

SPELLBROOK CHURCH OF ENGLAND PRIMARY SCHOOL (vc)

Flourishing in Love and Learning

"In everything - in every circumstance - do to others as you would have them do to you."

Matthew 7:12



EARLY YEARS FOUNDATION STAGE POLICY

Document Information			
Policy Number:	V3	Created by:	Head & Staff
Section:	Curriculum	Type:	Spellbrook Primary
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Last Review:	July 25	Next Review:	July 29
Review Cycle:	4 Yearly	Ratified by FGB:	Sept 25

The following amendments have been made to this policy since the 'ratified by' date.

Date	Page number	Section	Details of change

These changes / recommendations will be reviewed / ratified by Full Governing Body for the 'review cycle' as quoted above.

Introduction

This policy has been written to reflect the requirements of the early years foundation stage framework for group and school based providers [EYFS statutory framework for group and school-based providers \(14.7.25, effective from 1.9.25\)](#)

Includes requirements of Early Years foundation stage nutrition guidance, guidance for group and school based providers and childminder in England. (May 2025) [Early Years Foundation Stage nutrition guidance](#)

Advice on promoting oral health [Help for early years providers : Oral health](#)

Advice on toilet training [Help for early years providers : Toilet training](#)

It follows the guidance in “Development Matters Non-statutory curriculum guidance for the early years foundation stage” (September 2020)

[Development Matters - non-statutory curriculum guidance for EYFS \(publishing.service.gov.uk\)](#)

[Strong foundations in the first years of school \(8.10.24\) Strong foundations in the first years of school - GOV.UK](#)

[Best start in life Giving every child the best start in life](#)

[Bold beginning Bold beginnings - The Reception curriculum in a sample of good and outstanding primary schools](#)

Aim of this policy

To ensure our provision reflects these seven key features of effective practice as detailed in Development matters 2020

- 1. The best for every child**
- 2. High-quality care**
- 3. The curriculum: what we want children to learn**
- 4. Pedagogy: helping children to learn**
- 5. Assessment: checking what children have learnt**
- 6. Self-regulation and executive function**
- 7. Partnership with parents**

1. The best for every child.

We always aim to provide a high quality education for all children, supporting all learners but specifically targeting disadvantaged groups and working collaboratively with parents. We follow the EYFS Statutory framework (September 2025)

Our EYFS provision is regularly monitored as part of the school Self Evaluation Framework and to provide the governors of the school with up-to-date information. This includes outcomes from statutory assessments. There is a named governor for EYFS.

Please see the following policies for more information about how we ensure the best for every child:

- Administration of Medication and First Aid Policy
- Behaviour Policy *
- Child Protection and other Safeguarding Policies *
- Children Looked After Policy
- Equality and Diversity Policy *
- Health and Safety Policy *
- Intimate Care Policy
- Pupil Premium Policy *
- SEND Policy and Accessibility Plan*
- Teaching and Learning Policy
- EYFS Safer Eating policy
- Food and nutrition policy

*These policies are on the school website
All other policies are in the Policy folder on Teams

2. High-quality care

The child's experience will always be central to the thinking of every member of the team. We consider the individual needs, interests, and development of each child, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. If a child's progress in any prime area gives cause for concern, we discuss this with the child's parents and/or carers and agree how to support the child. We will consider whether a child may have a special educational need or disability which requires specialist support. For children whose home language is not English, we will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development, so that they are able to reach a good standard in English language. We use Wellcomm assessments to identify language difficulties children may have and support these.

Our staff are highly trained. We have teachers and teaching assistants with specific training for working with children in the EYFS. The Early Years teacher will access regular EYFS leaders' meetings and training to keep abreast of any changes to statutory guidance and information. He/she will also visit other settings to discuss provision, planning and teaching on a regular basis. The Early Years Leader will deliver informal training or updates to the rest of the school to ensure there is a basic understanding of the curriculum across the school.

Any staff working in the Early Years class will be supported in developing their skills and knowledge of the curriculum. This may be through local meetings, staff meetings, INSET's in the school or visiting other settings. Staff have regular training on all aspects of safeguarding. We ensure that all EYFS staff are paediatric first aid trained and are available through lunchtimes.

The Early Years Leader will moderate and meet with other practitioners to ensure accuracy when making judgements on assessments.

Safety:

- We follow the safer eating guidance set out in the EYFS Statutory framework (Please see EYFS safer eating policy and food and nutrition policy).
- Should any child fall asleep during the school day they will be laid down on a flat sleeping mat and checked frequently to ensure they are safe. They must be checked for ill health and parents made aware.

- Children are supported to develop good habits and hygiene when using the toilet. Please see intimate care policy for changing protocols.

