



Early Years Foundation Stage Policy

Introduction

At Firfield Primary School the term "Early Years Foundation Stage" refers to the provision given to the children in our Reception classes who enter school from September of the academic year in which they turn five years old. Within this policy the term "setting" is used to refer to this provision.

The term "practitioner" refers to the members of staff working with children within the setting. As stated within the Early Years Foundation Statutory Framework, the ratio within our Reception classes cannot exceed 30 children to 1 teacher.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage and it is the responsibility of practitioners working within the EYFS setting to implement it.

The Early Years Foundation Stage Framework

We adhere to the EYFS Statutory Framework 2021 and the four guiding principles that shape good practice within Early Year settings:

- 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 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.
- Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

The 'Characteristics of Effective Teaching and Learning' are the ways in which our children engage with other people and their environment. They are:

- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

They underpin learning and development across all areas and support our children to remain an effective and motivated learner.



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Intent

At Firfield Primary School we believe that all children deserve the best possible start to their school life in order to enable them to reach their full potential. Therefore, we strive to provide an ambitious and engaging EYFS curriculum which allows the children to develop as individuals and become well-rounded world citizens. Throughout the year, the children will develop knowledge and skills to enable them to think critically and creatively, and begin their journey to becoming resilient, independent learners. We will deliver an EYFS curriculum which is accessible to all children, regardless of their level of development or SEND.

Implementing the Curriculum

Our long term plan is based on the curriculum map set out by the Primary Knowledge Curriculum (PKC). This is followed throughout the school, and provides an excellent foundation of knowledge for pupils within EYFS, which is then built upon as they progress through school. The curriculum is carefully planned and sequenced to ensure that knowledge and skills are broken down into small steps, whilst still maintaining an element of desirable difficulty. Thus ensuring that the children are appropriately challenged in order to make good progress in line with their developmental needs.

The curriculum in EYFS is a challenging and exciting one, which follows a topic-based approach, in which all aspects of the curriculum are interlinked. This allows us to provide a rich and stimulating curriculum that is holistic and enables the children to make links between what they are learning and build upon skills and knowledge that they have already mastered.

The EYFS Framework details the seven areas of learning and development that set out what providers must teach the children in their settings. Three Prime Areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

The **Prime Areas** are:

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

The children are also supported in the four Specific Areas, through which the three Prime Areas are strengthened and applied.

The **Specific Areas** are:

- Literacy



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

Explicit, whole class teaching sessions allow new learning to be delivered to all children. This is then followed up through adult supported learning activities, which allows the children to apply their newly acquired knowledge and demonstrate new skills thus giving opportunities to practise and consolidate. In addition to this, we recognise that children also learn effectively when they are engaged in play. Therefore, we strive to provide the children with meaningful first hand experiences in which they can explore, think creatively and be active participants in their learning, both physically and cognitively. Here at Firfield, we support child initiated activities to develop and extend learning. These activities are designed to engage the children in meaningful experiences and cover all the areas of learning. Child initiated activities allow children to discover, explore, investigate and develop their personal interests and areas of curiosity to make sense of the world around them as they begin to understand specific concepts.

Impact

At Firfield Primary School, the children in EYFS will demonstrate high levels of engagement in both child-led and adult-led activities. By developing speaking and listening skills, we are enabling the children to be confident communicators, who can articulate their needs and learning. We strive to develop determination, resilience and perseverance when tackling challenges and more difficult learning, allowing every child to flourish and thrive. The children will develop a sense of the wider world and draw on their own experiences to make links with their learning. They will also be able to apply their knowledge and understanding to a range of situations.

By the end of the EYFS, children will have made good progress from their starting points, therefore achieving a Good Level of Development, and many of the Early Learning Goals. Children will transition into Year 1 with key knowledge and overarching concepts to enable them to access the requirements of the National Curriculum. They will leave EYFS with the best foundations to prepare them for a life-long learning journey, helping them to live happy and successful lives that are both fulfilling and rewarding.

Assessment

Assessment in the EYFS comprises two types - formative and summative. Formative assessment is the daily, on-going assessment that informs practitioners what each child has learned or can already do, so as to help the child move forward with their learning. We use



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practitioners' observations of children in both adult-led activities and child initiated activities to inform these judgements. Summative assessment takes place 4 times a year at Firfield Primary School - on entry (Baseline), at the end of the Autumn term and Spring term, and finally in the Summer term. Summative assessment is recorded on Insight and tracked at each assessment point. When the children join us in September, they are assessed against the 3-4year old Development Matters statements; the Autumn and Spring assessment points are tracked against the statements for the Reception Year; and in the Summer term, the children are assessed against the Early Learning Goals. This final assessment is added to a record of children's achievement which is related to the Early Years Foundation Stage Profile (EYFSP), showing how the children have achieved in the seven areas of learning.

