Haslingfield Endowed Primary School

EYFS Policy

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Approved By	
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Responsible Officer	Donna Peck

Early Years Foundation Stage Policy

At Haslingfield Endowed Primary School our intent, when teaching in the Early Years Foundation Stage, is to stimulate a deep love of learning, in the children, and secure the foundations for future learning. By providing an environment where the children feel safe, we aim to immerse the children in a curriculum which is rich and memorable and paths the way for the children to play and learn actively. Whilst exploring the world around them, we aim for each child to use their natural curiosity to ask questions and fuel their thirst for knowledge. We aim to foster cognitive development and problem-solving skills, encourage engagement in creative activities and inspire the children in every possible way.

The follow policy has been produced in alignment with the Department for Education's Statutory Framework for the Early Years Foundation Stage for group and school-based providers (effective 1 September 2026).

Principles:

A unique child: We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

Positive relationships: We recognise that children learn from secure relationships how to be strong and independent and we aim to develop caring, respectful and professional relationships with the children in our care and their families and our wider community.

Enabling environments: We recognise that the environment plays a key role in supporting and extending children's development. Through observations we assess children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning both in the indoor and outdoor classrooms.

Learning and development: The Foundation Stage class is organised to allow children to explore and learn securely and safely. The classroom is set up in learning areas where children are able to find and locate equipment and resources independently. We greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

We aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the individual child, including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with all parents/carers and value their contributions.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide inclusive learning experiences for all children, whatever their needs.

Observation, Assessment and Planning

At our school, we recognise that every child is unique and value their interests and abilities when planning the curriculum. The class teacher will reflect on the different rates that the children are developing and will adjust their practice appropriately. At Haslingfield, we aim to follow the Statutory Framework's Three Characteristics for Effective Teaching and Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically. (EYFS statutory framework, effective September 2026).

There are many different ways that our children's learning journeys are captured. Each child has their own online Learning Journey on "Tapestry" which is a story of some of their learning and experiences that achieve throughout their first year at school. This journal is shared with the parents and/or carers of each child and is created in collaboration with the families. Families are encouraged to share any learning and experiences that their children capture at home to share in school. In addition to this, any child led work that the children complete is added to their own paper learning journal.

Learning is planned around children's interests and their developmental needs. Planning is linked to broad topic areas such as "All About Me", "Alien Adventure", "Diwali" and "Christmas". We recognise that play is essential for children's development, building their confidence as they learn to explore, relate to others and set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults (Statutory Framework, 2023. 1.14). "Continuous Provision" is where activities and resources are available to the children throughout the day. "Enhanced Provision" is when activities and resources are more specifically planned to provide appropriate challenges and are in addition to the Continuous Provision. In Cherry tree class, these are called Rainbow challenges. These challenges are planned carefully taking in consideration previous learning. The staff in EYFS support the children's learning during their time in the provision areas by modelling, supporting and challenging their play as well as engaging the children in adult let activities that focus on essential skills and knowledge in the specific areas of learning.

Whole class carpet time inputs are carefully planned so that they meet the learning needs of all students in the class. Phonics and Maths are taught daily and are taught following the Little Wandle: Letters and Sounds Revised systematic synthetic phonics scheme and the White Rose Maths scheme.

Within the first 6 weeks of starting in Reception each child will take part in the Reception Baseline Assessment which will be conducted by the class teacher.

At the end of the Summer Term the Early Years Foundation Stage Profile will be completed for each child. Judgments will be formed against the Early Learning Goals. Following the guidance from the Statutory Framework this judgment will be formed by the teacher's knowledge of the child and their own expert judgment. Sources of evidence are not required to form the judgment (EYFS statutory framework, effective September 2026).

We recognise that children learn differently and aim to provide a range of opportunities to suit different learners' needs. We observe the children to find out what they are interested in and look closely at the characteristics of learning they demonstrate. We use 'Development Matters (non-statutory curriculum guidance for the EYFS) to support and inform our provision and planning. This document outlines the following areas of learning:

Prime Areas

Communication and Language Development
Within this area, the children are supported to develop their listening and attention in both adult-led and independent activities; their understanding of language; and how to speak effectively to communicate with others. Children are encouraged to communicate through a range of play situations, such as role-play, exploration of multi-sensory materials, or when sharing books, stories, rhymes and songs.

Personal, Social and Emotional Development
This involves teaching the children about the feelings of themselves and others. They will be supported in building relationships, managing themselves and self-regulation.

Physical Development
The children engage in play activities to develop their gross (large) and fine (small) motor skills. For instance, jumping, travelling, chasing games, using scissors, knives, paint brushes and pencils. They take part in weekly PE sessions, including swimming in the Summer Term.

Specific Areas

Understanding of the World
The children will be encouraged to find out about the world in which they live. They will develop an understanding of different people, cultures and communities. They will explore and develop an understanding of the natural world. They will form an understanding of past and present by drawing on their own experiences and those in stories that have been shared.

Expressive Arts and Design
This involves opportunities for the children to create with a range of materials. There will be opportunities through the continuous provision areas as well as adult led activities that support the children in learning a range of creating techniques. The children will be given opportunities to be imaginative and expressive. This may be through music-making, singing, dancing, role play, story-telling, art and construction activities.

Literacy – Comprehension, Word Reading and Writing
Initially, children need to develop their fine motor control to help them hold and control a pencil. We encourage children to blend phonemes to read and segment, so that they can write as soon as they have a small repertoire of letters that they know. We also encourage and model the application of taught phonemes during shared reading, writing and independent learning. We use the "Little Wandle: Letters and Sounds Revised" programme to teach phonics. At the start of the year, children begin with Phase 2 and are expected to reach Phase 4 by the end of reception year.

