



Stadhampton Primary School  
Early Years Foundation Stage  
(EYFS)

Date of Review: June 2025

Date of next review: June 2026

## Introduction

Every child deserves the best possible start in life to achieve their full potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.

This policy is based on requirements set out in the 2017 Statutory Framework for the Early Years Foundation Stage. The Early Years Foundation Stage applies to children from birth to the end of the reception year.

In our school, all children join us full time at the beginning of the school year in which they turn five. (Compulsory schooling begins at the start of the term after a child's fifth birthday.)

The Early Years Foundation Stage is important in its own right, and in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

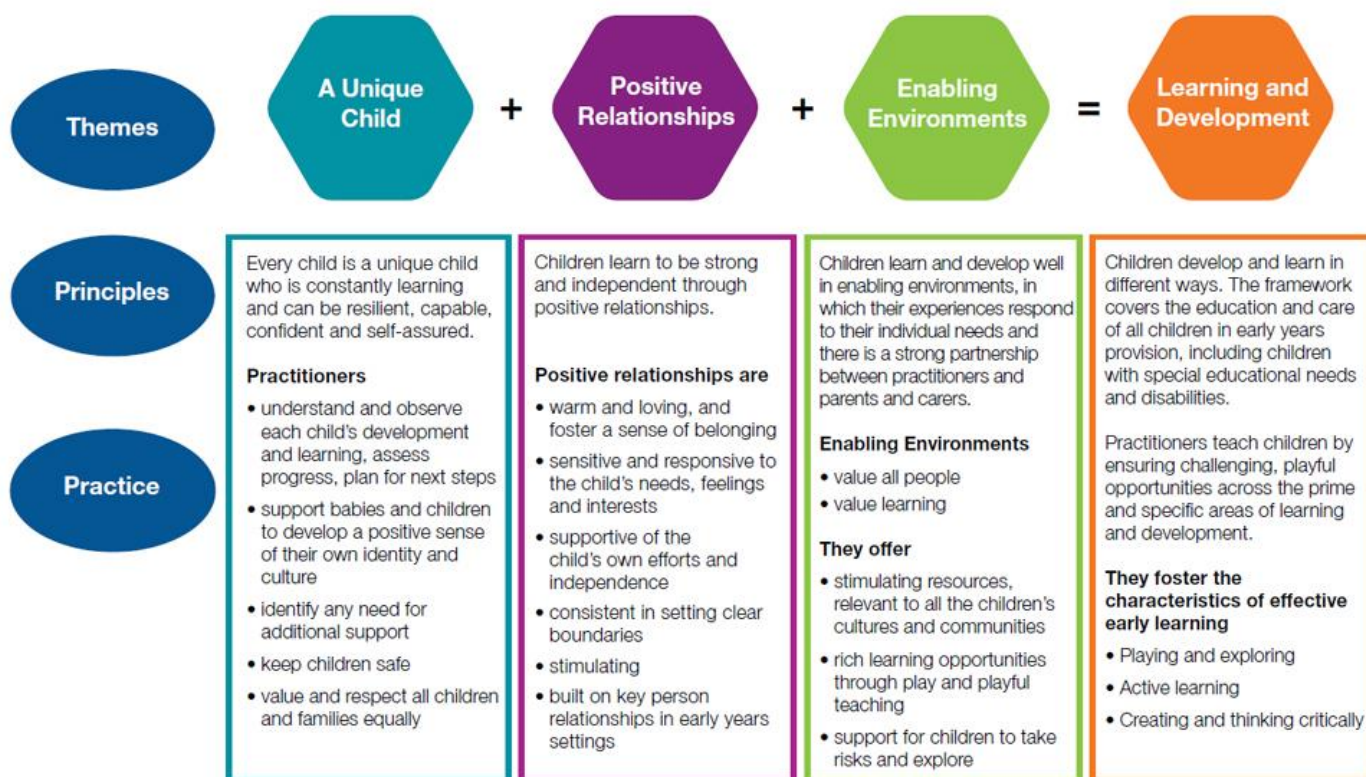
Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in their community. The early years education we offer our children

- Builds on what our children already know and can do
- Ensures that no child is excluded or disadvantaged
- Offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors
- Provides a rich and stimulating environment

## Aims of the Foundation Stage

The EYFS is based upon four 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.



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 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
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- monitoring children's progress and taking action to provide support as necessary

### **The Curriculum/Learning Goals**

The EYFS divides the curriculum into seven areas of learning and development

The prime areas include

- Communication and language
- Physical development
- Personal, social and emotional development

The 'Specific Areas' include

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

These lead to 17 Early Learning Goals, which summarise the knowledge, skills and understanding that children should gain by the end of reception year

### **Safety**

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 wellbeing of children. (See Whole School Safeguarding Children Policy)

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

This includes

- promoting the welfare of children
- promoting good health, preventing the spread of infection and taking appropriate action when children are ill
- managing behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- ensuring all adults who look after children or who have unsupervised access to them are suitable to do so
- ensuring that the premises, furniture and equipment is safe and suitable for purpose
- ensuring that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- maintaining records, policies and procedures required for safe efficient management of the setting and to meet the needs of children

### **The Learning Environment**

The EYFS classroom is organised to allow children to explore and learn securely and safely. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where the children are able to find and locate equipment and resources independently. This has a positive effect on children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers children the opportunity to explore, use all of their senses and be physically active and exuberant.

### **Learning and Development**

At Stadhampton Primary 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 all interconnected.

The features of good practice in our school 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 achieve the Early Learning Goals by the end of the 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 regularly shared with parents
- the good relationships between our school and the settings that our children experience prior to joining our school
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do

### **Assessment**

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, and this involves the teacher and other adults as appropriate. Results are collated within the Foundation Stage Profile (FSP). From September 2020 a new baseline assessment has been introduced by the DfE. This takes place within the first six weeks of a child starting in reception.

The teacher completes the assessment of the Early Learning Goals at the end of the child's reception year and records each child's attainment level. We share this information with parents in the end of year report in July. Progress documents and files are used to record examples of each child's work.

### **The role of parents**

We believe that all parents have an important role to play in the education of their child. 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 children are able to spend time with their teacher before starting school
- inviting all parents to an induction meeting during the term before their child starts school
- offering parents regular opportunities to talk about their child's progress in our reception class
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year
- Offering opportunities to informally come and look at their children's classroom and work during 'Work viewing' sessions
- offering a range of activities that support the involvement of parents. We invite parents to curriculum evenings to discuss the kind of work that the children undertake in the reception class
- Weekly information is available on the school's website specifically related to Ladybird Class, as well information on the School Newsletter