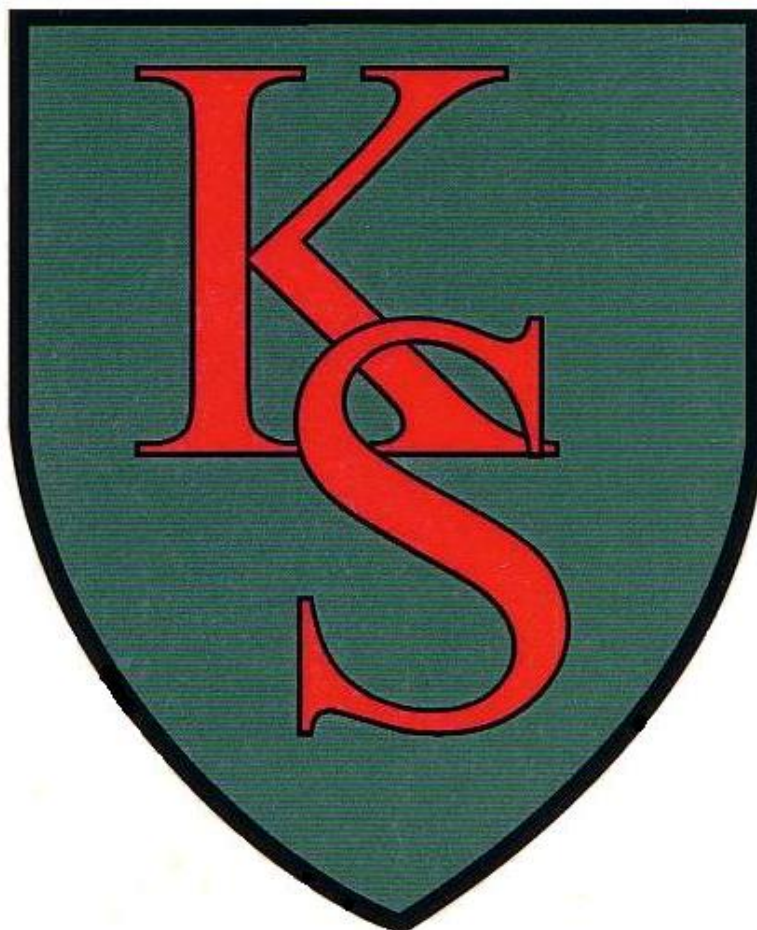


EYFS Policy



Date Agreed	September 2025
Review Date	September 2027

Early Years Foundation Stage (EYFS) Policy

‘Every Child, Every Chance, Every Day’

At Kewstoke Primary School, children are at the heart of everything we do. In the Early Years Foundation Stage, we endeavour to provide the children with an outstanding learning experience where all children are able to flourish and progress to the best of their abilities.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances.” (Statutory Framework for the Early Years Foundation Stage)

The EYFS is a very important stage in a child's life as it helps prepare for school 'readiness' as well as preparing them for their future learning and successes. The children's EYFS experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

1. Aims

This policy intends to outline the provision for children in the Foundation Stage at Kewstoke Primary School, we are committed to providing a secure and happy environment for our children to learn and play. This means that we have a common responsibility to support them in achieving to the very best of their ability and in treating everyone with the respect and courtesy that the Kewstoke community expects.

Our aims are to enable all to become:

- successful and reflective learners who enjoy learning, make progress and achieve
- confident individuals who are able to lead safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from October 2024.

3. Home Visits

Prior to the children starting school the teacher and TA will visit the children in their home environment in order for the children to become familiar with them and to find out any important information.

4. EYFS Curriculum

All development and learning is guided by the Early Years Foundation Stage Framework and our provision reflects the 4 key themes:

A Unique Child

This is based on the principle that every child is a competent learner and can be resilient, capable and confident.

Positive Relationships

This highlights the importance of children having loving and secure relationships with parents and carers, in order to become strong and independent.

Enabling Environments

This recognises the key role a child's environment plays in supporting and extending their development and learning.

5. Learning & Development

This is based on the knowledge that children develop and learn in different ways and that all areas of learning are interconnected and equally important.

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals. All of the seven areas of learning and development are important and interconnected.

