



## Early Years Foundation Stage Policy

**Reviewed by: Jayne Clark**

**Date reviewed: March 2026**

**Approved by Governing Board: 24.03.26**

**Next revision due: March 2027**

<b>Headteacher</b>	Sign and Date	
<b>Chair of Governing Board</b>	Sign and Date	

## Introduction

*‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Foundation Stage year. In our school, all children join us, in a short phased entry, at the beginning of the school year in which they are five. This is known as Foundation Stage 2 (FS2). We believe that early childhood is the foundation on which children build the rest of their lives. This policy is based on requirements set out in the [statutory framework](#) for the Early Years Foundation Stage (EYFS) for 2023

### **Purpose and Aims of the Policy:**

The aims of our school as described in our vision are as follows:

#### **‘Learn together, Grow together, Succeed together’**

‘When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.’ (Development Matters 2020)

In EYFS we understand the importance of ensuring secure foundations for future learning and development. However, we also believe in a holistic approach, keeping the whole child in the forefront of our minds and realise the importance of play in children’s development. Therefore we are committed to a principle of Learning through Play whereby children and adults engage in exploratory and active learning, where creativity and critical thinking is developed, supported and extended and all areas of learning and development are implemented. It is our intent to inspire a love of learning, where the children are ambitious, resilient and confident to take risks.

### **The policy:**

The EYFS is based upon four overarching principles:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured. (Appendix 1)
- children learn to be strong and independent through **positive relationships**. (Appendix 2)
- 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 practitioners and parents and/or carers. (Appendix 3)
- importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND). (Appendix 4)

## **Assessment**

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child in the end of school year report in July.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

**Consultation:** Governors, teachers, other staff

**Relationship to other policies:** This policy should be read in conjunction with the: Safeguarding Policy, Curriculum Policy, SEND Policy, Equal Opportunities Policy and Behaviour Policy.

## **Roles and responsibilities:**

### **To ensure the success of the EYFS Policy, the Head, Senior Management Team and Governors should:**

- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.
- Provide clear communication with parents about the role they are expected to play in the development of their child's learning and development at school.
- Ensure that resources are available to ensure good quality teaching and learning.

### **To ensure the success of the EYFS Policy, the EYFS Leader should:**

- Have an impact on raising standards of attainment for EYFS pupils across the unit.
- Ensure the effective implementation of the EYFS Framework.
- Maintain the availability of high quality resources.
- Maintain an overview of current trends and developments within the EYFS.
- Monitor teaching and learning throughout the Foundation Stage to ensure its effectiveness.
- Carry out regular and effective moderation and of analysis of children's learning and achievements.
- Carry out a regular and effective programme of analysis of planning.
- Provide curriculum support and guidance for other teachers and staff.
- Ensure the effective implementation of transition to Year 1 (Appendix 5)

**To ensure the success of the EYFS Policy, all staff should:**

- Ensure the effective implementation of the EYFS Framework.
- Make effective use of interactions, observations and assessments during Learning and Discovery time.
- Ensure that planning reflects the interests and the needs of the children to motivate and to enable children to reach their next step. (Appendix 1 and 3)
- Ensure teaching, learning and provision is differentiated/adapted to enable all children to reach their full potential.
- Enable pupils to take an increased responsibility for their own learning and next steps.
- Ensure that pupils are 'Year 1' ready by the end of the Summer Term. (Appendix 5)

**To ensure the success of the EYFS Policy, all pupils should:**

- Take responsibility for their learning.
- Be actively involved in challenging themselves, making plans for their learning and thinking about next steps.
- Ensure they read regularly at home and share their new learning with their families.

**To ensure the success of the EYFS Policy, parents should:**

- Do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible.
- Ensure that their child is equipped and appropriately dressed for school and for taking part in activities inside and outside.
- Inform us if there are matters outside school that are likely to affect their child's performance at school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the home/school agreement.
- Ensure that they listen to children read at home and support with extending their child's learning through play.
- Ensure learning seen at home is shared with school through photographs and observations added to their online learning journey via Tapestry and pieces of work.(Appendix 6)
- Endeavour to do their best to attend parent involvement activities and parent workshops.(Appendix 2)

## **Appendix 1**

### **A Unique Child**

At Parsons Down Partnership of Schools we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. 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/ sharing, 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 at Parsons Down Partnership of Schools are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. 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.

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 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 as necessary.

#### **Safeguarding and welfare**

*"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."*

At Parsons Down Partnership of Schools we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

We understand that we are required to:

- Provide a setting that is welcoming, safe and stimulating where children are able to enjoy their learning and can grow in confidence.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.

- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements. It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. 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.

