

# Early Years Foundation Stage Policy



inspiring young minds

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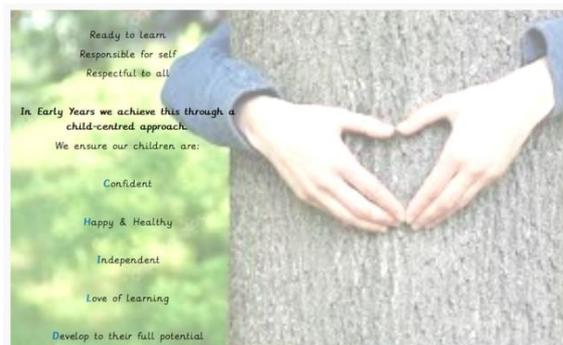
At Southey Green Primary School & Nurseries, we recognise the individuality of every child and young person. It is our ambition to ensure that each one achieves their full potential so that they can become active citizens who are able to contribute to the economic and social well-being of society. We are a MINDFUL school where children are:

- ❖ Ready to learn
- ❖ Respectful to all
- ❖ Responsible for ourselves

### Our Early Years Intent

At Southey Green our Early Years team have a shared vision where our children are at the centre of everything we do. We strive to ensure our **CHILD** vision is at the forefront of everything we do. We want our children to be:

- ❖ Confident
- ❖ Happy and Healthy
- ❖ Independent
- ❖ Love of Learning
- ❖ Develop to their full potential



### What we provide

At Southey Green Primary School & Nurseries we ensure:

- Learning environments are exciting and inviting with challenge for all
- Children have opportunities to develop their communication skills so that they can share their learning and engage with others fully
- Adults question children carefully to develop their thinking and vocabulary
- Transition is smooth so children move through the stages confidently and securely
- Our curriculum is engaging and exciting for children where they develop a deeper understanding of the world around them and they develop life skills
- Children can make links with their learning and practice skills in different ways
- Children's learning is monitored closely and assessment is robust. All staff and key workers are clear on children's next steps and learning is pitched accurately.
- Parents are kept up to date with their child's achievements and successes and how they can support learning at home.

### Importance Statement

The Early Years Foundation Stage (EYFS) is the statutory framework that sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are 'school ready' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. The EYFS comprises four overarching principles;

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;

- **children develop and learn in different ways and 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.

Our Foundation Stage comprises of

- Southey Tots (2-3 Year olds),
- Southey Nursery (3-4 Year olds),
- Three reception classes (4-5 Year olds)

EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care. In Nursery each child has a key worker and learning will take place within the key worker group each day. The key worker system provides an opportunity to establish a trusting relationship between staff, children and parents.

Every member of our EYFS staff team is fully qualified, have a wide range of experience and expertise in working with and educating children. The staff are committed to professional development and attend up to date training courses and have excellent knowledge of the Early Years Foundation Stage and child development.

The Foundation Stage effects a smooth transition from home to school and offers stability for the younger child. In every class, children are provided with an environment in which they are given opportunities to express themselves using a variety of media and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

In the Foundation Stage, we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

Staff carefully observe children whilst in play, questioning and modelling alongside them. They use the 'Characteristics of Effective Learning' to learn more about how the child learns.

These characteristics are:

- ❖ **Playing and exploring** – children investigate and experience things and are willing to have a go.
- ❖ **Active learning** – children concentrate and keep on trying when they encounter difficulties and enjoy their achievements.
- ❖ **Creating and thinking critically** – children have and develop their own ideas, are able to make links between ideas and develop a range of strategies for doing things.

### **EYFS Areas of Learning**

At Southey Green Primary School and Nurseries, we follow the educational guidance given to us through the Early Years Foundation Stage framework. This is the educational entitlement provided for children from birth to five years old which is based upon seven areas of learning (3 Prime and 4 Specific). These are a bit like subjects. These areas of learning are the same throughout Foundation Stage and when your child finishes Reception in July, you will be given a report which tells you whether or not your child has met the Early Learning Goal (ELG) in each aspect.

