



*Be our best selves*

**COUGHTON**

**C of E Primary School**

# **Early Years Foundation Stage Policy**

**Review date: October 2025**

**Next review: July 2026**

As outlined in the EYFS Statutory Framework “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.”

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

## 1. Introduction

The purpose of this policy statement is to ensure a shared outlook and approach to the teaching of the Early Years Foundation Stage (EYFS). It should ensure consistency, continuity and coherence throughout the foundation stage. It should also enable new members of staff to have easy access to and understanding of the approach to learning and teaching in the Reception classes.

## 2. Definition of Foundation Stage.

The Early Years Foundation Stage applies to children from birth to the end of their reception year. A child may go to a number of different settings during their Foundation Stage. The last year of the Foundation Stage is the Reception Year when a child starts in a reception class. At Coughton C of E Primary School the Foundation Stage refers to children in Reception Classes.

This policy links with the Every Child Matters agenda and foundations for life, health and learning, in that every child has a right to grow up safe, healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

### EYFS Principles

Effective practise in the EYFS is built on four guided themes which all contribute to a child’s learning and development.

- ***A unique child*** – recognising that every child is a competent learner who can be resilient, capable and confident.
- ***Positive relationships*** –recognising that children learn to be strong, confident and independent from being in secure relationships.
- ***Enabling environments*** - recognising that the environment plays a key role in supporting and extending the children’s development, where the children feel confident, secure and challenged.
- ***Learning and developing*** - recognising that all areas of learning are connected and that children develop and learn in different ways.

### **3. Aims**

At Coughton C of E Primary School we aim to:

- Develop the whole child and foster the growth of their educational, intellectual, social, emotional, social, physical and language skills.
- Promote an atmosphere of caring in which all children regardless of race, gender, social background or ability can learn and develop to their full potential.
- Encourage children to be aware of the needs of others, to care and respect each other.
- Promote positive attitudes and dispositions towards their learning.

### **4. Objectives:**

By the end of the Foundation Stage it is intended that pupils at Coughton C of E Primary School will have developed appropriate skills and attitudes relative to their ability:

- engagement, motivation, creative and critical thinking skills
- communication and verbal skills
- writing skills
- physical skills
- problem solving skills
- social skills
- mathematical skills
- scientific skills
- technological skills

### **5. Principles for Early Education at Coughton C of E Primary School**

- 5.1 Practitioners at Coughton C of E Primary School ensure that all children feel included, secure and valued.
- 5.2 Early Years practice builds on what the children already know and can do.
- 5.3 No child is excluded or disadvantaged.
- 5.4 Every child matters – each child is treated as unique and an individual.
- 5.5 Parents and practitioners work closely together with parents as partners.
- 5.6 The Foundation Curriculum is carefully structured, with:
  - provision for different starting points, from which the children can develop their learning, building on what they already can do.
  - relevant and appropriate content that matches the different children's needs.
  - planned and purposeful activity that provides opportunities for teaching and learning both indoors and outdoors.
- 5.7 We provide opportunities for children to engage in activities planned by adults (adult led) and those that the children plan or initiate themselves (child initiated).
- 5.8 Practitioners observe and respond appropriately to children.
- 5.9 For children to have rich and stimulating experiences and become independent and active learners, we ensure that the learning environment is well planned and well organised.

- 5.10 Learning is holistic and for the child and is not compartmentalised under subject headings.
- 5.11 Play is vital in children's learning. It is their work, a serious pursuit through which they make sense of the world. Learning is most successful when the children are actively involved in first hand experiences both indoors and out.
- 5.12 We ensure that the potential in all children emerges powerfully under favourable conditions.

## **6. The Curriculum for the Foundation Stage**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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
- Physical development
- Personal, social, and emotional development

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

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Our early years setting provides excellent opportunities for our children to become independent learners and to generate a love of learning through a well-planned EYFS provision, through:

- A rich and varied topic-based curriculum which is planned to follow the children's passions and interests
- Full coverage of the necessary skills of the EYFS framework, as well as making sure that the children are equipped to meet the challenges of Year 1 and beyond
- Planning a balance of direct whole-class teaching, small-group teaching, partner work and independent choosing time/free flow where the children can play and explore the learning environment. Creating opportunities to be resilient and independent
- Giving sufficient direct teaching time for reading, writing and mathematics, frequent opportunities for children to practice and consolidate their growing knowledge
- Ensuring that play underpins the approach to teaching and learning in the foundation stage
- Enrichment activities and experience such as PE session led by sports team, school trips, and forest school sessions

## 7. 3B4ME

- 7.1 Children are encouraged to be independent thinkers and independent learners. In order to facilitate this, the school has a system called 3B4ME. This is where there are 3 things the child should do before asking an adult or 'ME'.
- 7.2 The three 'Bs' are:
- 7.2.1 **Book** – encouraging children to use the resources in books, on displays, around the room to support their learning
  - 7.2.2 **Buddy** – collaborating with others, imitating others (what are the other children doing/how are they behaving)
  - 7.2.3 **Brain** – persevering, keeping going even when it is hard *I can't do it yet!*
- 8.3 Children are rewarded for using these learning dispositions and praised for the effort they put in to becoming independent, active learners.

