



Early Years Foundation Stage Policy

“A high-quality early years education is vitally important. Children attend early years provision at a crucial developmental point in their lives. The education and care that they receive affects not only future educational attainment but also their future health and happiness”

(Best start to life part 1 – Gov.UK)

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential.

Early Years Framework (November 2024)

Our Intent

- To develop happy, motivated, confident and resilient individuals who are excited to learn and inspired to discover the world with no limits.
- To provide a safe, caring and warm environment which is supported by adults who build positive relationships and are sensitive to the needs of all children.
- To provide an exciting, broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning – within the EYFS and beyond.
- To provide a curriculum which enables each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. To open the eyes of our children to the wider world beyond their immediate environment and provide them with the skills to grab it with both hands.
- To provide an enabling learning environment that ensures progress, challenge and support from adults who respond to individual interests and needs, helping children to build their learning over time. To ensure the environment stimulates and inspires children to succeed in all areas of learning. To provide freedom with guidance.
- To value each child as an individual and understand that children develop at different rates and in different ways.
- To ensure that learning allows children to consolidate their understanding in a variety of contexts while also working towards the next steps to make progress. To assess individual skills and needs and support children when needed.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development. To also grasp the unplanned teachable moments and value the contributions from children.
- To support the learning through teacher directed activity and guided group work. To develop this over time to help children to transition into Year One.
- To create a language rich environment that ensures our children are effective communicators with a fabulous range of vocabulary.
- To instil positive values and behaviours to ensure our children are well-rounded, confident considerate individuals with the personal, social and emotional skills needed to have fulfilling and positive relationships in the future.
- To always take a holistic view of the child by working in partnership with Parents/Guardians and value the contributions made by them to their child's development.
- To ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, can experience a successful, challenging and enjoyable programme of learning and development.

Statutory Framework and Standards

Our EYFS classes follow the standards as outlined in the latest version of the EYFS statutory framework (November 2024).

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as 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:

- Personal, Social and Emotional Development (PSED)
- Physical Development (PD)
- Communication and Language (CAL)

The prime areas are strengthened and applied through 4 **Specific areas**:

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

Characteristics of Effective Learning

In addition to the seven areas of learning, we provide a learning experience that develops the following characteristics of effective teaching and learning.

- Children learn through **playing and exploring**. They need opportunities to find out and explore, play with what they know and be willing to have a go and take risks.
- They need to be **active in their learning**, involved and given the time to concentrate on their activities. They need to be encouraged to keep on trying and can achieve what they set out to do.
- Children need opportunities to **be creative and think critically**. They need to be encouraged to have their own ideas, make links and choose their own ways of doing things.

Statutory assessments

- All children complete the statutory DFE Reception Baseline Assessment (RBA) within six weeks of joining Shaw Ridge Primary.
- Staff complete and submit the Early Years Foundation Stage Profile (EYFSP) for all children as they complete their Foundation Stage journey.

Implementation - Our Curriculum and Planning

- We provide the children with a wide variety of opportunities to achieve the ELG's through a balance of teacher directed activities, child-initiated learning, continuous provision and unplanned teachable moments.
- We recognise that all children learn at different paces and their progress will not always be linear. We allow all children to be unique learners and strive to provide a rich and broad curriculum that is accessible to all. Topics change frequently to ensure excitement and interest for all.

- We understand that some children may progress naturally with the correct learning experiences and enabling environments, while others may need more scaffolding and direct support in order to reach these goals.
- All practitioners who work in the EYFS classes at Shaw Ridge are involved in planning and developing the curriculum – ensuring parity and sharing of knowledge and expertise.
- Our skills curriculum has been created to ensure that intent is clear and all teaching and learning across the curriculum is progressive and builds upon prior achievement, while allowing consolidation of skills.
- Knowledge is covered through an exciting programme of topics and themes - a carefully planned journey of themes that lend themselves to different curriculum subjects to provide a balance across the year.
- Our topic overviews are created with our subject leaders to ensure the foundations to learning are in place for the National Curriculum.
- Detailed daily planning ensures knowledge and skills are taught through a balance of teacher directed activity, planned high quality continuous provision, child-initiated activity and unplanned teachable moments.
- Continuous provision is purposeful and engaging.
- High priority is given to the prime areas of learning.
- Phonics is planned discretely on a weekly basis through the Super Sonic Phonic programme.
- Maths is planned discretely on a weekly basis using resources such as the Mastering Number Programme and White Rose Maths.
- RE, music, PSHE and PE are planned discretely through our agreed school programmes

Assessment

- Shaw Ridge staff share information regarding individual children through "Moving On" documents. We use the end of year documentation from pre-school settings to add to our own observations and parental information to create a baseline assessment within the first few weeks at school and establish individual starting points.
- Within the first 6 weeks that a child starts in our EYFS, staff administer the statutory Reception Baseline Assessment (RBA)
- On-going assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and support.
- Each child also has a "Learning Journey" where achievements are collected and celebrated. Each piece of work is dated and sometimes annotated to record the context.
- Staff complete formal assessments in phonics and reading. This information is used to inform interventions and catch up sessions.
- EYFS staff attend Pupil Progress meetings to discuss progress, concerns and identify next steps and actions.
- Staff complete moderation regularly in school and with other schools to ensure accurate and consistent assessment.
- We believe that parents have a significant role to play in forming assessments. Parents are encouraged to work together with staff and share their child's achievements, providing a holistic view of each child. We use Class Dojo as a means of electronic communication between parents and staff.