Communication

At Firfield Primary School we recognise the importance of establishing positive relationships with parents. We know that when parents and practitioners in the early years work together, it has a direct impact on children's development and learning. Both partners have much to learn from one another and a great deal to share with each other. Working together to really understand and meet a child's individual needs begins with valuing and respecting the different roles that each partner plays. It is a process that involves sharing information and skills and building relationships based on mutual respect and trust. Open two-way communication is vital to make sure that knowledge and expertise is shared between partners. Central to all partnerships is the child, who remains the priority.

As a school, we use Class Dojo as an invaluable tool for home-school communication, and this is no different in the EYFS. It is regularly updated by practitioners to communicate updates and news, reminders, and share photos and details of the learning within the classroom. Curriculum newsletters are shared with parents via Class Dojo each half term. This provides information about the upcoming half term, and the activities that the children will engage with and topics that will be covered.

We encourage parents to get involved with their child's learning, and send home two reading books, a Chatterbook and 'Brain Gym' homework on a weekly basis. 'Brain Gym' comprises Maths and Phonics activities that are linked to the learning from the week, and Communication and Language practise. Twice a year, parents are invited to attend Parents Evening in the Autumn term and again in the Spring term. A week prior to Parents Evening, parents are invited to come into school for a Book Evening; an opportunity to look through their child's books in preparation. At the end of each full term, parents receive a Termly Report with information about their child's current levels of achievement. They also receive an End of Year Report in the Summer term, which informs them of their child's level of development and the progress they have made.



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We strive to create a warm and friendly environment in the setting where parents feel comfortable and at ease to come and discuss any concerns they may have and to share information with us about their child. Parents are encouraged to use Class Dojo or arrange to speak to their child's class teacher before or after school.

Admissions and Induction

Firfield Primary School provides full time education in the Reception Year. Prior to the children starting school in September, we hold a 'New Intake Meeting' for parents to provide information about EYFS at Firfield, and general information relating to starting school. A representative from school catering and the PTA also attend to provide useful information and support. At this meeting, parents will be informed of dates for two transition sessions during the Summer term. During these visits the children will spend a morning and an afternoon in school, meet the practitioners and begin to familiarise themselves with the setting. They will also meet their new peers and begin to form new relationships. Children are also invited to attend a lunchtime session with a parent to enjoy a school meal together and start to get a feel for this element of school life.

During the first two days of the Autumn term, each child and their parents are invited to a 15min drop-in session with their new class teacher to meet and chat about the year ahead. Children and parents are encouraged to ask questions and share information to help practitioners develop an understanding of their child so that the transition is a smooth and happy one. Photographs are taken ready for self-registration and coat pegs.

In the last term of Reception, the Year 1 teachers meet with the EYFS practitioners and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of the children in their class. Children also attend transition afternoons with the Year 1 class teachers during the summer term.

Equal Opportunities & Special Educational Needs

At Firfield Primary School we value all of our children as individuals irrespective of ethnicity, culture, religion, home language, background, gender, gender reassignment or ability, which are the protected characteristics. In the EYFS we plan a curriculum that meets the needs of the individual child and supports them at their own pace ensuring that we deliver inclusive practice.



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Please see our Special Educational Needs Policy for further information about our inclusive ethos for children who have additional needs.

Health and Safety

- The classroom is checked every day for hazards and any found are removed.
- The children are taught to carry scissors safely.
- The outside classroom is checked daily for hazards and any found are removed.
- The children are taught to use the equipment outside in a safe manner.
- The children are encouraged to drink water when they need it during the day.
- The children's water bottles are stored in a way that make them easily accessible to the children throughout the day. They are refilled with fresh drinking water if required.
- Fresh fruit is available for the children to eat during Rolling Snack. Fresh milk is also available for those that have signed up for the Cool Milk scheme
- The children are taught to wash their hands after visiting the toilet and before they eat.

The Role of the Early Years Foundation Stage Leader

- To provide leadership within the EYFS setting
- Help colleagues to develop their expertise
- Keep up to date with new developments at local and national level by attending network meetings, training courses and reading new material, and to communicate these developments to colleagues
- Monitor the planning of provision in the EYFS
- Monitor and evaluate standards of learning in the EYFS
- Manage the financial resources made available to the EYFS

The Role of the Headteacher

- Monitor the provision of the EYFS Framework
- Read and provide feedback regarding the policy written by the EYFS leader
- Spend time judging the effectiveness of provision in the EYFS
- Meet with the EYFS leader / EYFS practitioners to discuss the long term plan and any changes to provision

The Role of the Governors

- Monitor the provision of the EYFS Framework



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- Read and provide feedback regarding the policy written by the EYFS leader
- Spend time judging the effectiveness of provision in the EYFS
- Meet with the EYFS leader / EYFS practitioners to discuss the long term plan and any changes to provision

Date: **May 2026**

Approved by Governors:

To be reviewed: **May 2028**