



Early Years Foundation Stage (EYFS) Policy

Adoption Arrangements and Date

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

Review Body: LGB/EYFS Lead

Adopted: 6.10.22

Date of next review: September 2025

Policy Type: Statutory

Review period: 3 years

This is a Level 3 Policy against the Trust Governance Plan.

1 Introduction

Fordcombe C of E Primary School believes that Early Years provision plays a vital role in enabling and supporting our pupils to reach their full potential. In line with the founding values of the Tenax Schools Trust we are committed to high standards of achievement in our Early Years provision providing a rich curriculum so that our pupils are prepared for future learning and grow in knowledge and confidence.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up. (DfE 2021)

Our Early Years Foundation Stage (EYFS) policy is built on the following principles:

- That each child is unique and that we believe in their individual value and potential
- That the children and adults flourish through positive relationships
- That these principles, alongside an enabling environment, enable learning and development (these principles themselves are drawn from the Statutory Framework for Early Years⁹)
- That *"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)."* (DfE 2021).
- Fordcombe Primary School is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. Everyone works to ensure our school is a happy place where good behaviour is expected and all children enjoy their educational journey.

2 Scope

This policy is for staff, governors, parents and other professionals. All employees involved in the Early Years Foundation Stage (EYFS) should be aware of and adhere to the contents of this policy.

3 Curriculum Intent

At Fordcombe Primary School we believe, as stated in Development Matters (2021) that *"All children deserve to have an equal chance of success"* and our curriculum is an ambitious, progressive and sequenced framework that provides children with the knowledge and understanding to flourish and to prepare them for the next stage in their learning journey in our school in Key Stages 1 and 2.

At Fordcombe Primary School we offer a compelling, play based child centred curriculum with a balance of child-initiated and adult led learning opportunities. Our curriculum in the EYFS is planned and sequenced and builds on learning, offering a wealth of opportunities to consolidate and deepen children's knowledge and understanding. The curriculum follows the Statutory Framework yet is tailored to our children and our setting and is flexible to their individual stages of learning and development. Our curriculum provides ways to fully immerse children and to contextualise their learning. We understand that the children at our school have different strengths and areas of development and our curriculum allows us to embrace them and to build on them ensuring that the children are well prepared to succeed in their next stage of their learning.

4 Curriculum implementation

At Fordcombe Primary School our early years class follow the curriculum outlined in the statutory framework for the Early Years Foundation Stage (EYFS). The framework covers seven areas of learning and development all of which are equally important and inter-connected. Three, prime areas, are *“particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving”* DfE (2021).

Areas of Learning and Development	Aspect
PRIME AREAS	
Personal, Social and Emotional	Self-Regulation
	Managing Self
	Building Relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills
Communication and Language	Listening, Attention and Understanding
	Speaking
SPECIFIC AREAS	
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Number
	Numerical Patterns
Understanding the World	Past and Present
	People, Culture and Communities
	The Natural World
Expressive Arts and Design	Creating with materials
	Being Imaginative and Expressive.

At Fordcombe Primary School we know the importance of an enabling environment in helping secure engagement in learning. The statutory framework reminds us *“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.”* (DfE 2021).

At Fordcombe Primary School the following principles underpin our provision:

- A calm, secure environment
- Opportunity to engage in structured one-to-one or small group activity
- Opportunity for children to lead their own learning in free play
- Planned activities for children to consolidate their skills and knowledge
- Opportunity to take risk and “have a go”
- Regular adult modelling leading to skill and knowledge development
- An outdoor environment supporting physical development and risk taking
- A curriculum that develops pupils’ Spiritual, Moral, Social and Cultural development
- High quality opportunity to develop communication and language skills
- High quality phonics teaching and a rich home/school book programme enabling children to build the essential foundations for early reading

- Staff who understand the diversity of need in their class
- Equality of opportunity, regardless of attainment, race, gender, social or economic background or religion
- *In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.*
- *Three characteristics of effective teaching and learning 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 DfE (2021)
- The seven key features of effective practice in the early years – outlined in Development Matters (2021 pp. 8-11)

5 Curriculum impact – assessment

“Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process” (DfE, 2021).

At Fordcombe Primary School our staff team engage in both formative and summative assessment, recognising the things children do well and informing future planning and areas to develop in order that children are ready for the next stage of learning.

At Fordcombe Primary School the following assessment processes are undertaken:

- The statutory Reception Baseline Assessment (RBA) within six weeks of entry into the school
- Benchmark reading and phonics assessment
- Early Years Language assessment
- The Early Years Foundation Stage Profile (EYFSP) is completed at the end of the Foundation Stage reflecting progress towards the Early Learning Goals.
- Assessment in the EYFS is predominantly observational through spending time with and having quality interactions with the children.

6 Relationships with Parents and Carers

At Fordcombe Primary School we know that positive relationships with our parents and carers help children settle quickly to school and are ready to be nurtured and challenged. We are committed to developing positive relationships with our families and develop a working partnership by:

- Enabling a comprehensive transition programme before starting school including:
- July – taster afternoons in school where children are introduced to the classroom, staff and each other for increasing periods of time over subsequent weeks. On one afternoon the leadership team are available to get to know families whilst sampling elements of the school’s lunch provision
- September – the class teacher and another colleague (pastoral) visit the child’s home to meet with the family before starting school fully. There is a phased entry of attending mornings and then including lunchtimes before starting full-time.
- Late September/early October – a parent/carer meeting with the class teacher to discuss settling into school and early development

- Late October/early November – a series of parent workshops so parents can understand the school's approach to the teaching of reading, writing and mathematics in the EYFS
- Offering support through the school's Families and wellbeing manager and the Designated Safeguarding Lead

7 Structure of the EYFS

At Fordcombe Primary School there is one Reception (EYFS) class of up to fifteen children aged 4-5 years. There is a full-time teacher and there is one part-time teaching assistants (depending on need).

8 Legislation

This policy is rooted in the requirements set out in the Statutory Framework for the Early Years Foundation Stage (DfE, 2021).

9 Safeguarding

Fordcombe Primary School recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

Fordcombe Primary School believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings considered and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection. Staff working with children will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

Our school's safeguarding and child protection procedures are outlined in the Safeguarding and Child Protection Policy <https://fordcombe-church-of-england-primary-school.secure-primariesite.net/school-policies/>

Staff adhere to the school's intimate care policy and Health and Safety and Administration of Medicines Policy <https://fordcombe-church-of-england-primary-school.secure-primariesite.net/school-policies/>

Appendix 1

A list of statutory policy or procedure for the EYFS

Statutory policy or procedure for EYFS	All can be found at: https://fordcombe-church-of-england-primary-school.secure-primariesite.net/school-policies/
Safeguarding Policy and Procedures	Safeguarding and Child Protection Policy
Procedure for responding to illness	Health and Safety Policy

Procedures for administering medicines	Administration of medicine policy
Emergency evacuation procedure	Health and Safety Policy
Procedure for identification checking of visitors	Safeguarding and Child Protection Policy
Procedure for a parent failing to collect a child and or missing children	Safeguarding and Child Protection Policy
Procedure for dealing with concerns and complaints	Complaints Policy

References

DfE 2021 - Statutory Framework for the Early Years Foundation Stage, Department for Education, 2021:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Development Matters 2021 - Development Matters, Non-statutory curriculum guidance for the early years foundation stage, Department for Education, 2021:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1004234/Development_Matters_Non-statutory_Curriculum_Guidance_Revised_July_2021.pdf