- 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')

Teachers consider the whole description for each ELG and use a 'best fit' approach when making judgements. They base these judgements on embedded learning which is demonstrated in a range of contexts.

The profile reflects a holistic view of the child and includes ongoing observations and discussions with parents and/or carers

- Parents receive an annual report in the summer term summarising their child's attainment against the ELG's and characteristics of learning.
- Throughout the Reception year we make regular assessments of children's learning. These observations, both recorded and not recorded, help to create the children's next steps and inform planning.

Staffing

- All EYFS2 classes at Shaw Ridge have a full-time teacher and the support of a Teaching Assistant throughout the day. The teacher liaises with the Teaching Assistant, involving them in planning, preparation and assessment. In nursery (FS1) we have an adult:child ratio of 1:13 when the teacher is present and 1:8 on the odd occasion when nursery is staffed by high qualified Teaching Assistants.
- All staff aim to continually improve their teaching skills, knowledge and understanding. Practitioners are given the opportunity to participate in CPD training both in school and outside wherever possible. Practitioners disseminate new initiatives, ideas and teaching methods to colleagues.

Induction

- Our children come from a wide variety of pre-school settings. We have the capacity for 60 children in FS2 and 24 in FS1
- We hold open events early in the academic year to introduce new families to our school and allow them to visit our amazing school site. Parents are given the opportunity to attend a welcome tour of the school.
- Staff contact pre-school settings during the summer term to discuss and visit our new intake and highlight any potential needs. We build upon the information given to us prior to starting school by the pre-school practitioners and parent/guardians during their transition.
- An induction package of vital and useful information is sent to parents early in the summer term to inform them fully before their child starts school. This package also includes an 'All about me' booklet for children to complete.
- Parents and guardians are invited to a New Parents Meeting in June to share information and dates for their child starting school and to reduce any anxieties or worries.
- Children are invited to an induction 'Stay and Play' morning during the Summer Term.
- Following these sessions, staff meet and use all the information available to them to organise the children into their classes.
- In September, children complete a short induction programme with a staggered timetable to build confidence and help them settle.

Transition

- FS staff meet with Year One practitioners to complete a detailed handover, sharing information about each child. Teachers share academic achievement and next steps. They also discuss social and emotional needs to aid a smooth transition.
- Parents are invited to a 'New to year one' meeting to help them understand the journey into this new year group.
- Teacher directed activities are increased during the summer term in FS2 to support the children's attitudes to learning in readiness for the change in curriculum.
- FS children visit their new classroom during whole school transition session to meet their new teacher and explore the new learning environment. Year One staff also regularly visit the children in their FS classrooms.
- Year One staff create a learning environment during the Autumn term to mirror the EYFS classrooms to help children settle and continue to learn through play.

Home and School Partnerships

- We highly value our partnerships with parents and their contribution through communicating with us about their child and the support given to the children at home.
- Parents are welcomed and valued from the very first moment of their child's journey at Shaw Ridge. A comprehensive induction package and welcome meeting starts this process in the summer before the child starts with us.
- Parent and teacher discussions are held during the first term at school to discuss how the children have settled. A further meeting is held later in the year where progress and targets are shared.
- Parents are invited to workshop sessions across the year to help them to understand the EYFS curriculum and the teaching of phonics and early reading and maths.
- We use class dojo to celebrate children's achievements and communicate with parents. A weekly update reflecting what has gone on in the week is a regular Friday feature. End of year reports note the levels of achievement in the EYFSP in all 17 ELGs and identifies the strengths and needs of individuals, communicates characteristics of learning and identifies targets for future learning.
- Parents who are DBS checked are welcomed into our school to help the class teacher and children within classrooms and on school trips.

Safeguarding and Welfare Procedures

- Our safeguarding and welfare procedures are outlined in our child protection and safeguarding policies which have been written in accordance with 'Working Together to Safeguarding Children' 2018 and 'Keeping Children Safe in Education 2025'.
- It is everyone's responsibility to safeguard and promote the welfare of children; this includes everyone who comes into contact with children and their families.
- Everyone will consider, at all times, what is in the best interest for the child and ensure their practice is child-centered (Child Protection and Safeguarding Policy, 2025).
- We help children to self-regulate and manage their emotions appropriately. We aim to protect the physical and psychological wellbeing of all children in the acknowledgement that children learn best when they are healthy and safe, when their individual needs are met and when they have the opportunity to build positive relationships with the adults and peers around them.
- All staff receive statutory training from the school and the EYFS Lead provides specific training in areas identified as need through regular monitoring and termly supervision.

- Food and Drink - We are a healthy school and access the free fruit and milk for under-fives scheme. For our reception and key stage one children, we also access the universal infant free school meal entitlement. We identify and cater for children with dietary requirements and have robust systems in place to ensure that all children receive an appropriate meal from our catering providers. As part of our healthy school offer, Early Years staff are provided with training in food hygiene so that they have a basic understanding of food hygiene principles when preparing or handling food. Fresh drinking water is provided for pupils at all times.
- First Aid - In line with the Early Years statutory framework (2025), our Early Years practitioners have recognised paediatric first aid qualifications. Staff are aware of their duty to inform parents and carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable and any first aid treatment given. Record forms and first aid boxes are accessible from the First Aid Room in school. There is also a paediatric first aid trained member of staff on duty with Early years children whilst they eat.