



## Early Years Foundation Stage Policy

### Version Control

Review cycle: Yearly basis or in the light of any relevant legislative changes or updated guidance

Next Review Date: Summer Term 2025

School Version	Date Amended	Amends/Actions	Date Adopted
	09.05.24	Links to statutory documentation updated to most recent versions.  Curriculum and assessment areas updated to reflect current practises.	Summer Term 2024

**At Greenbank Primary School we aim to provide the best start to a child's education. This policy outlines how we ensure that we provide a strong foundation for their future and support children in becoming happy, successful and lifelong learners.**

## **1. Aims**

This policy aims to ensure:

- That every child has a happy, positive start to their school life within a stimulating, safe and secure environment
- That 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
- That each child, through encouragement and high expectations, develops socially, emotionally, physically and intellectually in order to thrive in a diverse and ever changing world
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

## **2. Legislation**

This policy is based on requirements set out in the [2024 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## **3. Structure of the EYFS**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our Early Years Foundation Stage accommodates children from the age of 3 to 5 years. At Greenbank, we have two part-time (15 hours) Nursery classes and offer wrap around care (30 hours) to eligible families. We have two full-time Reception classes, which each offer 30 places. The Reception and Nursery classrooms open up to a shared outdoor area which is used exclusively by the EYFS. Each class has a teacher and at least one teaching assistant. The children become familiar with all adults within the foundation team as our team work closely together to plan, deliver the curriculum and assess the children.

## **4. Curriculum**

Our early years setting follows the curriculum as outlined in the [Statutory framework for the EYFS 2024](#). The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

Communication and language	Listening, Attention and Understanding Speaking
Personal, Social and Emotional Development	Self-regulation Managing Self Building Relationships
Physical Development	Fine Motor Gross Motor

The prime areas are strengthened and applied through 4 specific areas:

Literacy	Comprehension Word Reading Writing
Mathematics	Numbers Numerical Patterns
Understanding the World	Past and Present People, Culture and Communities
Expressive Arts and Design	Creating with Materials Being Imaginative and Expressive

At Greenbank Primary School we support children by using the three characteristics of effective teaching and learning. These 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

[\(Taken from Statutory framework for the EYFS 2024\)](#)

## Planning

At Greenbank Primary School children are provided with a range of rich, meaningful first hand experiences, in which children can explore, think creatively and have the opportunity to be active learners. We provide a well - balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS from their own unique starting points. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child initiated learning. We use evidence informed programs such as Sounds Write (systematic synthetic phonics programme) to ensure we provide education of the highest quality. Educational trips, visitors and memorable experiences are used to further enhance the curriculum and maximise the opportunities available to the children.

## Teaching

Play is a large part of our Foundation Stage and we embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. The outdoor area and each classroom, is set up to provide continuous provision. Children can independently access learning areas to play, learn and practice skills. In addition to continuous provision, staff enhance areas to stimulate, consolidate and extend children's learning through high quality interactions.

We ensure there is a balance of child - initiated learning through continuous provision and adult led activities, across the school day. The adults respond to each child's emerging needs and interests, guiding

their development through warm, positive interaction. Children come together to share teacher inputs for phonics, maths, literacy and topic work. Throughout the week they will work with an adult to do focused tasks linked to their developmental needs.

Communication and language underpins the curriculum at Greenbank Primary School. We provide language-rich environments and highly value talk. Staff model vocabulary, question, respond and expand during interactions with children. We use resources such as the NELI Pre-School Programme to provide opportunities for children to hear and use new words and provide them with the opportunity to develop their listening and attention skills.

Reading plays a vital part in our curriculum and we use high quality vehicle texts as curriculum drivers. Children are exposed to a wide range of both fiction and non-fiction texts to provide them with opportunities to hear and use new vocabulary. Children learn to retell stories and create stories of their own using role play, artwork or writing. Children are taught to read using the DfE validated systematic synthetic phonics programme, Sounds Write. Children take part in daily Sounds Write sessions and regular guided reading sessions using phonetically decodable books linked to the Sounds Write programme. In addition, children are provided with an independent reading book which they can take home to practice the sounds that they have been learning and build fluency. They also have the opportunity to select a book for enjoyment from the classroom library.

Maths is taught through a range of experiences such as: play opportunities within continuous provision, counting within daily routine, whole class and small group teaching. NCETM and White Rose Maths materials are used to ensure progression and coverage throughout the year. Key mathematical concepts are introduced and revisited throughout the year, allowing the children the opportunity to consolidate and extend their understanding, build fluency of facts and begin to notice numerical patterns.

We have created our own curriculum progressions linking the areas of the EYFS curriculum to the subjects within the National Curriculum to demonstrate the progression of skills and knowledge from EYFS to Key Stage 1.

We recognise the value of the outdoors and so use our outdoor area daily for our adult led activities and continuous provision. Children have opportunities throughout the day to move freely between the indoor and outdoor area. The outdoor area aims to offer the children the opportunity for active play and provide risk and challenge such as climbing and balancing.

## 5. Assessment

At Greenbank Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their interests and assess their learning. Staff regularly discuss children's achievements and observations are used to shape future planning. Observation and samples of children's work are recorded in their work books.

As per the statutory requirement, within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the end of Reception, practitioners complete the EYFS profile (statutory requirement) for each child.

Pupils are assessed against the 16 early learning goals, indicating whether they are;

- 'Expected' - meeting expected levels of development
- 'Emerging' - not yet reaching the expected levels of development

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority. Parents and/or carers receive the results of these judgements with their child's end of year report.

At the end of the nursery year, parents and/or carers are provided with a written summary of their child's development.

Children's development levels are assessed as the year progresses. If a child's progress in any of the areas gives cause for concern, practitioners will discuss this with the child's parents and/or carers and agree how to support the child. Interventions are put in place within a timely manner in order to close gaps in learning. The EYFS team work with the school SENDCo and Inclusion team to seek support and liaise with outside agencies such as Speech and Language Therapists.

## **6. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs.

Parents and/or carers are kept up to date with their child's progress and development through biannual parent and/or carer meetings. We offer an 'open door' policy and parents and/or carers are invited to arrange a meeting with staff to discuss their child's progress or any concerns they have.

We value communication and use a range of methods to inform parents and/or carers about what their child is learning in school. These methods include: the use of online learning app Seesaw, posting photographs and summaries on the school website, weekly school newsletters and updates on the school app.

Throughout the year we invite parents and/or carers to join us for themed 'stay and play' sessions and workshops which offer an insight to how we teach the specific areas of learning in school and how this can be supported at home.

## **7. Safeguarding and welfare procedures**

It is important to us that all children in the school feel 'safe'. Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We aim to educate children on boundaries, rules and consequences to help them understand why they exist. We encourage children to become responsible for their own behaviour by supporting them to make the right choices. We teach children how to manage risks and avoid hazards. We aim to support the physical and psychological well-being of all children.

At Greenbank Primary School, there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. Each class has a qualified first aider, first aid kit and a record book for recording first aid incidents.

We are a healthy school and fresh water and a piece of fruit is offered each day. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the chef. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. Children are taught the importance of keeping clean and washing their hands correctly. We use regular cookery sessions to teach the importance of a balanced diet and good hygiene.

***Please refer to our school's policies: Safeguarding and Wellbeing and Behaviour for further information.***

## **8. Monitoring arrangements**

This policy will be reviewed by the Headteacher and governing board every three years. At each review, the policy will be approved by the Headteacher.