
Early Years Foundation Stage POLICY

Document Summary

Staff Lead:	Debbie Fisher
Link Governor:	Andrew Norman
Version Number:	V5.0
Document Status:	Approved
Date Last Approved:	July 2025
Date of Next Review:	July 2026
Frequency of Review:	Annually
Statutory Policy?	Yes
On School Website?	Yes
Model Policy?	No

Amendment History

Version	Amendment Date	Author	Amendment Summary
V0.1	16 Jan 2017	R Brydon	First Draft
V0.2	16 Jan 2017	D Coney	Applied Policy Template Format + Comments
V1.0	2 Feb 2017	D Coney	Updated to V1.0 Marked as Approved
V1.1	6 Feb 2018	H Hornig	Updated
V2.0	20 April 2018	R Owen	Formatted for final release
V2.1	15 Jan 2019	H Hornig	Updated
V2.2	28 April 2019	V Leonard	Reviewed
V2.3	29 April 2019	R Owen	Formatting
V3.0	24 May 2019	R Owen	Final formatting following approval
V3.1	29 Jan 2021	G Houston	Reviewed

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V4.0	12 June 2021	R Owen	Final formatting following approval
V4.1	3 rd May 2023	R Owen	Added Link Gov & Model Policy fields to front sheet
V4.2	7 th July 2025	D Fisher	Updated- based on the Key's model policy
V5.0	30 th September	R Owen	Final formatting following approval at FGB

1. Aims

This policy aims to ensure:

- 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
- 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
- Every child is supported to flourish and become the best they can

2. Legislation

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

3. Organisation

The Early Years Foundation Stage extends from birth to the end of the Reception year. Frampton Cotterell CofE Primary (FCCE) has a Reception intake. Entry into FCCE is usually at the beginning of the school year in which the child turns five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

We have an intake of 45 children split across two Reception classes. Teaching staff will plan together to ensure equal opportunities and provision across the two classes. The children will share the enclosed outdoor space and extended outdoor classroom area. There is a door connecting the two classrooms to enable free flow between rooms. The children are split to ensure an even mix of ages and gender across the two classes. Twins are usually split unless parents have a strong preference to keep the children together; a decision on this is made by the Head Teacher following a discussion with parents.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. Three areas, known as the prime areas, are seen as particularly important for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and developed, and children's curiosity and enthusiasm are ignited, through 4 specific areas:

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

The EYFS is based upon four guiding principles that shape practice within Early Years settings:

- Every pupil is a **unique child**, who is constantly learning and can 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents/carers and the child.
- **Children develop and learn in different ways and at different rates.**

4.1 Planning

Our aim is to establish a life-long love of learning by giving pupils the opportunity to take the lead in their learning, recognising their own strengths, whilst respecting those of others. By providing an exciting and engaging learning environment with practical, open-ended opportunities, pupils are able to develop independence by exploring their own interests and fascinations. We provide both indoor and outdoor learning opportunities throughout the day and children are consistently encouraged to use their creativity and curiosity to solve problems in all that they do. We aim to support children to communicate and work together effectively by providing a language rich environment, with many opportunities for children to collaborate in their play. Adults support children through carefully planned questioning and interactions, specific to the needs of each child.

Our skills and knowledge led curriculum has been carefully planned to incorporate the Development Matters statements alongside our FCCE Values. All of the crucial skills, knowledge and vocabulary that we teach are presented to the children throughout the year, building on prior learning. This ensures pupils are well prepared for a smooth transition into Key Stage 1. We provide a careful balance between adult-led and child-initiated learning activities, an approach which develops throughout the Reception year, as children build their ability to access the curriculum and to work independently.

We use the NCETM Mastering Number programme to teach the Maths Early Learning Goals. This is delivered through whole class teaching using concrete and pictorial representations and flipcharts provided by the programme. Following each Maths session, during child-initiated learning (co-play) pupils are further challenged to embed the mathematical learning through the week with planned questioning led by adults.

We use Little Wandle to teach systematic synthetic phonics. Children have daily lessons, as well as keep up and catch up interventions as necessary. Children also engage in reading sessions linked to the programme.

To support high quality child-initiated learning, we create weekly enhanced provision plans to show the enhancements that will be made to link to the foundation subjects, the NCETM sessions and the Literacy being taught.

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

4.2 Teaching and Learning Styles

The features of effective teaching and learning in our school are defined in our policy on teaching and learning.