The Prime Areas of Learning are the essential foundations for children to work with and master before progressing into the Specific Areas of Learning. The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning:

Prime Areas

- Personal Social and Emotional Development
- Physical Development
- Communication and Language

Specific Areas

- Literacy
- Mathematics
- Expressive Arts and Design
- Understanding of the World

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. The Specific Areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and continuous and enhanced provision. Through play and practical experiences, children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Personal Social and Emotional Development

The school fosters and develops relationships between home, school and the local community in order to make links stronger. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. This enables children to become confident and develop a positive self-image

Physical Development

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is

done in both indoors and outdoors and by working with a wide range of resources. Children are also taught PE discretely by a specialist PE teacher.

Communication and Language

This covers all aspects of language development and provides the foundation for literacy skills. We focus on developing children's competence in speaking and listening with an aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through show and tell, speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions, saying rhymes, and singing songs together.

Literacy

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The prewriting work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and stories are read daily to the pupils to encourage an enjoyment of reading.

Mathematics

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and by using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through Nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations.

Understanding the World

All children are given opportunities to solve problems, investigate, make decisions and experiment. They learn about living things, their environment, the world around them and the people who are important in their lives. Children are

also given opportunities to develop computing skills and to work with and use modern technology such as iPads and simple recording equipment.

Expressive Arts and Design

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching.

The Characteristics of Effective Learning, which move through all areas of learning, are:

- Playing and exploring - Finding out and exploring;
- Playing with what they know;
- Being willing to 'have a go'
- Active learning - Being involved and concentrating;
- Keeping trying;
- Enjoying achieving what they set out to do
- Creating and thinking critically - Having their own ideas;
- Making links;
- Choosing ways to do things

These characteristics of learning underpin teaching and learning in the EYFS and form part of the skills and attributes that children need to acquire by the end of their learning journey in the Foundation Stage.

6. Learning through play and teachable moments

At Kewstoke Primary School, we aim to provide a balance between childinitiated play, and well planned responses to teachable moments. We offer an expansive range of experiences to the children in order to stimulate their interest, facilitate meaningful communication and promote purposeful, interactive play. We offer a balanced curriculum to extend their thinking processes. Staff are aware of the

benefits of sustaining a dialogue with the children either individually (responding to questions and asking open questions) or as a group.

7. Home School Links

We pride ourselves in our links with parents. We value the involvement of parents in school and strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's education and care in numerous ways, including parent meetings, Learning Journey open sessions and workshops. Parental involvement with school begins even before children start in Reception with an invitation to visit the school and meet their child's teacher on the transition sessions and meetings with the Head Teacher. A report is sent out at the end of the summer term and parents are invited into school to discuss this report if they wish. Parents are kept informed of all happenings in the school through termly letters, topic webs and the website.

8. Equal Opportunities & SEND

All children have an equal entitlement to a good Early Years Curriculum regardless of gender, race, culture, Religion, disability and special or medical needs. The education we offer and the way in which we nurture our children takes into account the diverse composition of people in our community. In school we endeavour to do this by increasing children's knowledge and awareness of other cultures, languages and faiths so that they will appreciate the great similarities in peoples' attitudes and values but at the same time enjoy the richness and variety which the differences bring to our lives. Such an approach will overlap subject areas and show through in many aspects of school life. We recognise the rights of people experiencing any form of disability and the potential contribution that they can make to our community; wherever possible we will endeavour to ensure that this school meets their needs. Please refer to SEND policy.

9. Learning environment

Classroom Learning

Our classroom exploration time is an important role in our play based learning work, created and organised in ways that totally immerse the children into developing the children's learning. In addition, the room is organised with defined areas with clearly labelled resources to ensure that children can access

these easily and confidently. The classroom is planned carefully, ensuring that the areas not only continue to immerse the children in their own interests, but also give the children the opportunity to access all seven areas of learning. Classrooms have the opportunity for children to experience writing, mathematics, construction, small world, role play, creative and fine motor skills.

Outdoor learning

The Outdoor Area is an extension of the classroom as a learning environment. Resources for each area of the curriculum are available to the children. The children are encouraged to select their own resources and use them to develop their learning.

Promoting Positive Behaviour

All EYFS practitioners follow the whole school behaviour policy. Our youngest children are taught about good behaviour throughout all activities in Reception. We explain clearly to the children how we expect them to behave and reward them with praise and encouragement.

10. Safeguarding and welfare procedures

We recognise that 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 follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

11. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Lead every 2 years. At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

