



# Early Years Foundation Stage

Policy start date: January 2026

Policy review date: January 2027



**Be Kind. Be Curious. Be The Best You Can Be.**

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This policy is based upon requirements set out in the 2024 statutory framework for the Early Years Foundation Stage (EYFS).

The Governing Board will review this policy each academic year. As part of the Governing Boards responsibilities, they will visit school to conduct 'Governor Days' with specific aims and focuses. These will include EYFS and Governors will be able to monitor the impact of this policy.

# Headteacher's Welcome



Devonshire Road Primary School is a happy and successful school where all are extended a warm welcome. We pride ourselves on valuing every child and helping them to achieve all they can, and grow in their own unique ways.

Our well-trained staff work hard to deliver an exciting and challenging curriculum which has been designed to develop the knowledge our children will need in order to go on to achieve whatever they want to achieve. We strive to inspire; nurture aspirations; achieve great standards of learning and remove any perceived ceilings of achievement. We strive to develop the ability in our children to make well-informed choices that will lead to happy lives. We place importance on enriching children's learning and experiences through carefully chosen visits and visitors and we have a well-developed personal development curriculum. Our mission is to develop the whole child.

Our partnership with parents and carers is vitally important to us. We firmly believe that children have the best chance of success when we work together.

If you would like to find out more about our school, please do not hesitate to contact us to arrange a visit.

**Mrs E Hodge**  
**Headteacher**



# Our Mission

At Devonshire Road Primary School, we strive to provide a **secure** and **nurturing** environment in which children **achieve**, rise to challenges, **learn** and **grow** with pride and confidence.

We challenge, **inspire** and develop **happy, creative** and **resilient** learners who take responsibility for themselves. We encourage children to accept that mistakes are an essential part of their learning.

We **respect** the values and beliefs of our diverse community as we **prepare** our children to embrace their part in an ever changing world.

Our journey through school together builds strong foundations and a **love** of learning which encourages **aspirations** and **ambitions** for the future.

## Roles of the Leadership Team

Chair of Governors - Mrs Katie Edern

Chair of Quality of Provision Committee- Mrs Marie Ahmad

Headteacher- Mrs Emma Hodge

EYFS/KS1 Deputy Head- Mrs Chloe Abraham

The leadership team work closely with the EYFS team to ensure that the policy and curriculum is implemented successfully and consistently for all pupils.

# Structure of the EYFS

We are a two-form entry setting and take 60 children into our Reception setting each academic year.

In Reception, we have two class teachers with QTS (qualified teacher status) and at minimum, two full time class-teaching assistants. Additional teaching assistants are employed to work with children with complex learning needs or with an education health care plan (EHCP).

Children in Reception are welcome to arrive from 8.45am and registers are taken at 9.00am. The children finish their school day at 3.30pm. The class teachers in Reception act as the key person for all children in their class.

## The Early Years Foundation Stage Curriculum

At Devonshire Road Primary School, all teaching staff deliver our EYFS curriculum through high quality teaching alongside an engaging, purposeful environment. We follow the Statutory Framework for the Early Years Foundation Stage (2024). Within this framework, there are four guiding principles, which shape our practice.

These are:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. 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.
4. 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).

Our curriculum also encompasses seven areas of learning and development that are equally important and interconnected. However, three areas known as the prime areas are particularly important for igniting curiosity and enthusiasm for learning and for building children's capacity to learn, form relationships and thrive both in EYFS and into Key Stage 1.

**The three prime areas are:**

**Communication  
and language**

**Physical  
development**

**Personal, social  
and emotional  
development**

The children are also supported through the four specific areas, through which the prime areas are strengthened and applied:

**Literacy**

**Mathematics**

**Understanding  
the world**

**Expressive arts  
and design**



Throughout their time in the Early Years, our children take part in an ambitious curriculum, which is designed in a sequential way to ensure progress towards achieving the 17 Early Learning Goals (ELGs) at the end of Reception. We weave the three Characteristics of Effective Teaching and Learning throughout everything we do at Devonshire Road Primary School, teaching our children the key skills and learning behaviours which will facilitate their future success.



