

# Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn



## Early Years Foundation Stage Policy

Date adopted: 9<sup>th</sup> July 2025

Review date: 5<sup>th</sup> July 2027

## **Early Years Foundation Stage Policy**

Education is the key to every child's future success. It has been recognised that the early years are critical in children's development. Children develop rapidly during this time – physically, intellectually, emotionally and socially. All children should be given the opportunity to experience the very best possible start to their education, in order to achieve their full potential.

The Early Years Foundation stage (EYFS) Applies to all children from birth to the end of the reception year.

In our preschool the children can join us when they are three years old. Government funding for childcare begins the term after children are three years old. Reception children start school full time at the beginning of the autumn term after they are four years old. Many of our children will have attended Barford Pre-School, prior to their admission into Reception. However, as admission into Reception at Barford comes under the Warwickshire admissions policy process, admissions to our reception class are not necessarily guaranteed for those attending our Pre-School.

The EYFS is based upon four principles:

**A Unique Child**  
**Positive Relationships**  
**Enabling Environments**  
**Learning and Development**

### **A unique child**

We recognise that children develop in individual ways at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration assemblies and rewards to encourage children to develop a positive attitude to learning.

### **Inclusion**

We value the diversity of individuals within the school and do not discriminate against children because of differences. All children are treated fairly, regardless of race, religion or abilities. All children and their families are valued within 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.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. 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 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 as necessary.

### **Safeguarding**

It is important to us all that all children in the school are safe. We aim to educate children on appropriate behaviour and rules needed to work together. They learn what is right/wrong and the reasons why. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We adhere to the school safeguarding policy. This policy is guided by government guidance and government initiatives, and therefore the school safeguarding policy is reviewed every year.

### **Positive Relationships**

We recognise that children must learn new skills to encourage independence and the ability to form secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents as partners**

We recognise the parents are children's first and most enduring educators and we value the contribution they make.

We recognise the key role that parents play and as a result we:

- Offer new parents the opportunity to look round our school, with a member staff on one of our school open days.

- Talk to parents and their child's preschool settings about a child before they start in our Pre-School or Reception class.
- Invite all Reception parents to an induction meeting during the term before their child starts school.
- Offer all new Reception parents an optional home visit in September prior to their child starting school.
- Give the children the opportunity to spend time with their reception teacher before starting school. We do this through settling in sessions at Pre-School, and through transition afternoon and story time visits in Reception.
- Invite all reception parents to curriculum evenings to support their understanding of how children access learning in the foundation stage.
- Offer parents regular opportunity to talk about their child's progress and allow access to the children's work and their learning environment.
- Encourage parents to talk to their child's teacher if they have any concerns. There are opportunities for formal meetings for parents to discuss their child's progress in private with their teacher. Parent teacher meetings take place in the Autumn term and Spring term. A report on their child's learning is issued in the Summer term, and parents are offered the opportunity to discuss these reports if they want to.
- Arrange a range of activities throughout the year to encourage collaboration between a child the school and parents. Church services, special assemblies and 'Stay and Play' sessions take place each term.
- Offer regular communication via parents' notice boards, termly curriculum information, biweekly school newsletter and an informative website.

The Pre-School EYFS practitioners meet with Reception staff to discuss new intake children. Staff and children from preschool are regularly included in school events (Christmas productions, Harvest Festival, Sports Day etc.). The foundation stage team work closely together. There will also be information about any transition activities between Pre-School and Reception, and between Reception and Year One.

We draw upon our links with the community to enrich children's experiences, by inviting visitors into school and taking the children on educational visits.

### **Enabling environments**

The environment plays a key role in supporting and extending children's development and learning. Enabling environments encourage young children to play because they feel relaxed, comfortable, and 'at home' in them. When children feel emotionally safe and secure, they are able to explore and find out about the place they are in, and the things they can see, touch, manoeuvre or manipulate. In the EYFS the environment is

described in terms of three aspects: the emotional environment, the outdoor environment and the indoor environment. These three aspects of the environment together make up the environment for play and learning in the EYFS.

### **Toilets**

Children have access to their own toilets in both the Pre-school and Reception classrooms. We acknowledge that young children often have 'accidents' (i.e. wet themselves). Toileting requiring adult support is logged and later shared with parents. Staff always ask children for consent when they need support if toileting accidents occur.

### **Progress**

We track children's progress by matching their development against the Early Years Outcomes age bands and these are moderated within the Early Years team with Year One staff and with other schools. We make best fit judgments about whether a child is showing typical development for their age, may be at risk of delay or is ahead of their age. Within the final term of the EYFS, we provide a written summary to parents reporting their progress against the early learning goals. Parents have the opportunity to discuss these judgments with the EYFS practitioners and discuss next steps for learning.

### **Teaching and Learning Style**

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to teaching in Key Stages 1 and 2. Features that relate to the EYFS are:

- the partnership between practitioners and parents so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding practitioners have of how children develop and learn and how this affects their teaching.
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk, or other means of communication.
- The carefully planned curriculum that helps children work towards the early learning goals throughout the EYFS.
- Provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- Encouragement for children to communicate and talk about their learning and to develop independence and self-management.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the process and future learning needs of children through observations, which are shared with parents.

## **Play**

Play underpins every aspect of our EYFS provision. Through play our children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They can think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

The EYFS areas are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, work quietly or rest. Learning areas are created where children can find and locate equipment and resources independently. The EYFS has its own enclosed outdoor area. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning.

## **Learning and Development**

### **Areas of Learning**

The EYFS is made up of seven areas of learning:

**Communication and Language**

**Physical Development**

**Personal Social and Emotional development**

**Literacy**

**Mathematics**

**Understanding the World**

**Expressive Art and Design**

All areas are delivered through a balance of adult-led and child-initiated activities. In each area there are Early Years Outcomes and Early Learning Goals (ELGs) that define the expectations for most children.

The long-term planning within the EYFS classes is based around half termly themes. These plans are used by the EYFS practitioners as a guide for medium term and weekly planning. However, practitioners may alter these plans in response to the needs, achievements and interests of the children.

We make assessments of children's learning across all seven areas of our curriculum. We use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation and planned assessment opportunities and this involves the teacher and other adults as appropriate. These observations can be recorded in the children's tapestry journals and/or in learning journals

and on tracking grids. They also include information provided by parents to support their child's learning.

### **Active Learning**

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

### **Being Creative and Thinking Critically**

Children should be given opportunity to be creative through all areas of learning. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas, and asking open questions. Children can access resources freely and are allowed to move them around the area to extend their learning.

### **Monitoring and Reviewing**

It is the responsibility of the EYFS practitioners to follow the principles stated in this policy. EYFS practice will be fed to the Full Governing Body. The head teacher and EYFS leader will monitor the EYFS as a part of the whole school monitoring schedule.

REVIEWED July 2025

NEXT REVIEW DUE July 2027