LANGDON

PRIMARY SCHOOL

Early Years Foundation Stage Policy

Reviewed October 2025

Agreed by the Governing Body 16.10.25

Due for review October 2027

Early Years Foundation Stage Policy

1 Introduction

1.1 The Early Years Foundation Stage (EYFS) applies to children from birth to the age of five. In our school, children usually join us at the beginning of the school year in which they are five. The EYFS is important in its own right, and in preparing children for later schooling. The Statutory Framework for the Early Years Foundation Stage set out what is expected of most children by the end of the Foundation Stage.

1.2 Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in the local area. 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;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment
- it prepares children for the next stage of the education.

2 Aims of the Early Years Foundation Stage

2.1 To consider the individual needs, interests, and stage of development of each child in our care.

- To use this information to plan a challenging and enjoyable experience for each child in
- all of the areas of learning and development.
- To greatly enhance each child's health, safety and well-being through the vigilant and
- consistent implementation of our robust Safeguarding policy and procedures.
- To provide an organised and highly stimulating physical environment inside and outside
- with rich, imaginative and varied resources.
- To provide a secure and caring emotional environment that enables each child to
- become a confident, motivated and happy learner.
- To provide an intellectual environment where practitioners and children 'work together'
- to solve a problem, clarify a concept, evaluate activities or extend a narrative.
- To provide consistently high quality and inspirational teaching that is highly responsive
- to the children's needs.
- To plan provision across all areas meticulously and in response to the children's
- interests.
- To involve parents/carers in their child's learning and development, and the assessment
- of their child.
- To use accurate, rigorous and sharply focused assessment of the children's
- achievements so that every child undertakes highly challenging activities.
- To highly motivate all children, including those who have special educational needs
- and/or disabilities, disadvantaged children and the most able, to make substantial and
- sustained progress in relation to their starting points.
- To provide opportunities for children whose home language is not English to develop
- and use their home language in play and learning.

- To foster independence and individuality.
- To foster a very good understanding of how to keep safe, manage risks and demonstrate
- high levels of self-control, cooperation and respect for others.
- To effectively prepare each child for their transition to Key Stage One

3 Teaching and learning style

3.1 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 the teaching in Key Stages 1 and 2.

3.2 The more general features of good practice in our school that relate to the EYFS are:

- the partnership between teacher and parents and carers, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that the teacher has 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 achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the 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 and assessment of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the EYFS.

4 Play in the Early Years Foundation Stage

4.1 Learning through play underpins our approach to teaching and learning in the EYFS. We believe that learning through play is effective when we provide purposeful activities and experiences that interest children. Learning is greatly enhanced when supportive, knowledgeable adults intervene in play and encourage children to think about what they are doing and provide them with opportunities to explore and experiment with ideas. Through play children have opportunities to practise and consolidate new skills including skills such as negotiating, discussing, investigating and questioning. Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, 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. They express fears or re-live anxious experiences in controlled and safe situations.

5 Inclusion in the Early Years Foundation Stage

5.1 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.

5.2 In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals and a Good Level of Development by the end of the 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 recognise that some children will require additional support and resources to assist or extend their learning.

5.3 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 opportunities to motivate and support children and 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 timely action to provide support as necessary.

6 The Early Years Foundation Stage Curriculum

6.1 The curriculum for the EYFS in our school reflects the areas of learning identified in the Early Learning Goals within the Statutory Framework for the Early Years Foundation Stage. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

6.2 The Early Learning Goals provide the basis for planning throughout the EYFS. The schemes of work are based on themes or topics to support the interests of individual children.

6.3 The Four principles
The EYFS is based upon four principles:
- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

6.4 A Unique Child
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. We gather information about children's interests through observations and discussion and use this to help provide learning opportunities linked to these.

6.5 Positive Relationships
We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

6.6 Enabling Environments
We recognise that the environment plays a key part in supporting and extending children's development. The physical Early Years environment is divided into three areas through which the children can move freely. There is an indoor area and a covered outdoor area; these are loosely zoned into areas of learning so children can locate and access resources independently, whilst having the flexibility to move resources from one area to another as the direction of their play changes. The outside area contains a mud kitchen, a playhouse, a sandpit and a timber trail to enable climbing activities to take place safely. There are periods of time allocated daily where children free-flow around the inside and outside areas engaging in child-initiated activities.

6.7 Learning and Development

We use observations to assess children's interests, stages of development and learning needs prior to planning challenging, meaningful and achievable activities and experiences to extend their learning. Children have daily opportunities to learn through a mixture of adult led and child-initiated activities. Adults intervene in children's play to extend their learning and help the children develop new lines of enquiry and interest. Adult led activities are structured and planned for based on the assessments of children's needs in all areas of learning and provide a systematic approach to teaching skills such as phonics, fluency in number and writing. Adults then provide opportunities during child-initiated activities for children to apply these skills.