3. The curriculum: what we want children to learn

Our curriculum is developed following the framework for the Early Years Foundation Stage. There are four guiding principles. These are:

- Every child is a **unique child**, who is constantly learning to 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 EYFS framework identifies 3 Prime and 4 Specific areas of learning

Prime areas:

- communication and language
- physical development
- personal, social and emotional development

Specific areas

- literacy
- mathematics
- understanding the world
- expressive arts and design

The curriculum is designed to enable children to attain the expected levels of development. These are detailed in the Early Learning Goals (Further information can be found in Development Matters September 2020)

- Communication and Language
 - ELG: Listening, Attention and Understanding
 - ELG: Speaking
- Personal, Social and Emotional Development
 - ELG: Self-Regulation
 - ELG: Managing Self
 - ELG: Building Relationships
- Physical Development
 - ELG: Gross Motor Skills
 - ELG: Fine Motor Skills
- Literacy
 - ELG: Comprehension
 - ELG: Word Reading

- ELG: Writing
- Mathematics
 - ELG: Number
 - ELG: Numerical Patterns
- Understanding the World
 - ELG: Past and Present
 - ELG: People, Culture and Communities
 - ELG: The Natural World
- Expressive Arts and Design
 - ELG: Creating with Materials
 - **ELG: Being Imaginative and Expressive**

4. Pedagogy: helping children to learn

Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.

Child led play is at the heart of our teaching. Play is essential for children's development, building their confidence as they learn to explore, relate to others, 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. The teachers will lead in deciding what they want children to learn, and the most effective ways to teach it. They will stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning. As children grow older and move through the reception year, there will be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy. We carefully organise enabling environments for high-quality play. The environment in the Early Years class is designed to promote independence, child led learning and high levels of engagement. This results in children being involved in purposeful play of their own choice and interest. The ultimate goal is that children are in control of their learning. Resources are open-ended so that play can go in any direction and will be unique to the individual child.

The indoors and outdoors environment is set up with 'workshop' type areas where all the resources are stored and labelled so that children can select and choose how they would like to play.

Inside

The indoors environment is a place for calm and quiet play. The children have access to construction, mark-making, creative, mathematics, small world, role play, games and puzzles and reading. The role play will change regularly according to children's interests or current teaching.

Outside

The outside environment is a place where children can take risks with their physical development, develop their gross motor skills, be louder and play with resources and toys that can withstand the weather. The areas (although changeable) are role play, the builders yard for large construction, water and sand play, a mud kitchen, bikes and a writing and creative shelter.

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

Sometimes, we make time and space available for children to invent their own play. Sometimes, the adults join in to sensitively support and extend children's learning.

- In the mornings and afternoons the children will have short adult led activities which will support their learning in Reading, Writing, Maths, Understanding the World and R.E. These will be planned a week in advance however the children's current interests, learning and attainment will be taken into consideration. All sessions will be holistic and cross-curricular.
 - Every day the children will have a phonics lessons which discretely teaches the children skills in listening, sound discrimination, rhyme and then the 44 GPC's. This includes opportunities for dictated (hold a sentence) activities when children are ready. Nursery children learn the skills from phase 1 phonics and then begin Read Write Inc in Reception.
 - Additionally, Reception have a teacher led maths session each day which follows the NCETM Mastering number and is supplemented by White Rose Maths resources. Manipulatives are used to support children's deep understanding.

5. Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. The adults make regular, informal assessments of the children. Parents and/or carers will be kept up-to-date with their child's progress and development. We will use Tapestry to keep parents informed and to enable them to share home learning experiences.

Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)

- The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

- In the final term of their Reception year, the EYFS Profile will be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development is assessed against the Early Learning Goals and will indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

Year 1 teachers will be given a copy of the Profile report.

We will share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it.

The school will report EYFS Profile results to the Herts County Council.

6. Self-regulation and executive function

- Executive function includes the child's ability to:
 - hold information in mind
 - focus their attention
 - regulate their behaviour, regulate strong feelings, be patient for what they want, bounce back when things get difficult.
 - plan what to do next.
- These abilities contribute to the child's growing ability to self-regulate:
 - focus their thinking
 - monitor what they are doing and adapt
 - regulate strong feelings
 - be patient for what they want
 - bounce back when things get difficult.

Holding information and retention is built into our curriculum and teacher guided learning

- Phonics scheme has repetition and techniques to hold information (hold a sentence) built in, Maths Mastery and maths fluency has repetition and revisiting of key knowledge.
- Fine motor activities, letter formation and handwriting is taught separately to phonics to secure these skills.
- English, Topic and RE and PSHE sessions with intro, key vocabulary and adult led group work.
- Class discussions and paired talk to review and reword information using their own phrases and sentences to increase understanding and the holding of information. Partner work to support each other in recalling and applying knowledge in different subjects. Independent work to reinforce and apply knowledge.
- Learning things together – phonics phrases for letter formation, for remembering sounds – key parts of daily stories, role-play, rhymes and songs.
- Modelled writing sessions by teacher, vocabulary rich curriculum with echoing back of modelled language.

Focussing their attention

- Encouragement to listen- a range of strategies used by the teachers – 1,2,3 -eyes on me, "magnet eyes" and reminders of "a respectful listener" etc.
- Encouragement to stay on task for increasing periods as they progress through the year- Rewards and praise for joining in or focused effort.
- Building up of teacher led sessions throughout the year with Teaching assistant involvement and support for targeted pupils.

- Brain breaks and physically active participation including actions to accompany shared texts.
- Now and next strategies.
- Encouragement to focus in groups, listen to each other- turn taking activities with adult support, questioning and balance of child and adult led talk, learning partners with rewards and praise for supportive questioning and active listening.

Teaching children to regulate behaviour (make good choices, regulate strong feelings and be patient for what they want, bounce back when things get difficult.)

- Getting to know class room expectations in transition period.
- Agreed classroom and carpet rules (signed and agreed) that include the need to share
- School Golden rules - attention to good choices – adults use positive language. All adults talk to child when rules not followed – help them to make right choices - behaviour script for adults to use.
- School values - introduced in weekly CW and reinforced through discussions and recognition
- Praise, rewards (dojos) and recording observations of appropriate or outstanding behaviour on Tapestry journal,
- Restorative justice e.g. helping to fix or a “sorry picture”
- Time out if necessary for short time (with timer) to reflect or to become calm enough to sort things out.
- Encouragement to tackle minor issues independently and calmly with modelled language of negotiation and with strategies to make sure things are fair.
- A class visual timetable and now and next boards to support transitions and regulation.
- Use zones of regulation and provide a calm space in the classroom.

Helping children to plan what to do next

- Children encouraged at times to experiment and try things but at other times asked to think about what they could do next, try it then review how well it worked – adults model that during maths, science, story writing, art
- Children given sequencing activities – story – pattern in maths and art
- use of visual timetable as whole class,
- days of the week/months songs,
- Sequencing stories using actions, picture cards, story maps.
- Sequencing puzzles in continuous provision.

Language development

- Speaking
 - Learning and using new vocabulary.
Topic introduction of new vocabulary in first session planned for. Whilst whole class reading new/unfamiliar vocabulary introduced and discussed. Praise given for appropriate use. Adult modelling and echoing.
 - Articulating their ideas and thoughts in well-formed sentences and connecting one idea or action to another using a range of connectives.
STEM sentences in maths. Finish the sentence e.g. My favourite part was..., Repeat back and echo correct sentence, mixture of adult modelled and child speak during sessions, hold a sentence RWI, promotion of discussion during child led, questions in different areas of classroom for discussion points, sound buttons, making video on IPad

- Listening
 - Facilitating effective role play where language develops.
Adult modelling and participation in role play area. Drama sessions in English. Acting out stories and repeating story book language. Small world and puppet making continuous provision.
 - How we ensure that each child is using developing language.
Tapestry observations, daily rewards for participation (dojo) planning for groups and individuals.
- Reading
 - Retelling stories
Favourite five in reading area. Daily whole class reading, RWI groups with levelled reading book, story mapping and retelling with actions, Topic based texts each Topic lesson, English lesson planned with story sequencing, story maps or strip books, Whole class story writing.
 - Learning rhymes, poems and songs
Daily Maths songs, Phonics Phase 1 and 2 Nursery group with rhymes, alliteration poems or songs, Topic based songs, weekly Music lessons (Charanga) Range of daily book texts Inc. rhyming texts and poems.
- Writing
 - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; -
Daily fizzy fingers with pencil grip reinforced, RWI writing with adult guidance and support, appropriate equipment available throughout adult led and child led activities e.g. pencil grippers and child led opportunities to practise and apply

7. Partnership with parents

We recognise that all parents/carers, as their child's first educators, have a vital role to play in their child's education. We aim to establish strong links with them through regular communication. We arrange termly parent-teacher consultations and/ or reports and workshops and information to support parents in helping their child at home. We usually invite parents on school visits as well as other planned events. We also encourage parents to participate and access tapestry throughout the year, which provides an opportunity to see the learning in school as well as to make and share observations from activities at home.

Induction/transition (including into y1)

Our Reception children become increasingly involved with aspects of whole school life and with other staff and children in the school as they move through the reception year. They attend assemblies, join others for playtimes and take part in House activities with children from other classes. This helps them to get to know other parts of the school, other children and all staff. This familiarity supports their well-being and eases the transition to the next class.

To support the children's move to year 1 the Key Stage 1 teacher and Early Years teacher will meet at the end of the summer term so that each child's progress and development can be

discussed. Any important information will be passed on at this time including discussions on assessment.

Policy Review

This policy will be reviewed every 4 years, or sooner if key guidance changes.