The more general features of good practice in our school that relate to the EYFS are:

- The partnership between teachers and parents/carers that help our children to feel secure at school and develop a sense of well-being and achievement.
- The understanding that teachers have of how children develop and learn, and how this is reflected in their teaching.
- The range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, extends and develops the children's play, uses spoken or other means of communication.
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Early Years Foundation Stage.
- The provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities.
- Encouragement for children to communicate and talk about their learning and to develop independence and self-management.
- Support for learning, with appropriate and accessible space, facilities and resources, both indoors and outdoors.
- Identification, through observation of children's progress and future learning needs, which are regularly shared with parents and carers.
- Good relationships between our school and the other educational settings in which the children have been learning before joining our school.
- The clear aims of our work, and the regular monitoring to evaluate and improve practice.
- The regular identification of training needs for all adults working in the EYFS.

4.3 Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure, challenged and inspired. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous

provision. Teacher assessment enables staff to change the learning environment in response to the learning needs of the children.

Effective play-based learning builds and extends upon prior learning and follows children's interests. Staff will enhance play and extend as needed to further individual learning and increase challenge.

5. Assessment

As part of our daily practice, we observe and assess children's development and learning to inform our future plans. We capture learning through a range of methods including observations, photos, examples of work etc. These observations are shared with parents through the 'Tapestry' online learning journal. These ongoing observations are used to inform the EYFS Profile/Development Matters age bands and the Early Learning Goals.

Within the first 6 weeks that a child starts reception, staff will administer the reception baseline assessment (RBA).

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')

The profile reflects ongoing observations, and discussions with parents and/or carers. The school shares the results of each child's assessment with their parents and/or carers. The profile reflects ongoing observations, and discussions with parents and/or carers.

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/carers are invited to two parents consultation evenings across the year and they receive an annual written report in July.

6. Working with parents and carers

We strive to create and maintain partnerships with parents and carers, as we recognise that by working together, we can have a more significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's learning. We do this through:

- Inviting all parents to an information meeting during the term before their child starts school.
- Inviting all parents to attend 5 'learning workshops' across the year.
- Encouraging parents to spend time in the class as volunteers to support children's learning and inviting them to a range of school events.
- Encouraging parents to talk to their child's teacher about any concerns.
- Providing a report at the end of the year on their child's progress and attainment.
- Inviting them to share and contribute to their child's learning online through Tapestry and via their child's reading record.

7. Safeguarding and Welfare

At FCCE we consider the children's safety and welfare to be paramount. We create a safe and secure environment and provide a curriculum which teaches the children how to be safe, make choices and assess risks. We have policies and procedures in place to ensure children's safety. We promote the good health of the children in our care, including oral hygiene, provide nutritious food and follow set procedures when children become unwell or have an accident. Please see separate policies on Health and Safety, Safeguarding and Child Protection and Managing Medical Needs.

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 comply with infant class size legislation and have at least 1 teacher per 30 pupils

8. Inclusion

We value all our children, irrespective of ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that the majority of our children achieve the Early Learning Goals. The early identification of children with additional needs is crucial to enable us to give support and work closely with parents and outside agencies. See our SEND policy for further information.

9. Transition

During the summer term prior to the child's entry into the reception year, the following procedures have been put into place to ensure successful transition:

- Parents are invited to an information meeting in the summer term. Members from the wider school team also attend, such as governors and the school cook.
- During the summer parents complete a Starting School booklet with their child.
- Members of staff make visits to preschool feeder settings.
- Stay and Play sessions are held at the school during the summer term. This sometimes includes parents too.
- The SENCO works with pre-schools and parents as necessary to support the transition to school for children with additional needs.

9.1 From Reception to Year 1

During term 6 of the Reception year, the EYFS profile is completed for each child. Each child's level of development is assessed against the Early Learning Goals. A copy of the profile is discussed with the Year 1 teacher. This is about each child's stage of development and learning needs.

In term 6, children have a morning or afternoon with their Year 1 teacher to support transitions. There is also a transition staff meeting in the summer term for teachers to share information.

10. Policy Monitoring and Review

This policy is monitored by the governing body and will be reviewed annually or earlier if necessary.

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This policy should be read in conjunction with the Early Years Foundation Stage Framework and all other curriculum, teaching and learning policies.

Related Policies

Teaching and Learning

Safeguarding and Child Protection

Managing Medical Needs

SEND (Special Educational Needs and Disabilities)

Health and Safety