6.8 Areas of Learning

The EYFS is made up of 3 prime areas of learning;
- Personal, social and emotional development
- Communication and language
- Physical development

There are four specific areas of learning;
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

7 Assessment

7.1 Throughout the year children's knowledge, skills and understanding are assessed and tracked using the development stages set out in the 'Development Matters in the Early Years Foundation Stage (EYFS)' document. When children enter Langdon Primary within the EYFS they will be assessed during the first six weeks of school against the learning statements in mathematics, literacy and PSED in order to establish a baseline, or starting point, for their future learning. We will also consider assessment information received from previous early years settings. Judgements will be made based on adult's observations and children's performance in a range of adult led activities.

7.2 Formative assessment

Accurate assessment depends on getting to know our children well and gathering information from a range of sources; observations of the children at play; during adult led activities; through discussion with parents and through talking to the children. We keep photographic and written evidence along with adult knowledge of the child and examples of children's own work to help us build up a picture of each child's strength's and achievements. This evidence is then used to help assess each child's current stage of development in all EYFS areas. Every child has an electronic 'learning journal' in which we record our observations and a folder in which we store samples of the children's work. The electronic system we use for creating children's learning journals is via the 'Seesaw' app. Parents and children have access to children's folders and the electronic learning journals all year round. Parents are encouraged to upload learning which has taken place at home to add to that which has happened in school.

7.3 We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation and this involves the teacher and other adults as appropriate. All observations and evidence are kept in the children's 'Learning Journey' portfolios.

7.2 During the children's time in the reception year, the teacher assesses the ability of each child using suitable baseline assessment materials. We use the information collected in the profile throughout the year to help modify the teaching programme for individual children and groups of children. We share the information gathered in the EYFS Profile and 'Learning Journey' with parents through the online platform 'Seesaw' and at the parental consultation meetings.

8 The role of parents and carers

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

- inviting all parents to an induction meeting during the term before their child starts school;
- giving the children the opportunity to spend time with their teacher before formally starting school;
- holding home visits prior to starting school in order to meet the child in their own environment;
- offering parents regular opportunities to talk about their child's progress in the reception year;
- encouraging parents to talk to the child's teacher if there are any concerns;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- offering a range of activities that support the involvement of parents.

There is regular communication with home through the child's curriculum information and reading records. We invite parents to come in to school to share their child's work and achievements regularly. There is a formal meeting for parents in the Autumn and Spring term at which the teacher and the parent discuss the child's progress in private. Parents and carers receive a termly written continuous assessment report and an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress.

9 Transitions

9.1 We endeavour to ensure a smooth transition for children between Nursery and Reception and

at the end of the EYFS as children move into Key Stage 1. We recognise that children may be vulnerable at stages of transition and implement a range of strategies in order to support children and their parents to feel secure and confident to face the challenges of starting school and progressing through the stages of their school life. We manage transitions in the following ways:

9.2 Transition from Nursery to Reception
Langdon Primary holds open sessions in the summer term prior to the children starting school. Practical information is shared with parents and families are invited to a 'stay and play' session where the children can become familiar with the setting with their parents beside them for support. Following this, the children are welcomed back to their new classroom for afternoon play sessions over the course of the next four weeks.

The reception class teacher liaises with the feeder nursery settings during the summer term to gather information and the child's level of development is discussed. At this time the reception class teacher will visit all children in their nursery settings to observe them in play and to introduce themselves to the children allocated to their class. The reception class teacher (supported by one other member of staff) will arrange a home visit for children and the parents. During the visit, the teachers will meet the children in their own homes and they will also share information with parents about the expectations for children entering our school and reception class, and how they can support their children at home. This is also an opportunity for parents to share concerns about their child's learning and progress so far.

Reception children begin full time school in the fourth week of Term 1. Teachers support the children in transition outside of the classroom, for example, by eating their lunches with them in the school hall and at playtimes and breaks.

9.3 Transition from Reception to Key Stage 1
We recognise that all children are unique and reach different stages of development at different times. Entry into Key Stage 1 is therefore an important transition as children's planned teaching and learning moves from one curriculum (EYFS) to another (National Curriculum). We adopt a number of strategies to ensure that this move is a positive experience for the children, for example:

- Circle time discussions are held to talk about the move into Year 1 and to prepare the children for the changes they will experience
- Transitions days are held in the summer term to allow children to spend time with their new teachers and new class
- Children who find managing change difficult are taken to visit the Year 1/2 class on several occasions prior to transition days and some identified children are provided with social stories to read at home and in school in preparation for the changes

10 Resources

10.1 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 be central to the development of this environment and to make their own selection of the activities on offer, as we believe that this encourages independent learning.

10.2 We invest in good, skilled and supportive adults to work within the EYFS. We comply with all Local Authority and Government guidance on safer recruitment in order to ensure that staff are suitable to work with children. Consideration is given to ensuring that each member of the EYFS

team is suitably skilled to work within this stage and training is provided where there is an identified need.