



Early Years Foundation Stage (EYFS) Policy 2025-27

Our vision is to provide all our children in the Early Years Foundation Stage with a broad, balanced and inclusive curriculum which is tailored to the specific needs of our children. We want our children to feel safe, valued and respected so they can develop a lifelong love of learning. We do this by responding to each child's emerging needs in a warm, nurturing manner and by providing secure routines for play and learning.

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. The EYFS is an important stage of care and education, and we see the vital importance it plays. The Early Learning Goals set out what is expected of most children by the end of the Early Years Foundation Stage.

Children joining our school have already learnt a great deal and this is always considered and forms the basis of the teaching and learning that takes place throughout the school year. The early year's education we offer our children is based on the following four principles:

- Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent from a base of loving and secure relationships with parents and other key adults.
- The environment plays a key role in supporting and extending children's development and learning.
- Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Aims of the Early Years Foundation Stage

The aim of the EYFS is to develop the whole child in line with the overarching principles of the EYFS: -

- **A unique child** – every child is unique 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**, in which their experiences respond to their individual needs and there is a strong relationship between practitioners and parents/carers
- **Children develop and learn in different ways and at different rates** - the provision in EYFS is inclusive and caters for ALL children

Teaching and learning style

The four principles behind the EYFS are always at the forefront of our teaching and learning style in our environment.

We provide a play-based approach throughout EYFS as we believe that this is the best way that young children learn with enjoyment and challenge. Through play, in a secure environment with effective adult support, children can begin to make sense of their world; develop ideas, concepts and skills; take risks and make mistakes. Children can explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understandings and attitudes which are vital to their learning and development.

A child-centred approach is adopted through the use of continuous areas of provision both indoors and out. This enables children access to resources that fosters their independent learning and allows them to take control of their own learning environment, developing responsibility and ownership.

The curriculum

There are seven areas of learning and development in the EYFS:

PRIME AREAS

➤ Communication and Language:

- Listening, attention and understanding
- Speaking

➤ Personal, Social and Emotional Development:

- Self-regulation
- Managing self
- Building relationships

➤ Physical Development:

- Gross motor skills
- Fine motor skills

SPECIFIC AREAS

➤ English:

- Comprehension
- Word reading
- Writing

➤ **Mathematics:**

- Numbers
- Numerical Patterns

➤ **Understanding the World:**

- Past and present
- People, culture and communities
- The natural world

Expressive Arts and Design:

- Creating with materials
- Being imaginative and expressive

The curriculum for the EYFS in our school reflects these seven areas of learning, providing experiences to enable them to develop several competencies, skills and concepts across all areas of learning, thus providing a holistic approach to teaching and learning in order for the children to reach their full potential.

Our planning is completed for each topic and identifies the intended learning, with outcomes. In organising and implementing educational programmes, we ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and use what they already know to learn new things, and develop strategies for doing things.

Assessment

Assessment plays an important part in helping us to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Children in Reception will be assessed on entry using the statutory assessment framework for the Department for Education. All pupils are required to be assessed within the first 6 weeks of joining reception (the academic year in which they turn 5), regardless of when they join the class, unless they have been assessed previously. This reception baseline assessment is to provide an on-entry assessment

of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.

Parents will be kept up to date with their child's progress and development, and the EYFS teachers will address any learning and development needs in partnership with parents.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child. These ongoing assessments also allow us to support and extend children's learning and help them progress by providing challenging, achievable, targets to enable them to reach their full learning potential in a safe and secure environment.

We ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment.

The school will ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Teachers will not be required to record or document evidence to prove children's level of development; however, they may decide to record particularly noteworthy achievements to plan teaching and where this is beneficial for building knowledge of children.

The EYFS Profile is a comprehensive assessment completed at the end of the EYFS. It aims to provide a well-rounded picture of a child's knowledge, understanding, abilities and attainment against the early learning goals (ELGs), and their readiness for Year 1.

EYFS Profile results are reported to the LA when requested and the LA is under a duty to return this data to the relevant government department.

Staff **WILL NOT** use personal mobile phones, cameras etc to take photographs of children in the school setting or on trips. Only school equipment will be used. Photographs will only be used for pupil records of achievement in the EYFS or for classroom displays. They will be kept safe and not shared outside school premises. For further information please refer to school policy on the use of images.

Parents receive a written report at the end of EYFS that reflects their child's progress and achievements in each of the areas of learning and their Characteristics of Effective Learning. They are made personal to each child to show their individuality and the importance of this.

Inclusion in the EYFS

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

The EYFS teachers will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon, and consideration will be taken as to whether the child may have SEND which requires additional support.

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

In the EYFS we set realistic and challenging expectations that meet the needs of all our children, so that most achieve the Early Learning Goals by the end of the foundation stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support both internally and externally as necessary. This involves speech therapy for some of our children, with the approval and support of parents.

Please see also the schools Inclusion Policy for further information.

The role of parents

We believe that all parents have an important role to play in the education of their child. We view the parents as the child's first educator and have respect for them in view of this. We therefore recognise and value the role that parents have played, and the role they will continue to play, in educating their child.

We do this through:

- Inviting all parents to an informal meeting during the term before their child starts school to enable them to meet the staff, see the environment and discuss issues, concerns or answer questions they have.
- Talking to parents about their child before they join our class to gain information about their likes and dislikes which will help them settle securely.

- Holding meetings for parents of Nursery children at least once per year and Reception children at least twice a year, so we can discuss the child's progress in private.
- Providing parents with a report on their child's achievement and progress at the end of EYFS.
- Planning a range of activities throughout the year, that encourage collaboration and a working partnership between the children, the school and parents.
- Requesting parent helpers to support school trips and visits (parents can act as a classroom helper in other classes).

Review

This policy has been agreed by Staff and Governors of Long Row Primary School and will be reviewed annually by the Staff in consultation with the Governors.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.