### **Areas of Learning**

Ready

Responsible

Respectful

**Prime Areas:**

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

**Specific Areas:**

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

Children at the end of EYFS (FS2), with an expected level of development will:

**Communication and Language**Listening, Attention and Understanding:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Make comments about what they have heard and ask questions to clarify their understanding

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking:

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Personal, Social and Emotional Development**Self-Regulation:

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self:

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Explain the reasons for rules, know right from wrong and try to behave accordingly

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships:

Work and play cooperatively and take turns with others

Form positive attachments to adults and friendships with peers

Show sensitivity to their own and to others' needs.

**Physical Development**Gross Motor Skills:

Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases  
Use a range of small tools, including scissors, paint brushes and cutlery  
Begin to show accuracy and care when drawing.

## **Literacy**

### Comprehension:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary  
Anticipate – where appropriate – key events in stories  
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Word Reading:

Say a sound for each letter in the alphabet and at least 10 digraphs  
Read words consistent with their phonic knowledge by sound-blending  
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing:

Write recognisable letters, most of which are correctly formed  
Spell words by identifying sounds in them and representing the sounds with a letter or letters  
Write simple phrases and sentences that can be read by others.

## **Mathematics**

### Number:

Have a deep understanding of number to 10, including the composition of each number  
Subitise (recognise quantities without counting) up to 5  
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

### Numerical Patterns:

Verbally count beyond 20, recognising the pattern of the counting system  
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity  
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## **Understanding the World**

### Past and Present:

Talk about the lives of the people around them and their roles in society  
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class  
Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps  
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class  
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### The Natural World:

Explore the natural world around them, making observations and drawing pictures of animals and plants

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class  
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### **Expressive Arts and Design**

#### Creating with Materials:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function  
Share their creations, explaining the process they have used  
Make use of props and materials when role playing characters in narratives and stories.

#### Being Imaginative:

Invent, adapt and recount narratives and stories with peers and their teacher  
Sing a range of well-known nursery rhymes and songs  
Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

#### EYFS Safeguarding Policy Statement

Safeguarding is at the core of all practice within the EYFS setting. Staff follow the whole-school safeguarding procedures, in addition to the EYFS-specific risk assessment, to ensure the highest standards of care and safety for every child.

### **Key Safeguarding Commitments**

#### Policies and Procedures

Whole-school safeguarding procedures are fully embedded within EYFS practice.  
A separate EYFS risk assessment is in place, in line with statutory EYFS requirements. A whistleblowing policy is in place and adhered to by all staff.

#### Staff Training and Qualifications

All EYFS staff are trained in safeguarding according to whole-school requirements and statutory EYFS standards. All staff hold relevant and appropriate qualifications, which are recorded and monitored by the school manager.

All staff have up-to-date training in:

\*Paediatric First Aid

\*Food Hygiene

Recruitment processes follow EYFS statutory requirements. References and safeguarding checks are completed before employment commences.

#### Designated Safeguarding Leads (DSLs)

The school has a Designated Safeguarding Lead (DSL) and DSDs, who oversee safeguarding across the EYFS.

#### Attendance and Absence Monitoring

Children's absences are monitored in line with the whole-school attendance policy.  
The school's Attendance Team follows up all absences thoroughly and ensures that any concerns are addressed.

### Health, Safety and Supervision

Children are supervised at all times during the school day, including lunchtimes, in line with EYFS statutory requirements. Staff ensure all lunches are healthy, balanced, and appropriate for the child's age. Care plans and medicines are managed by a designated admin team member, who ensures records are accurate, up to date, and securely stored.

### Use of Technology and Data Protection

Staff are not permitted to use personal mobile phones in areas where children are present. Smart watches or other devices capable of recording or photography are not used by staff. Photographs and recordings for learning journals and record keeping are only taken on school cameras and devices. All devices remain securely on school premises.