## 8. Classroom Organisation and Management of Teaching and Learning

- 8.1 A range of strategies are used so that the children are able to acquire the relevant knowledge, understanding, skills and attitudes.
- 8.2 Activities are carefully planned so that the children have the opportunities to explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate.
- 8.3 Children need to be systematically taught so that they are helped to make connections in their learning and are actively led forward, as well as to reflect on what they have already learnt.
- 8.4 Young children learn best in different ways eg. through physical activities, creative activities, multimedia, first hand exploration and the classroom environment is always set up to ensure different learning styles are addressed daily.
- 8.5 Classroom organisation: The Reception area is an open plan classroom with a teacher planning and coordinating the provision. The enclosed outdoor area is used to develop all areas of learning throughout the year at all times.
- 8.6 Children take part in weekly forest school sessions in our own forest school space.

## 9. The Learning Environment

At Coughton C of E Primary School we ensure that our classrooms are:

- lively and inviting
- organised into areas where the children can be active or have the opportunity to be reflective enabling: imaginative, lively and investigative play.
- flexible to meet the changing needs of the children.
- organised so that independence is encouraged.
- have clearly labelled resources so that the children can select and return their own equipment. This naturally provides further opportunities for independent learning.

## 10 Planning

- 10.1 Long term and medium term topic plans are followed.
- 10.2 Short Term planning is mapped out reflecting needs of pupils

10.3 Outdoor and indoor planning may cover the same objectives but will offer different experiences.

10.4 Our plans are flexible and change in response to children's learning, needs and interests during the week.

## 11 **Assessment**

11.1 Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement and interests. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers via Seesaw.

11.2 Insight, our school's online tracking system, is updated termly to help track coverage and assess progress. Class provision maps record intervention baseline, plan, and impact figures, termly, to be shared at pupil progress meetings. Parents will be informed when children are receiving early intervention and guided as how they can further support their child at home.

11.3 Assessments are made to inform staff of individual pupils and the needs of the class as a whole. This information is used to plan appropriate activities to match children's specific needs. Assessment in Reception happens in different ways, these include:

- Baseline Assessments

Within the first 4 weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA) and our own school baseline assessment. This Baseline assessment will enable a starting point to be established and will ensure clear targets can be set for the next half-term.

- Regular Observations

Regular observations will be made by the practitioners, these will be documented through notes, observations and photographs.

- Checkpoints

Checkpoints are carried out at the beginning of the year and at the end of every term to assess where children are working at and set next step targets. These are recorded in the front of children's learning journal.

- Early Learning Goals

At the end of the year the children will be assessed against the Early Learning Goals (ELG), a report of this data is given to the local authority containing a summary of each child's data.

- School Reports

A report summarising each child's achievements will be sent to the parents at the end of the school year.

- Profile Data

Profile data is discussed with the Year 1 teacher to ensure there is a smooth transition from EYFS to Key Stage 1

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. This also includes a section on 'Characteristics of Effective Learning' so parents can see the judgements in these areas alongside the curriculum. These all form part of the Annual Report which is sent to parents in July. Targets for the beginning of the next academic year are sent out with the Annual Report and a copy handed to the next class teacher alongside an up-to date Class Provision Map.

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.

## 12 **Role of the Foundation Stage Phase Leader**

- 12.1 To ensure that planning is kept in line with current thinking.
- 12.2 To review the policy for the foundation stage each year.
- 12.3 To manage and oversee the practise for 'Development Matters in the EYFS'.
- 12.4 To understand and disseminate new initiatives to all staff.

## 13 **Induction and Admission**

- 13.1 At Coughton C of E Primary School we recognise that starting school can be a very worrying time for both children and parents. We believe that it is important for children to feel secure and valued at all times.
- 13.2 The Foundation Stage Phase Leader liaises with the different feeder settings in the Summer term to make arrangements for the new intake in September. We work together with them so we can begin to get to know the needs of the children, the best groupings, abilities, interests and special needs.
- 13.3 Parents and children are invited to sessions in the summer term where they get to explore the new setting before attending transition sessions independently.
- 13.4 Should parents have any concerns regarding their child settling in they should liaise with the teacher in order for an individual transition plan to be created.
- 13.5 A meeting is held in September for parents to find our all about the Curriculum. Here, they get the opportunity to see how we approach teaching and learning in these areas as well as the philosophy behind play both inside and outside. The importance of early reading and phonics is also shared with parents.

## 14.0 **Parents / Carers**

- 14.1 At Coughton C of E Primary School, it is very important that the Staff and Parents work together as partners - forming good relationships.
- 14.2 We recognise that parents are the first educators of their children and have a wealth of information to share with the school. There needs to be a two-way flow of information, knowledge and expertise between parents and teachers.
- 14.3 All parents are made to feel welcome and valued through a range of different opportunities eg. formal and informal meetings, information sessions and taster sessions.

14.5 A range of activities are organised throughout the year inviting parents that encourage collaboration between children, school and parents.

## **15. Food and Nutrition**

In line with the revised *Early Years Foundation Stage* statutory framework (September 2025), the school will have regard to the DfE's published nutrition guidance. Meals, snacks, and drinks provided for pupils in the EYFS will be healthy, balanced, and nutritious. Foods high in salt, sugar, or saturated fat will be avoided, and foods that present a choking risk will be prepared safely. Staff are trained in paediatric first aid and safe eating practices, and will ensure close supervision during mealtimes. The school maintains clear procedures for managing and communicating food allergies and dietary requirements with parents and carers, and for the safe storage and preparation of food.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy