EARLY YEARS FOUNDATION STAGE POLICY

This Aldborough Primary Policy applies to all stakeholders.

DATE OF GOVERNOR APPROVAL	Spring 2026
REVIEW FREQUENCY	Annually
REVIEW DUE	Spring 2027
STATUTORY REQUIREMENT	YES

AMENDMENTS

Date	Summary of Amendment/s
November 2020	Equality Impact Assessment completed; Policy updated to reflect current practice in EYFS
February 2022	Updated to reflect the Statutory Framework for EYFS 2021 and to remove Covid restrictions.
February 2023	Exceeding Expectation judgement removed from Assessment section.Annual review added to front cover and final paragraph
January 2024	Updated to reflect the Statutory Framework for EYFS 2023. Update to Assessment section to reflect this.
January 2026	Update to Tapestry timings

Early Years Foundation Policy

Aims:

At Aldborough Primary we aim to:

- Ensure all children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- Close partnership working between practitioners and with parents and/or carers.
- Provide a structured, secure, caring and well-resourced learning environment both inside and out which meets all the individual developmental needs of 'young learners' and underpins all future learning.
- Enable them to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.
- Enable their early development to take place within the caring and nurturing environment in line with the ethos and values, which the school upholds and promotes.
- Develop independence and individuality, whilst fostering respect and tolerance for others irrespective of ability, race, creed, gender or background.

Rationale:

In order to achieve the above objectives Aldborough Primary staff and governors will provide a curriculum for the last year of EYFS (reception) based on the following rationale, which will establish the foundations that underpin all future learning:

- at the core, place the development of positive attitudes and dispositions towards learning and foster the development of positive behaviour and social interaction skills;
- promote and develop personal, social and emotional well-being;
- encourage the development of self-confidence and positive self-awareness;
- enable children to develop the skills of attention, concentration and persistence;
- place speech, language and communication at the heart of learning;
- lay the foundations for developing reading and writing;
- develop early mathematical skills and concepts;
- develop an understanding of the world in which children live;
- enable children to be creative in their responses to their world and in their development of skills;

- encourage children to develop their imagination through the exploration of media and materials;
- Promote healthy and safe physical development – both gross and fine motor;
- Encourage independence and ownership of own learning.

This policy is based on requirements set out in the 2023 statutory framework for the Early Years Foundation Stage (EYFS).

The Needs of Learners in EYFS:

- Adults who are sensitive to their differing needs, abilities, backgrounds and previous experiences to teach, support, care and offer equal opportunities for them all to develop.
- Adults who will respect them and value their ideas and opinions recognising that every child is an individual.
- A challenging and diverse curriculum offering ample opportunity to practise and develop skills and learning. This includes rich and positive learning experiences with plenty of first-hand experience, varied to include all learning styles and including regular opportunity to explore and learn through practical and play activities.
- Opportunities to make decisions and to take responsibility - both for their learning and behaviour. The curriculum is founded upon offering opportunities for the development of personal qualities, social skills, and positive attitudes towards learning. This includes the chance to make mistakes in a forgiving environment and to realise that making mistakes is a learning experience.

In summary, a well-planned, carefully structured programme of academic and personal development, building on past experiences and achievements - delivered in ways appropriate to their age and stage.

The Curriculum:

The Early Years Foundation Stage (EYFS) is a comprehensive statutory framework that sets the standards for the learning, development and care of children from birth to five. The EYFS extends from birth to the end of Reception and the beginning of Key Stage 1. The curriculum should therefore be seen as part of a continuum of learning, which begins at birth, extends throughout the years of compulsory schooling and establishes the young person as a lifelong learner.

Play underpins the delivery of all the EYFS

.

The EYFS principles guide the work of all practitioners, there are four themes:

- a unique child
- positive relationships
- enabling environments with support and teaching from adults
- learning and development.

The curriculum consists of seven areas of learning - three "prime" and four "specific". These are inter-related and none can be delivered in isolation from the others. The seven areas consist of a total of seventeen Early Learning Goals:

Prime: The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS, work together, and move through to support development in all areas.

The **prime areas** are:

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

Providers must also support children in four specific areas which help strengthen and develop the three prime areas and ignite children's curiosity and enthusiasm. The specific areas are:

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

The above also refers to our practice of cross-curricular teaching and learning which encourages children to make links and practise skills in a relevant and interesting way.
Aldborough Primary staff and Governors believe that all individual learning styles should be recognised and honoured in a creative learning environment. The way in which we learn is as important to progress and success as what we learn.

Our early years setting follows the curriculum as outlined in the 2023 statutory framework of the EYFS.

Planning:

Staff plan activities and experiences for children that enable children to develop and learn effectively.

In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Teaching:

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. An environment to support continuous provision enhances the children's learning experiences, providing them with familiar areas to explore as well as interchangeable areas based on topic and the needs/interests of the children. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

Assessment:

At Aldborough Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

In accordance with all schools, each child will be assessed in their first six weeks at school (baseline). Through observation staff will assess their attainment in the three prime areas and the four specific areas against the early learning goals.

On-going assessment (formative assessment) is an integral part of the learning and development process. This involves practitioners understanding children's interests and what they know and can do and then shaping teaching and learning experiences for each child to reflect that individual knowledge. Staff make and act on their own day to day observations about children's progress and observations that parents and carers share. Some observations and photos are recorded and shared in each child's on-line learning journal, Tapestry. Data is entered electronically onto the data-tracking programme (Pupil Asset) online at the end of each term.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

Data will be sent to the Local Authority who will then pass it onto the Department for Education (DfE). All attainment data is shared with parents/carers and the Year 1 teacher for continuity at this time of transition.

Inclusion:

At Aldborough Primary School we believe that all children matter and have equal rights - irrespective of the child's special educational need(s), disability, gender, creed or ethnicity. Consequently, we aim to be a fully inclusive school .We give our children every opportunity to participate in a wide range of experiences in order to help them to achieve their best. We do this by taking account of each child's learning style, communication needs, disability and range of life experiences when we are planning for their learning. This is outlined in the Accessibility Plan, which is a document outlining how the school intends to meet the needs for all children to access learning and is revised annually.

Working with parents/carers:

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Aldborough offers an open door policy to parents, with daily opportunities for parents/carers to speak to school staff. Parents are encouraged to communicate via email/telephone during the school day to make an appointment or to speak to the school staff at the end of the school day. Practitioners regularly post information and photographs on Tapestry to keep families up to date with their children's learning. Parents are encouraged to comment and share children's interests, outside school experiences and activities and communicate these with the Class Teacher via Tapestry.

Parents and/or carers are kept up to date with their child's progress and development. A meeting with the Class Teacher takes place early in September, with whole school Parent Consultations being available in October and March. Tapestry, the online learning platform, is accessible to parents/carers from October onwards.

The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Induction/Home-school Links:

A Parent information evening is held in June/July for parents of the prospective Reception group. The purpose of this meeting is to welcome all our families to the Aldborough school family, to disseminate important information, to encourage discussion and to emphasise the vital importance of home-school cooperation and mutual support. This marks the beginning of the home-school partnership, which we regard as high priority for the benefit of all our children.

Links will be made with the pre-school settings and where practicable the Class Teacher will make a visit in July.

During the early part of September the Class Teacher will speak with each child's parent/carer. The main purpose of this is for parents/carers to share concerns/ask questions, as well as share information about their child whilst building a relationship with the Class Teacher.

Access to Tapestry, the online assessment platform, will be available to parents/carers by at the start of the autumn term.

Safeguarding/Welfare Procedures:

Our safeguarding and welfare procedures are outlined in our Safeguarding Policy.

Safety:

Aldborough Primary School takes the safety of its pupils very seriously and various related safety policies and procedures are available in the school office and published on our website. The Headteacher or the Governor with responsibility for Health and Safety will be happy to discuss these in more detail should a parent / carer wish to do so. Specifically the following procedures must be observed:

- Security systems operate throughout the day to enable visitors to enter via one main gate and report to the school office. A visitor can only gain access to the teaching parts of the building via the school office and foyer, requiring a staff member to open security doors. All parents must leave promptly by 9:05am.

- Similarly, the reverse of the above procedure operates from 3.05 pm when the gates open to enable prompt collection of children at the end of the day

- No child will be handed over to the care of any adult other than a parent / carer or person nominated by the parent and known to the Reception class staff

- No mobile phones / cameras other than the designated school mobile phone and cameras may be used in EYFS. Visitors including parents are expected to respect this.

- The Health and safety governor monitors the EYFS environment and ensures that any repairs and maintenance is undertaken in a timely manner.

Policy Review:

This policy will be reviewed and approved by the Head Teacher every year, unless it is deemed necessary to do so earlier.

At every review, the policy will be shared with the Governing Board.