



Early Years Foundation Stage Policy September 2025

“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. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” Statutory Framework for the Early Years Foundation Stage Setting the standards for learning, development and care for children from birth to five DFE 2017

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At St Paul’s Church of England Primary School we adhere to the statutory guidance stated in The Statutory Framework for the Early Years Foundation Stage March 2021 (Implemented September 2021) , and the four guiding principles that shape the practice in Early Years settings.

These include:

- Unique child – We recognise that every child is unique and is continually learning, resilient and capable, confident and self-assured.
- Positive Relationships – We recognise that children learn to be strong, secure and independent through positive relationships.
- Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
- Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in Early Years provision, including children with

SEND.

At St. Paul's Primary School, we greatly value the importance that the EYFS plays in laying the foundations for future learning and development. We also believe that early childhood and the experiences in the EYFS are preparation for life and not just the next stage of education.

The EYFS for children is from birth to five years of age. All children begin school with a wide range of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

Aims

'It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being.' The overarching aim of the EYFS is to help young children achieve these five outcomes.

At St. Paul's we will do this by:

- Providing a broad, balanced, relevant and creative curriculum, which will set firm foundations for further learning and development in Key Stage 1 and beyond.
- We will assess each individual child and move them forward from their starting point. We will value what they know and use it to plan and meet their individual needs.
- We will provide a caring and inclusive environment, which is sensitive to the needs and requirements of each individual child.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.

The early-years education offered to our children is based on the following principles:

- It builds on what our children already know and can do; It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and Carers.

Learning and Development

Learning and development is categorised into three prime areas of learning:

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

Additionally, there are four specific areas of learning:

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

Characteristics of effective learning

The characteristics of effective learning underpin achievement of these prime and specific areas of learning. They describe factors which play a central role in a child's learning and in becoming an effective learner and are vital elements of support for the transition process from EYFS to Year 1. The characteristics represent processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things
-

Observation, Assessment and Planning

Flexible and responsive planning that is capitalised on children's interests is the key to making children's learning effective, exciting, varied and progressive. Our planning shows how the principles of the EYFS are put into practice and is always informed by on-going observations and assessments in order to understand and consider their current starting points, interests, development and learning needs. All staff who work in the Foundation Stage, the children and parents / guardians are involved in this process.

Assessment in the EYFS takes the form of long, and short recorded observations which involve the teacher and other adults as appropriate. Parents and guardians are also given the

Opportunity to meet with the Foundation Stage Team three times a year and, at the end of the third term, we provide a written summary in relation to the child's profile. From September 2021 the Reception Class will be involved in the statutory baseline assessment. Our Early Years children also have their language and communication skills assessed using the WELLCOM assessment tool. This tool provides detailed intervention advice and activities for children who need support in this area. This tool is invaluable in supporting children to make progress in this area, which in turn has a positive effect on all their other development.

Learning through play

At St. Paul's C of E Primary School, we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. Equal importance is likewise given to our outdoor and indoor provision.

The Induction / Transition Process

During the Summer Term prior to starting school the following September the following visits are conducted:

- Foundation staff will visit pre-school settings from which September's intake will be taken.
- We will hold an information evening for parents prior to starting school to give the necessary information and allow them to familiarise themselves with the school, and get to know the Class Teacher and Teaching Assistants.
- The children will also be invited in to school to spend some time in their new classroom and have a chance to experience school life

Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and aim to build close working relationships with them. We will develop this working relationship between the school and parents and carers as follows:

- We will outline the school's expectations in a Learning Contract.
- We will hold a parent information evening early in the year to explain to parents how we teach.
- We will hold a reading meeting with parents to show them how we teach (and pronounce our sounds) and how they can support their children at home, including guiding them towards online resources.
- We will publish a curriculum plan on our school website detailing the areas of learning and the overarching theme of the term or half-term.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- We will conduct two parents evening throughout the year to discuss how the child is settling and the progression they are making.
- We will share good news in assemblies
- At the end of term, we will invite parents and guardians to watch our Collective Worship to celebrate all our achievement as well as invites to our Christmas production and Sports Day.
- We will also use our online digital platform Class Dojo to share our learning through photographs and send messages to parents.

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 that are more able and those with specific learning difficulties and disabilities. Individual Play Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEND Co-ordinator 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 children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability 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. We have a

wealth of knowledge and experience in our EYFS Department at supporting children with and ensuring they maximise their individual needs.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

"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."

At St. Pauls C of E Primary School, we understand that we are legally required to comply with certain welfare and safe guarding requirements as stated in the Statutory Framework for Early Years Foundation Stage.

At St. Paul's we

- Promote the Welfare of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs and in line with the school's behaviour policy.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Safeguarding

In line with our Child Protection and Safeguarding policy we will ensure that the welfare of all children is paramount and should there be any concerns the school will follow the statutory procedures in place.