



THE EDWARD RICHARDSON PRIMARY SCHOOL

EARLY YEARS FOUNDATIONS STAGE (EYFS) POLICY

Date of last review	Summer 2025
Term next due for update	Summer 2026
Member of staff responsible for this update	EYFS Lead
Governor responsible for this update	EYFS Governor
Requirement	Statutory

Statement of intent

At The Edward Richardson Primary School, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development. Early years education is the foundation upon which children build the rest of their lives and is an education that encompasses all learning.

This policy should be read and considered in conjunction with the following school policies:

- Teaching, Learning and Assessment Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities Policy
- Mental Health and Emotional Wellbeing Policy

This policy has been developed in conjunction with relevant DfE guidance and legislation including, but not limited to, the Childcare Act 2006 (DfE, 2021) and the Statutory Framework for the Early Years Foundation Stage (DfE, March 2021) to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning. We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Roles and responsibilities

The governing board is responsible for:

- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, are responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern for the children.

Aims

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four guiding principles shape our practice:

- 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 their learning over time. Children benefit from a strong partnership between the school and parents.
- Learning and development is important. Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Provides a safe and secure learning environment.

Learning and development

In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education. The EYFS curriculum is based on an observation of children's needs, interests and stages of development. Activities in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The 'prime' areas of learning and development are:

- Communication and language
 - Listening, attention and understanding
 - Speaking
- Physical development
 - Gross motor skills
 - Fine motor skills
- Personal, social and emotional development
 - Self-regulation
 - Managing self
 - Building relationships

The 'specific' areas of learning and development are:

- Literacy
 - 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

In organising and implementing educational programmes, the school will 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.
- 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 develop strategies for doing things.

Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support. Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents. The school uses Tapestry to record and share observations, and parents are invited to contribute to this.

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 level of achievement, interests and learning styles and will use this information to shape learning experiences for each child.

During the EYFS year, staff will undertake two summative assessments of the level of each child's development.

These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting reception year.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

The school reports EYFS Profile results to the Local Authority (LA) when these are requested. The LA is under a duty to return this data to the relevant government department. Reasonable adjustments will be made to the assessment process for children with special education needs and disabilities (SEND), as appropriate.

The EYFS lead 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.

Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

The learning environment and outdoor spaces

The classroom is organised in such a way that children can explore and learn in a safe environment. Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

Our vision for our outdoor area is that it provides a rich, exciting and diverse range of activities and learning opportunities for all of our children. We provide engaging opportunities for children to develop early writing and communication skills in meaningful, hands-on contexts. Whether they are making marks with chalk on the pavement, writing in sand trays, or using clipboards to record observations, children are encouraged to explore writing in playful and purposeful ways.

Our outdoor provision includes activities designed to enhance fine motor skills, such as threading, weaving, using small tools, and manipulating natural materials like leaves, twigs, sand, etc. These activities support the development of strength, control, and coordination, essential for early writing and self-care skills.

We foster a sense of curiosity and wonder by encouraging children to engage with the natural world. Children are given opportunities to explore their environment, investigate natural phenomena, and engage in problem-solving activities. From building dens to exploring sensory trays, these experiences nurture creativity, resilience, and independent thinking.

Safeguarding and Welfare

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and usually up to six. A member of staff with a PFA qualification will always accompany the children on any school outings. This training is renewed every three years. An up-to-date list of staff with first aid and paediatric first aid training is available in the staff room.

Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents. Parents are invited to parent consultations in the autumn and spring terms, and a formal written report is provided at the end of the summer term. However, the school operates an 'open door' policy and parents can request a meeting with the teacher at any point in the year. In the same way, the teacher may request to meet with parents to discuss any concerns at any time.

Transition

Prior to starting in the EYFS, children are invited into school for three induction sessions (June, July). This provides the following opportunities:

- for children to get to know the EYFS staff
- for children to start building relationships with the other children in the cohort
- for children to become familiar with the classroom and wider school environment
- for EYFS staff to get to know the children, and for identification of any additional transition needs prior to the September start date

Transition from EYFS to Year 1 is seamless due to the two year groups being taught in the same class by the same teacher. Throughout the year, children in the EYFS witness how learning is different for the Year 1 pupils, seeing that the older children complete more formal work at tables. Progress against the Early Learning Goals and completion of the EYFS profile for each child provides the teacher with clear targets as the children embark on Year 1.