## **Appendix 2**

### **Positive Relationships**

At Parsons Down Partnership of Schools we recognise that children learn to be independent and develop resilience from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents as Partners**

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating their children. We do this through:

- Talking to parents about their child before their child starts in our school; either during a home visit or a visit to the school;
- The teacher offers to visit most children in their pre-school setting prior to their starting school;
- The children have the opportunity to spend a session with their teacher before starting school;
- Inviting all parents to a Foundation Stage Welcome Evening during the summer term prior to their child starting school;
- Offering parent's regular opportunities to talk about their child's progress in our foundation stage setting through our open door policy, open mornings and parent's evenings
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents during the Autumn and Spring terms at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents:
- Providing and encouraging opportunities for parents to contribute to the children's online learning journeys via Tapestry through observations, photographs and pieces of work.(Appendix 6)
- Providing a weekly newsletter, highlighting the learning carried out that week and ideas to continue the learning at home.

All staff involved with the EYFS aim to develop good relationships with all children interacting positively with them and taking time to listen to them. At our school the teachers act as 'Key Persons' to all children supported by the Teaching Assistants. We have good links with the local feeder Pre-schools. The Foundation Stage staff talk with providers to discuss each individual child and their transition process into school. The EYFS staff visit local feeder Pre-schools throughout the year.

## **Appendix 3**

### **Enabling Environments**

At Parsons Down Partnership of Schools we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

### **Observation, Assessment and Planning**

At Parsons Down Partnership of schools, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests, learning styles and next steps. These observations lead the direction of planning. Staff also take into account observations shared by parents and carers. The staff use the children's interests to plan themes for a week or more alongside discrete phonics, maths and other directed teaching. In addition to this the children lead the short term activity planning on a day to day basis through the use of play plans. This fostering of the children's interests develops a high level of motivation for the children's learning.

The Reception Baseline Assessment is carried out within the first six weeks of a child starting in Reception.

At the end of Reception, teachers complete the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are:

- meeting expected levels of development
- not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions among teachers working with the children. The results of the profile are shared with parents and carers and Year 1 teachers. EYFS profile data is submitted to the Local Authority (LA) in the summer term when these are requested. The LA is under a duty to return this data to the relevant government department. In July parents receive a written summary containing information about how each child learns and an assessment against each of the seventeen areas of learning.

### **The Learning Environment**

The Foundation Stage Unit is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, be creative etc. The Foundation Stage is set up in learning areas, where children are able to find and locate equipment and resources independently. The unit has its own outdoor area. The free flow between the inside and outside has a positive effect on the children's development and wellbeing. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunity to explore, use their senses and be physically active and exuberant.

## **Appendix 4**

### **Learning and Development**

At Parsons Down Partnership of Schools we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected. There are seven areas of learning that must shape the educational provision in early years settings.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

#### **Prime Areas:**

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

#### **Specific Areas:**

- Literacy
- Mathematics
- Knowledge of the world
- Expressive arts and design
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We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

### **Characteristics of Effective Learning**

We uphold the view that learning is underpinned by the characteristics of effective learning. In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

The 3 characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

All of these areas interlink throughout the curriculum and adults make the most of opportunities to interact with children to develop their playing, thinking and learning. Adults also recognise that there are times when they need to take a step back to enable children to think critically and solve a problem by trial and error or perseverance.

### **Play**

*"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level."*

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

*“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things.”*

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas, asking open questions and suing sustained shared thinking. Children can access resources freely and are allowed to move them around the environment to extend their learning.

## **Appendix 5**

### **Transition to Year 1**

At Parsons Down Partnership of Schools we recognise that Year 1 is a very different experience from our Foundation Stage. Therefore it is important to us to provide a seamless transition to Year 1, where the children can thrive from day one. We do this through:

- Familiarising the children with the school by integrating at lunchtimes and special assemblies
- Mixing with Year 1 during Wellie Wednesday and with some outdoor learning opportunities from the outset
- Using the hall for P.E, the library and other areas in the school for phonic sessions from the outset.
- Leaders visiting Foundation Stage and talking to the children throughout the year.
- Year 1 reflect FS timetable at beginning of autumn 1 and provide continuous provision opportunities throughout the year.
- Year 1 Teachers (if appropriate) visiting Foundation Stage during L&D time from the second half of the Summer term.
- Holding Story Swaps (teachers) from the second half of the Summer term.
- Children having an opportunity to meet their new teacher and experience Year 1 for half a day (changeover day)
- Having an 'open door' opportunity at the end of changeover day for parents to individually talk to the new teacher about any issues / questions.

## **Appendix 6**

## **Online Learning Journal via Tapestry.**

Staff record snapshot and observations of pupil's learning. Photos and videos are taken to record key moments. At Parsons Down Partnership we collate and share this evidence with parents using an online learning journal system called Tapestry. Tapestry is hosted in the U.K. on dedicated secure servers. These servers conform to very high safety standards and are proactively managed by a central security team. The safeguarding of our pupils is very important to us. Everything that is added to Tapestry will be added to our school's account and can only be viewed by the school staff that use the system and parents and carers that have login details and passwords. Parent and carers can only access their child's account and we require permission to activate an account. The photographs and videos taken and uploaded to Tapestry by the school are the property of Parsons Down Partnership and parents do not have permission to upload them onto any website on the internet. Any incidents where this confidentiality is broken will be dealt with very seriously and will result in individual access to the system being withdrawn.