



# Early Years Foundation Stage Policy

STATUTORY POLICY  
Review: Every Two Years  
Next Review Date: May 2026

Role	Name
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## **1 Introduction**

### **This policy aims to ensure:**

- We aspire to support and promote children's holistic growth and development, with each child realizing and exceeding their full potential.
- The dignity, worth and uniqueness of each individual, both adult and child, is respected.
- We appreciate childhood as a unique and valuable stage of life and are aware that the quality of childhood has lifelong consequences.
- The child-family bond is of primary importance, and parents/carers have primary responsibility for the child. We value partnerships with parents.
- Children are understood and supported in terms of their family, culture and wider community. Diversity is celebrated.
- Children are citizens who will make a valuable contribution to society and have a right to a voice in issues which affect them. It is our role, together with parents, to prepare the next generation of global leaders for the unknown future.
- The well-being of the child is paramount. Where there are competing priorities, early years' professionals act as advocates for the child based on sound pedagogical principles.
- Relationships based on trust and respect are central to the child's emotional and physical health and learning.
- Children are active, capable learners, through exploration, play, talk and interacting with environment and with others.
- Good practice sees the child as central to the direction, pace and content of their learning.
- We are committed to ensuring that children are safe and healthy, make positive contributions, enjoy and achieve.
- We are committed to reflecting on our practice, continuing to develop our knowledge and evolving understanding of our pedagogy.

The Foundation Stage extends from the age of three to the end of the reception year. Entry into our primary school is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

- The Foundation Stage is important in its own right, and also in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of the Foundation Stage.
- The early-years education we offer our children is based on the following principles:
  - It builds on what our children already know and can do;
  - It ensures that no child is excluded or disadvantaged; Theme – A unique child.
  - It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors; This is so they can learn in different styles and at different rates.
- It provides a rich and stimulating environment.

- Positive relationships – Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

## **2 Aims and objectives**

2.1 The curriculum of the Foundation Stage underpins all future learning by promoting and developing the Early Learning Goals in the seven areas of learning: (We are an Early Adopter School)

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas 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 prime areas are strengthened and applied through 4 specific areas:

- Literacy
  - Comprehension
  - Word Reading
- Mathematics
  - Number
  - Numerical Patterns
- Understanding the world.
  - Past and Present
  - People, Culture and Communities
- Expressive arts and design
  - The Natural World
  - Creating with Materials
  - Being Imaginative and Expressive

In addition to these areas of learning, we strive for our children to develop effective characteristics of learning which will enable them to become learners for life.

Children will **play and explore** their environment showing engagement by:

- Finding out and exploring
- Play with what they know
- Be willing to 'have a go'

Children will be **active learners**, showing motivation by:

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Children will be creators and think critically by:

- Having their own ideas.
- Making links
- Choosing ways to do things

As adults we support our children by:

- Fostering a desire to learn by nurturing active questioning and an awareness of the world around them.
- Encouraging children to express their thoughts and ideas in a variety of situations.
- Helping children to become competent speakers and listeners.
- Developing confidence by praising success and encouraging effort.
- Learning through play and experience learning first hand.

Each child will be assessed to whether they are emerging (not yet reached the Early Learning Goal), expected (reached the Early Learning Goal). There is no longer an 'exceeding' descriptor.

### **3 Inclusion at the Foundation Stage**

3.1 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 we are planning for their learning.

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

3.3 We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;

- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid 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 providing support (such as visual, speech and language or hearing therapy), as necessary.

#### **4 The Foundation Stage curriculum**

4.1 Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

4.2 The Early Learning Goals form part of the National Curriculum. Accordingly, by the end of the reception year, our children have a daily mathematic and English lesson. Teachers address these requirements in a flexible way at first, but by the end of the Foundation Stage.

4.3 The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Teachers use the national schemes of work, where appropriate, to support their planning for individual children. Our medium-term planning is completed half-terminly, and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and also for those working on the National Curriculum.

4.4 The school makes full use of the outdoor classroom, where activities takes place at all times of year. Children wear suitable clothing at all times. (free flow).

#### **5 The role of parents and carers**

5.1 We believe that all parents and carers have an important role to play in the education of their child. We therefore recognise the role that parents and carers have played, and their future role, in educating the children. We do this through:

- talking to parents or carers about their child before their child starts in our school;
- visits by the teacher to all children in their home setting prior to their starting school (Parent/carer choice);
- opportunities given to the children to spend time with their teacher before starting school such as stay and play sessions;
- offering parents and carers regular opportunities to talk about their child's progress in our reception class;
- encouraging parents and carers to talk to the child's teacher if there are any concerns;
- having flexible admission arrangements, and allowing time to discuss each child's circumstances;

- encouraging parents and carers to say if there are problems with the child's admission;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents/carers;
- providing various activities that involve parents and carers, i.e. regular communication with home through the child's reading record, text message, Class Dojo and Seesaw.

## **6 Assessment - Impact**

6.1 At Brockley Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

6.2 When a child enters school they are 3 years old. To ensure that we have a good understanding of their learning and development, we request the written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. This is completed between the ages of 2 and 3 years old.

6.3 Once a child has settled into school, we then observe and complete an on-entry assessment. This informs our Baseline assessment (on entry). This first assessment is a snap shot of all the prime areas of learning alongside Literacy and Maths attainment. There are three further assessment points at the end of each term to support the identification of attainment, but also the gaps for further support and learning.

6.4 Throughout each child's time within the Early Years, a learning journey is compiled to celebrate achievements and independent evidence of attainment throughout the EYFS referencing development matters and the Early Learning Goals. To support the compilation of each learning journey and to enable us to celebrate children's achievements with their parents, we use an on-line learning journey called 'Seesaw'. This enables us to focus upon the process of learning as well as the outcome, linking holistically to all elements of learning and development, alongside the characteristics of learning.

6.5 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: Not yet reaching expected levels ('emerging') Meeting expected levels of development ('expected').

6.6 The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers as well as the local authority. Progress meetings are planned regularly with teachers, TAs and SENCOs, to discuss and moderate children's attainment and consider support, interventions or further challenge.

## **7 Resources**

7.1 We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the

children come from and the wider world. We encourage the children to make their own selection of the activities on offer as we believe that this encourages independent learning.

### **8 Monitoring and review**

8.1 This policy is monitored by the governing body, and will be reviewed every two years or earlier if necessary.

8.2 This policy was written by the EYFS Leader and approved by the Headteacher and The Governing Body.