These are:

Playing and  
Exploring

Active  
Learning

Creating and  
Thinking  
Critically



## Our Curriculum Offer

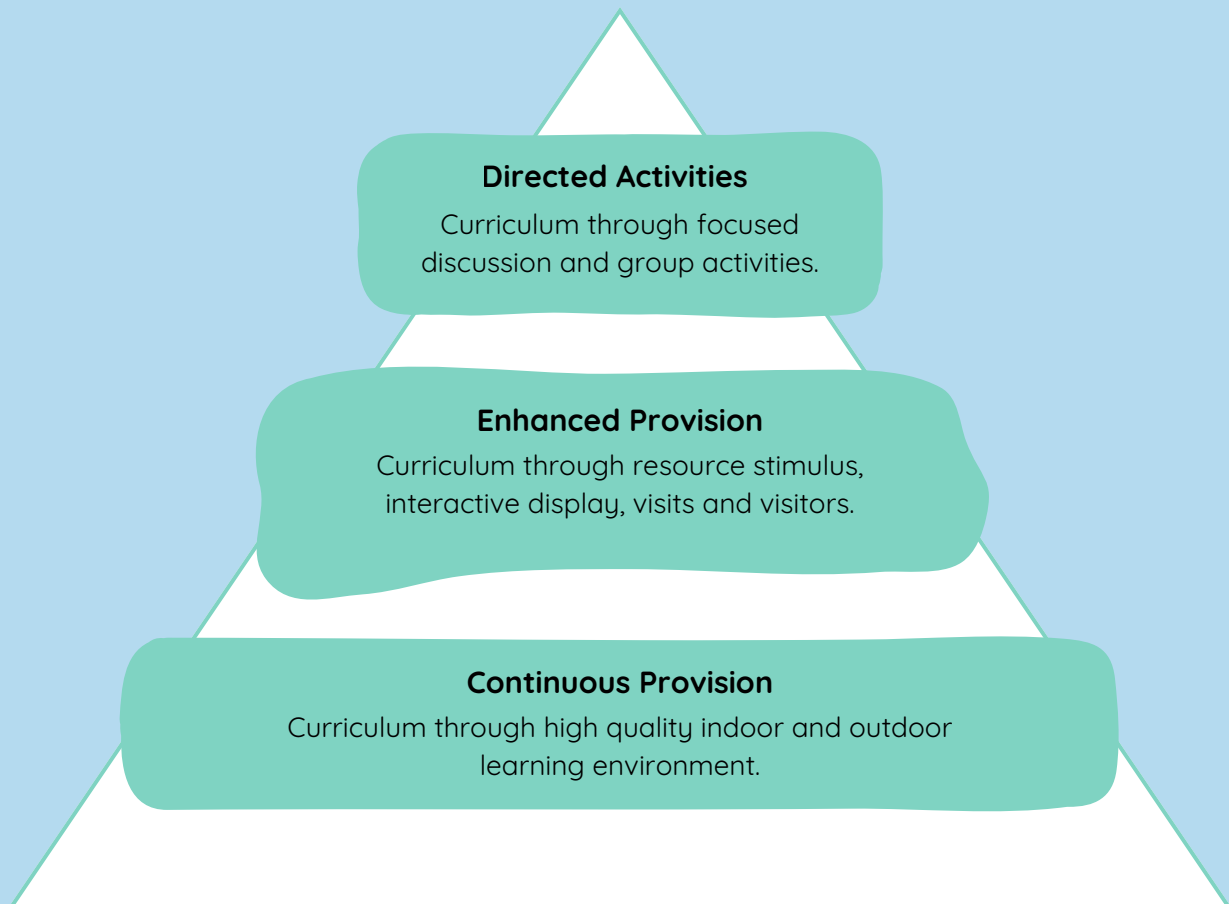
Our Devonshire Road Curriculum is a working document which we continue to refine each year for the needs of each cohort. This can be found on our [school website](#).



# Teaching, Learning and Pedagogy in EYFS

## Timetable of the Day

The days are structured with a mixture of whole-class teaching, adult-led group activities, small group work alongside Discovery Time. Discovery Time is where the children can explore the different provision areas of the classroom. Our Early Years Curriculum and school day follows the Early Excellence model (see below).



We tailor our school day to ensure that there is a balance of continuous provision both inside and outside, alongside adult led activities. In EYFS, there are times throughout the day where we will have whole-class sessions. These are Phonics (Song of Sounds), Maths (NCETM, Mastering Number) and English/Understanding the World. From January, the children also take part in NELI (Nuffield Early Language Intervention) within their class group. We also prioritise reading in our timetable to ensure that each day the children get several books read to them, ranging from fiction to non-fiction to poetry. We want all of our children to develop a lifelong love of reading alongside ensuring they have a wealth of vocabulary. Whole-class sessions support the children to listen, concentrate, take turns and answer questions.



The children will follow a Widgeit visual timetable each day displayed on or around their interactive whiteboard. This helps to set routines for the children to follow each day to develop their independence.

Each week, the children will take part in two PE lessons, both in the hall. One of these sessions will be a balance bike lesson (Balanceability) and the other following our school's PE scheme of learning.



The children have one 15 minute morning break and a 1 hour lunch slot. During their lunch slot, they will eat in the hall and will then go outside with their friends onto the playground. During lunchtime, the children are taught and supported to wash their hands, to brush their teeth and to play with their peers.