Children start to experiment with mark making and very quickly start to explore letter shapes. We teach letter formation from the start and encourage parents to model and encourage this as well. By the end of the reception year, we expect most pupils to be able to write a simple sentence independently. The school use the scheme 'Kinetic letters' to support our children with their handwriting.

We share books, stories or rhymes with small groups and the whole class on a daily basis. In school, children read either on a one-to-one basis with adults in the class or in a Reading Practice group. To promote reading

for pleasure the children take ownership of choosing a library book to take home and share with parents as well as a phonics-based book that they have been sharing in school. By the end of the reception year, children will be expected to read simple sentences and understand simple story structures with a beginning, middle and end.

Mathematics

Children need practical experiences to secure the following mathematical concepts: cardinality and counting, comparison, composition, shape and space, pattern and measures. We provide many opportunities for children to explore these concepts by applying their new skills and knowledge to different situations. The children develop their recognition of numbers to 10 and what each number represents. Throughout the year the children will be supported in being able to subitise numbers to 10. The children will learn their number bonds to 10 to support them in doing this. The children will explore and identify different numerical patterns and will be encouraged to verbally count beyond 20, compare different quantities and explore the concepts of odd and even numbers, double facts and how to share and group quantities equally. The daily Maths session will range from being large group, small group or 1-1 work depending on the skill that is being explored.

Outdoor Provision

Outdoor play is available during the school day and we aim to provide opportunities across all areas of learning for both continuous play provision and adult-led activities. Waterproof clothing is made available for all children at school, which they put on themselves in order to access messy activities such as the mud kitchen. The adult outside will be modelling and extending play or observing children, and they are mindful of the safety of all children outdoors. Children are also involved in their own monitoring of safety outside and are encouraged to identify possible risks, to keep their learning environment safe, such as when they use the building blocks. The children in EYFS will also have access to the wider school grounds, such as the nature area, garden and the large play equipment.

The Transition and Induction Process

During the Summer Term prior to starting school the following visits take place:
· EYFS staff will visit pre-school settings for new pupils
· Each child and their parents/carers will be invited to spend part of a morning/afternoon at school for several “Stay and Play” sessions.

There is a welcome evening for parents where information is shared about how to prepare their child for school and to answer any parents’ questions. We ask parents to help their child to be ‘school ready’ by supporting their child to become as independent as possible by being able to get changed and use the toilet on their own.

In addition to this, in the autumn term, there is another parents evening sharing more information about the learning that will take place and what an average day at Haslingfield would look like.

Home visits take place in the first two days of the term. These visits are a fantastic opportunity for you to ask any questions that you might have and for your child to see their teachers and learning coaches in their home environment.

Home/School Links

We value positive relationships between staff, children and parents. We recognise that as the child's first teacher, parents know their children best and can offer a great insight into their child's learning. We invite parents to contribute to their child's online Learning Journey via Tapestry. We share next steps with children and their parents and discuss ideas for moving children's learning forward using contexts that they are most interested in.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children who need extending and those with specific learning difficulties and disabilities. The school's SEND Coordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role-models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Safeguarding and Welfare

At Haslingfield, safeguarding and welfare practice in the EYFS is implemented in line with the current Department for Education Early Years Foundation Stage statutory framework for group and school-based providers, effective from 1 September 2026, alongside Working Together to Safeguard Children, Keeping Children Safe in Education and the Prevent duty guidance.

Our safeguarding procedures include clear arrangements for responding to concerns about children, allegations of harm or abuse, safer recruitment and suitability checks, safeguarding training, the appropriate use of mobile phones, cameras and other electronic devices, and whistleblowing. All staff, including students and volunteers, must know how to raise concerns about poor or unsafe practice and how those concerns will be handled.

Child absence is treated as a safeguarding matter. Absences are followed up in a timely way. Where a child is absent for a prolonged period, or without notification, the school will attempt to contact parents/carers and alternative emergency contacts, consider patterns of absence and the child's and family's circumstances, and refer concerns to children's social care and/or request a police welfare check where appropriate. The school's attendance arrangements are shared with parents and carers.

The school applies current safer recruitment and suitability requirements. Enhanced criminal records and barred list checks are required for relevant staff and volunteers, and individuals must not begin working or volunteering in the setting until the required enhanced criminal records and barred list check has been received. Required information about identity checks, vetting processes, references and qualifications is recorded.

During meals and snacks, children are appropriately supervised and the school follows the EYFS safer eating requirements. Information about dietary requirements, food allergies, intolerances and relevant health requirements is obtained and shared with staff involved in preparing and handling food. Responsibilities for checking that food and drink meet each child's requirements are clear, and allergy action plans are developed and kept up to date where needed.

The school has regard to the Department for Education guidance on children's screen use in early years settings. Digital technology is used purposefully and practitioners consider how screen use supports children's learning, development, health and wellbeing.

The Class Teacher will provide arrangements for supervision of staff working with EYFS children. Supervision supports mutual support, teamwork, reflection on practice and continuous improvement.

The Class Teacher and Learning Coach are the allocated key people for children in the EYFS.

At Haslingfield Endowed Primary School we aim to provide all children the opportunities to:

- Value, love and care for others, while receiving this same warmth and acceptance from their community
- Develop the skills they need to be a successful independent learner: resilience, persistence, self-motivation and a positive attitude
- Experience a rich, creative and inspiring curriculum where they will learn the knowledge and skills to prepare them for a life-long love of learning
- Be the best they can be; and follow our SPARKLE values.
- Celebrate success and know what it feels like to be celebrated
- Develop an awareness of potential risks in their day to day lives and make safe choices for themselves and others