 'learn-along' sessions, maths and writing workshops and 'Books at Bedtime' sessions help parents to understand how key skills are taught in school and how they can support these at home.
- Parents are encouraged to contribute to their child's learning journey through Tapestry, including sharing 'wow moments' from home. We also invite parents into school to share their occupations and experiences, enriching the curriculum and strengthening links between home and school.
- Regular opportunities such as open mornings, art galleries and celebration events allow parents to see their child's learning in action and celebrate their achievements. These experiences help to build strong relationships and a shared understanding of children's development.
- We also recognise the importance of supporting families at key transition points. Through staggered starts, stay-and-play sessions and dedicated school readiness workshops, we ensure that both children and parents feel confident and well-prepared for starting school and moving through the early years.

11. Children with English as an additional language (EAL)

Children with English as an Additional Language are supported through:

- High-quality language modelling and interaction
- Visual prompts and routines
- Targeted support where appropriate

Information is shared with Year One staff to ensure continuity of provision.

12. For children with SEND and/or additional needs

- Children with SEND are supported through inclusive practice and appropriate adaptations.
- Termly meetings take place between class teachers, the SENDCo and relevant staff.
- Support is reviewed regularly to ensure children make progress and feel secure.

13.Children who are disadvantaged

We are committed to ensuring that children who are disadvantaged achieve as well as their peers and make strong progress from their starting points.

Disadvantaged children are identified early, and their needs are carefully considered within daily provision. Practitioners prioritise high-quality interactions, particularly in developing communication and language, as a key driver for improving outcomes.

Where children are at risk of falling behind, timely and targeted support is put in place. This may include small group work, focused interventions and additional adult support within the learning environment. Provision is adapted to ensure barriers to learning are reduced and children are fully included in all aspects of the curriculum.

Progress is monitored closely through ongoing assessment and professional dialogue, ensuring that support is responsive and effective. We work in partnership with families to support learning at home and promote strong engagement with school.

Our aim is to diminish differences over time, ensuring all children develop the skills, confidence and resilience needed for a successful transition into Key Stage One.

14. Safeguarding and welfare procedures

Safeguarding and welfare arrangements follow the school safeguarding policy and statutory guidance, including *Keeping Children Safe in Education (KCSIE)*.

Staff monitor attendance, punctuality and wellbeing closely and work in partnership with families to promote regular attendance and secure routines.

15. First Aid

At least two members of staff within the Early Years unit hold a current **Paediatric First Aid** qualification, in line with statutory EYFS requirements.

- A paediatric first aider is present on site at all times when children are in the EYFS provision.
- Paediatric first aiders supervise eating times and snack sessions to ensure children's safety, particularly in relation to choking risks, allergies and medical needs.
- Staff are trained to follow individual healthcare plans, allergy protocols and risk assessments.
- All accidents and first aid incidents are recorded in line with school procedures and shared with parents and carers as appropriate.

16. Monitoring arrangements

The quality and effectiveness of EYFS provision is monitored through a range of strategies aligned with the Ofsted Education Inspection Framework.

Monitoring includes:

- Ongoing evaluation of curriculum intent, implementation and impact by senior leaders and the EYFS Lead
- Learning walks and observations focused on quality of interaction, language development and learning behaviours
- Review of assessment information to ensure children are making strong progress from their starting points
- Pupil progress discussions and professional dialogue between EYFS and Year One staff
- Feedback from parents and carers

This policy will be reviewed and approved by the Governing Body every **three years**, or sooner in response to changes in statutory guidance.

Date approved by Governing Body:	September 2026
Date to be reviewed by the Governing Body:	September 2029