# Pedagogical Approaches in EYFS

## Play Based Learning

Learning through play underpins our approach to teaching and learning in EYFS. We want our children to be stimulated, active, creative and critical thinkers within their play as we know this will build the foundations for future learning. Play both indoors and outdoors makes a powerful contribution to children's wellbeing, development and learning. All of our EYFS team are trained using the Early Excellence model and understand how to deliver our EYFS curriculum through play based learning opportunities, alongside whole class teaching and group work. We want our children to become deeply involved in their play so they can deepen their understanding. We want our children to choose to play and to become in charge of their play so they can make their own decisions, such as what to do, what to use, what it is about and how long to play for. This experience of autonomy supports our children to become responsible and creative, and supports their ability to make choices.



## Enabling Environment

We use the Early Excellence audit tools each year to create an environment that is rich and varied for the children. We aim to create an environment that is warm, welcoming and nurturing that builds a sense of belonging. We offer a range of resources which are familiar to the children as well as activities that are new to them. We have both an indoor and outdoor space which children can access throughout the day. We pay close attention to each individual child to consider what they are interested in and how we can incorporate this play into our environment. Staff understand the importance of each area within the classroom and are provided with CPD to support their interactions within the environment. Staff involve children in setting the rules for behaviour and model how to use the resources. Adults engage children in activities to build their social skills and emotional resilience.

## Adult Interactions

High quality adult interactions are essential in EYFS. Adults in EYFS are attuned and responsive. They build trusting and warm relationships with children. They encourage children to engage in conversational interactions modelling eye contact and promoting friendship and cooperation (EEF toolkit). Adults in EYFS listen to children and encourage them to sustain back and forward conversations and make learning meaningful. Adults give children time to listen, process and respond. This supports all children to learn and make progress.



# Observation, Planning and Assessment

Observation, planning and assessment are an integral part of EYFS. Children's development and learning is best supported by starting from the child and matching interactions and experiences to meet the child's need. Observations are not recorded but instead form conversations between colleagues. The EYFS team then plan enhancements and direct teaching following our curriculum plan and target children within provision areas based on the observations.



Assessments are completed in a variety of ways. Speaking to the child, looking at what they can do and considering what they have learnt and understood. We complete a Phonics assessment every few weeks following the sequential order of Song of Sounds. We also complete a practical Maths assessment after each block of NCETM. Both of these assessments inform planning next steps within the environment for the children alongside direct teaching.

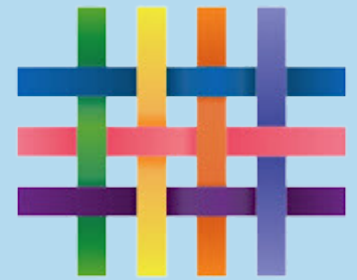
# Parents and Carers

Working in partnership with parents and carers is central to the Early Years Foundation Stage. We work with parents and carers to consult them about their child's early experiences which helps us to plan effective learning experiences. As part of our transition process, we offer our families opportunities to come into school and to speak with school staff in person or via telephone call (see Transition Policy).

Throughout EYFS we plan opportunities termly for families to come into school to see their child learning and to take part in Stay and Play events. We host a show each year for families to attend as well as being present at all school fairs and events.

## Communication

We have an open door policy and speak with parents and carers daily by rotating the EYFS team. All EYFS families are given a Tapestry login and are updated at least weekly of WOW moments and learning that has taken place. We also communicate with families up to three times a week via reading diaries, through our school social media accounts and through our school newsletter. We strongly believe that building effective communication in EYFS is vital to maximise learning opportunities.



TAPESTRY  
ONLINE LEARNING  
JOURNAL



# Safeguarding

It is important to us that all children in school are safe. 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 teaching them. We educate children on a regular basis about the importance of boundaries, rules, limits and safe risk-taking in play. We support our children with self-care skills and empower them to be responsible for their own behaviour and to make right choices. We want our children to know they won't always make the right choice and it is okay to make mistakes, and we teach them to learn from these.

We complete a thorough risk assessment for EYFS that takes into account the resources available in the classroom.

Please refer to our school policies: Safeguarding, EYFS Risk Assessment and Early Help Offer. These can all be found on our [school website](#).

We are proud to be an Operation Encompass school.  
Please click the link below to find out more.



# Policies and Risk Assessments

All of our policies and risk assessments can be found on our [school website](#). We also provide some of these at our new intake meetings where they need signed consent.

- EYFS Transition Policy
- EYFS Intimate Care Policy
- EYFS Curriculum
- EYFS Risk Assessment

## Special Educational Needs

Please see our school's [SEND policy and SEND information report](#) for more detail around supporting children in EYFS with SEND.





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