



EARLY YEARS FOUNDATION STAGE **(EYFS) POLICY**

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Authorisation	Ryan Brown

Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school all children join us full time during the first few days of the Autumn term, following the completion of all the 1:1 appointments for parents and their child(ren).

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Hanslope School 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. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebrating and rewarding, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of differences. All children at Hanslope Primary School are treated regardless of race, religion, or abilities. All children and their families are valued within our school community.

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.

In the EYFS we set realistic and challenging expectations that meet the needs of our children.

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 a wide range of opportunities to motivate and support children and to 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;
- monitoring children's progress and acting to provide support as necessary.

It is important to us that all children in the school are 'safe'. We educate children about boundaries, rules and limits and help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well being of all children (see whole school Safeguarding Children Policy).

Welfare

At Hanslope School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- 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 is provided with opportunities for enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- Paediatric/ First Aid certificates are held by all adults within the EYFS setting.

Positive Relationships

At Hanslope School we recognise that children learn to be strong, independent and form secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played and their future role in educating the children. We do this through:

- talking to parents about their child before their child starts in our school
- the teachers offer to visit children in their Hanslope based setting (pre-school) prior to their starting school
- the children have the opportunity to spend time with their teachers before starting school during transition visits based at Hanslope School
- inviting all parents to an induction meeting during the term before their child starts school
- inviting all parents and their child for to sign up for a 1:1 appointment in the classroom or a home visit at the beginning of the Autumn Term before the children start school full time
- encouraging parents to support their child's learning. We provide home learning packs prior to children starting school to enable parents to help prepare their child for school.
- inviting parents to a meeting to learn how we teach phonics and how they can support their child at home
- inviting parents to attend a 1:1 parent evening appointment in the Autumn and Spring terms
- we provide packs throughout the year to support classroom learning.
- 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: parent tasks, sports days etc
- encouraging and providing opportunities for parents to communicate their child's achievements outside of school

- parents are invited in to the classroom for various curriculum mornings where they can see the classroom environment and work alongside their child in a specific subject area.

All staff involved with the EYFS develop good relationships with all children, interacting positively with them and taking time to listen to them.

Enabling Environments

The curriculum the Early Years Foundation Stage (EYFS) follow is outlined in the following document which can be downloaded by following this link:

https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-for_group_and_school-based_providers.pdf.pdf

This clearly defines what we teach.

At Hanslope School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Assessment

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. Staff also consider observations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

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 results of the profile are shared with parents and/or carers for their child.

Planning and Curriculum

Our curriculum needs to meet the needs of all our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing formal data and progress. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. The EYFS team meet regularly to discuss pupil progress and plan for next steps.

The EYFS comprises of three *Prime Areas* and four *Specific Areas* of learning. The Prime Areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

Prime Areas

- Communication and Language

- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

The three prime areas are strengthened and applied through the specific areas.

We recognise that none of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. 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.

Long and medium term plans are devised and these plans are used by the EYFS teachers as a guide for weekly planning. However, the teachers may alter these plans in response to the needs (achievements and interests) of the children. Regular assessments of children's learning are made and this information is used to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observations. The observations are carried out to allow teachers to assess whether the children have met the criteria for the Early Learning Goals.

The Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. The classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS classes have their own enclosed outdoor area. Activities are planned and resourced for the children to access outdoors that help the children to develop in all the Prime and Specific areas of learning.

Learning and Development

At Hanslope School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Teaching and Learning Style

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 Stage 1 and 2. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have 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 work towards the Early Learning Goals throughout EYFS;

- 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 of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

Playing and exploring

Through play our children explore and develop learning experiences, which help them make sense of the world. 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 become engaged in activities and are willing to “have a go.”

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning. Children become motivated to keep trying and seek approval and praise when they achieve what they set out to do.

Creativity and Thinking Critically

We endeavour to give children opportunities to be creative through all areas of learning, not just through the arts. Adults support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. The children can access resources freely to extend their learning. We encourage the children to have their own ideas in all aspects of their learning, whilst offering constructive feedback so that they are able to evaluate their achievements and facilitate further learning.

For a full breakdown of the EYFS curriculum delivered at Hanslope Primary School please find a link to our school website:

<https://hanslopeschool.co.uk/learning-/early-years-foundation-page>

Intent, Implementation and Impact of our Early Years Foundation Stage Curriculum