

Early Years Foundation Stage Policy



Written: July 2025

Approved by the Governing Body:

Review Date: July 2027

Early Years Foundation Stage Policy

OUR SCHOOL VISION

Chisenhale is proud to be a community school. Our community is a rich social and ethnic mix and families are welcomed to become an important part of school life. We have a really committed and hard-working staff team, who want children to enjoy learning through a range of interesting experiences.

Our vision is Learning Together for a Better Future and in order to achieve this vision we aim for all children to be

- Successful learners
- Confident individuals
- Responsible citizens

As a school we have a strong ethos of inspiring children to enjoy learning. We celebrate the rich diversity within our community and nurture children's individuality.

Our school vision and values support those of the **United Nations Convention on the Rights of a Child**. This policy primarily address:

Article 3: The best interests of a child must be a top priority in all things that affect children.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. *This is at the heart of our ethos: we understand that children learn best through play. Planning is based around children's interests and objective-led to ensure our provision meets the needs of all of our unique children.*



Admissions

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Children may join Nursery from the age of three on a part-time or full-time basis. Children join our Reception classes in the academic year they turn five and attend full-time. The local authority give priority to children who have special educational, social or medical needs, those with siblings already in our school, and those living in closest proximity. The nursery has 36 places. Reception has 45 places spread across two classes. If places are not filled in September children may be admitted at the beginning of the Spring or Summer term dependent on their date of birth.

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Introduction

At Chisenhale Primary School we are committed to providing high quality early years education that lays a secure foundation for every child's future learning and development. Our Early Years Foundation Stage (EYFS) Policy sets out our principles, approaches, and statutory requirements for the care and education of children in Nursery and Reception classes.

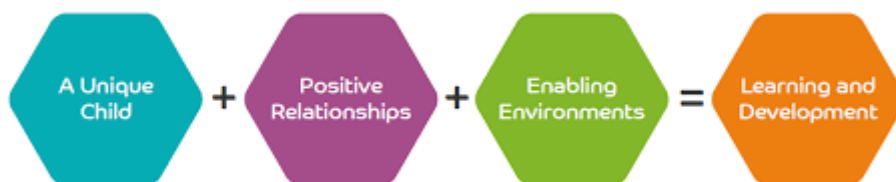
Aims and Objectives

- To provide a safe, nurturing and stimulating environment where every child feels valued and respected.
- To support children's learning and development through a broad and balanced curriculum based on the EYFS Statutory Framework.
- To establish positive relationships with parents, carers and families, recognising them as key partners in children's learning.

Statutory Framework

Our EYFS provision follows the statutory requirements set out in the Department for Education's Early Years Foundation Framework (Revised 2025). This includes safeguarding and welfare requirements, as well as the areas of learning and development.

The EYFS is based upon four principles:



A Unique Child

At Chisenhale Primary School, we use the non-statutory guidelines 'Development Matters' (revised September 2023) from the Department for Education which describe the skills and knowledge children typically acquire at different ages. Every child's achievements, progress and interests are monitored throughout the year via observations, adult led activities and play. We discuss children's progress with their families and we plan interventions to support children when necessary. In the final term of the EYFS we assess whether children have achieved the 'Early Learning Goals' for each aspect of the curriculum.

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Positive Relationships

At Chisenhale Primary School, we recognise that forming positive relationships enables children to feel safe and happy coming to school. We know that this is essential to children's ability to learn. All members of staff are responsible for monitoring and maintaining children's well-being and each child has a named key person who helps to ensure their individual well-being and progress. We constantly monitor children's well-being and involvement and discuss this with parents and carers regularly.

We understand that children are learning to develop relationships and regulate their behaviour. Our Relationships policy affirms positive behaviour and provides a fair and consistent system for supporting children to address any issues.

Enabling Environments

At Chisenhale Primary School, we recognise that the environment plays a key role in extending child development. Our classrooms and outdoor areas are organised to support children to learn through open-ended play. The classrooms are set up in learning areas, where children are able to locate and use equipment and resources independently. It is important for young children to be active, so we provide a rich outdoor environment which they have access to throughout the day during free-flow time (at least 3.5 hours per day), whatever the weather. There are areas where the children can be active, be quiet and rest

Areas of Learning and Development

The EYFS curriculum is organised into seven areas of learning and development

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

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All areas are delivered through a balance of adult led, child initiated activities and most importantly, through play. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Research shows that children learn best through play and therefore our school day revolves around opportunities for extended, open-ended, well-supported play. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and develop their ideas, and learn how to regulate themselves and manage challenges. They have the opportunity to think creatively and critically alongside other children as well as on their own.

Characteristics of Effective Learning

As well as the prime and specific areas of the curriculum, children are learning how to become effective learners in the Foundation stage. Our play-based curriculum and adult interactions support children to develop in these areas.

Playing and Exploring

Children will be given opportunities to explore things which spark their curiosity and encourage them to ask questions and want to learn more. Over time children should grow in confidence and be willing to 'give it a go.'

The continuous provision allows children to confidently play with items that are familiar and safe and they will also be introduced to stimuli which inspire awe and engage them in wanting to find out more and try new things.

Active Learning

Active learning occurs when children are motivated and interested and children grow in confidence when they have some independence and control over their learning. In freeflow children can interact with people, objects, ideas and events that engage them for sustained periods.

Creativity and Critical Thinking

Children have opportunities to test their ideas in different situations and with a variety of resources, they make connections and come to new understandings and ways of doing things. Adults will support children's thinking and help them to make connections by showing interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the setting to extend their learning.

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Planning and Teaching

Effective teaching and learning in the EYFS is maintained through:

- Partnership between the school and parents, so that children feel secure at school and develop a sense of belonging, well-being and achievement.
- The knowledge and experience staff have of how children develop and learn.
- A carefully planned curriculum that help children work towards the Early Learning Goals throughout the EYFS.
- Strategies including experiences, explanations, interactions and interventions.
- Continuous provision that enables children to participate 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-regulation.
- Appropriate and accessible indoor and outdoor space, facilities and equipment.
- Identification of the progress and attainment of children.

Safeguarding & Welfare

Safeguarding is paramount and all staff adhere to the school's Child Protection and Safeguarding Policy. In addition we comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage (updated September 2025). We endeavour to meet all these requirements in our daily practice:

- Promote the welfare of children.
- 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.

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- Maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

Inclusion, Equal Opportunities, and SEND

Our setting is inclusive: we strive to meet the diverse needs of all of our children. We value what each child brings to our setting and believe that all children should have equal opportunities to reach their potential. Children with special educational needs and disabilities (SEND) are supported in line with the SEND code of practice. We celebrate diversity and actively challenge discrimination.

Partnership with Parents and Carers.

We recognise the importance of working closely with parents and carers to support children's learning and development. We aim to develop this partnership by providing opportunities for parents and carers to begin sharing information about their child before admission.

- An Induction meeting and invitation to all parents and carers and children to 'stay and play' in the term before their child starts school.
- Workshop sessions to explain school procedures and curriculum content and to suggest ways parents can support and extend their children's learning.
- Encouraging parents and carers to talk to their child's key worker or other staff member if there are any concerns.
- Individual Parent -Teacher meetings in the Autumn and Spring terms to discuss the child's progress.
- A written report on their child's attainment and progress in the summer term.

Monitoring and Review

EYFS Phase Leader, alongside the senior leadership team, will carry out monitoring of the EYFS Policy as part of the whole school monitoring schedule to ensure it reflects current best practice and statutory requirements. Amendments will be made as necessary and shared with all stakeholders.