



# EARLY YEARS FOUNDATION STAGE

## March 2026

### Eureka Primary School

	Date	Minute No.	Review date
Approved by Governors	10 <sup>th</sup> July 2018	9/07.18	July 2019
Reviewed by Governors	08/10/2019	12/10.19	03/07/2020
Reviewed by Governors	08/12/2020 (Ratified Jan 2021)	15/01.21	Dec 2021
Reviewed by Governors	14/12/2021 (Ratified Mar 2022)	16/03.22	Dec 2022
Reviewed by Governors	15/07/2025	16/15.07	July 2026
Reviewed by Governors	23/03/2026	16/23.03	Mar 2027

# **EUREKA PRIMARY SCHOOL: EYFS POLICY**

## **Introduction**

The Early Years Foundation Stage extends from 0 - 5 years. Entry into our primary school is at the beginning of the school year in which the children are 4 (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

Foundation Stage 2 / Reception is important in its own right and also in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of the Foundation Stage.

Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community. The early-years education we offer 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 / carers and other agencies.

## **Aims of the EYFS**

The curriculum of the Foundation Stage underpins all future learning by promoting and developing the prime areas of:

- personal, social and emotional development;
- physical development;
- communication and language;

and the specific areas of:

- literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

## **Teaching and Learning Styles**

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

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

- the partnership between teachers and parents / carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Reception year;
- 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;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents / carers;
- the 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 of our work to evaluate and improve;
- the regular identification of training needs for all adults working in the Foundation Stage.

## **Play in EYFS**

Through play our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves and begin to understand the need for rules. They have the opportunity to think creatively alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences, in controlled and safe situations.

## **Inclusion in EYFS**

We believe that all our children are important and matter. We give our children every opportunity to achieve their best and we do this by taking into account our children's range of life experiences when we are planning for their learning.

In FS2 we set realistic and challenging expectations targeted to the needs of our children so that a large proportion achieve the Early Learning Goals by the end of the Reception year; some children progress further and exceed beyond this point. We help children to achieve by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them learn effectively;
- offering a safe and supportive learning environment, in which the contributions of all children are valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress, and providing support (such as referrals to Speech Therapy).

## **The EYFS Curriculum**

Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals and prepares them to access the curriculum at Key Stage One. Our children's learning experiences enable them to develop competency and skills across a number of learning areas.

Reception children have daily phonics sessions using our teaching programme Bug Club Phonics. They learn four new graphemes a week and follow this learning up with a language session each Friday. In Numeracy, the children follow the White Rose scheme of learning for their maths lessons; independent activities, number knowledge and understanding is further supported through four Mastering Number sessions each week.

Development Matters and the Early Learning Goals provide the basis for planning throughout the Reception year. Teachers use the national schemes of work, where appropriate, to support their planning for individual children. Our medium-term planning identifies the intended learning, with outcomes, for children working towards objectives identified for 3-4 year olds, Reception children and ultimately the Early Learning Goals and these are carefully aligned with the skills and knowledge they will need to access the Year One curriculum.

## **Assessment**

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We record and report each child's level of development against the 17 Early Learning Goals as Emerging and Expected (we also identify children who are showing a high level of attainment in Reception in order to ensure that we challenge them and deepen their understanding of concepts in preparation for Year One). We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observations, and this involves both the teacher and other adults, as appropriate. Tapestry, an online tool, is used to record pertinent observations about a child's learning – we are careful to ensure that the recording of observations does not in any way impact our time to interact with the children – as we know quality adult interactions are one of the keys to success for children in EYFS. The collection of assessment data in the Foundation Stage Profile is a statutory requirement and we report to the Local Authority and DfE.

During the first three weeks of term the teacher and teaching assistants administer the Reception Baseline Assessment and report these results to the DfE (as we are required to by law). Then, throughout the first half-term, the teacher and teaching assistants assess the ability of each child. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individuals and groups of children and most importantly to tailor learning opportunities to meet their needs. Our curriculum is flexible and adaptable, designed to meet the needs of our children immediately as they need them – this means that plans can change in the moment, daily and weekly.

The teacher updates tracking sheets termly using the statements within Development Matters and the Early Learning Goals as guidance. This provides a summary sheet for each child which feeds into the whole-school assessment and tracking process. We record each child's level of development to be working towards, working within or secure within the Development Matters age-bands. At the end of the final term in Reception we send a summary of these assessments to the Local Authority for analysis. The child's next class teacher uses this information to make plans for the year ahead and consultations are held between the Reception and Key Stage One teachers to ensure appropriate transition to Year One. We share this information at parental consultation meetings and in the end-of-year report.

Parents / carers receive an interim report in December and March each year – briefly outlining their children's current levels of development - and an annual report that offers brief comments on the child's progress in each area of learning as well as the characteristics of effective learning (playing and exploring; active learning; creating and thinking critically). The report highlights the child's strengths and development needs, and gives details of the child's general progress. These are completed in June and sent to parents / carers in early July each year. For both the interim and end of year reports, parents / carers are given the opportunity to speak to a class teacher about them the week after they are sent home. We have an open-door philosophy at Eureka meaning that parents / carers are encouraged to speak to the teachers about their children's needs, development and progress whenever they are concerned – communication is strongly encouraged in all forms – whether verbal, via email or through arranged meetings with class teachers.

## **The role of Parents / Carers**

We believe that all parents and carers have an important role to play in the education of their child. We therefore recognise the role that parents / carers have played, and their future role, in educating the children.

We do this through:

- talking to parents / carers about their child before their child starts in our school;
- work with outside agencies to support parents and families.
- opportunities given to the children to spend time with their teacher before starting school;
- teachers visit pre-school settings;
- providing a handbook of information about commencing Reception at Eureka;
- offering parents / carers regular opportunities to talk about their child's progress through our genuine 'open-door' policy; encouraging parents / carers to talk to the child's teacher if there are any concerns; working with parents / carers of individual children to support transition into Reception in the first week of term, so that the child settles within the setting; encouraging parents / carers to stay if there are problems with settling in;

- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents / carers such as weekly parent mornings and termly workshops;
- providing various activities that involve parents / carers, through regular communication with home (including newsletters and home-school books) and inviting parents / carers to curriculum evenings or stay-and-play sessions, in order to discuss the kind of work that the children are undertaking.

There is a formal meeting for parents / carers in Autumn and Spring terms at which the child's progress is discussed in private with the teacher. Parents / carers receive a report on their child's attainment and progress at the end of each school year.

## **Resources**

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

## **Safeguarding**

Safeguarding arrangements in our school are underpinned by three key principles:

- ✓ Safeguarding is everyone's responsibility: all staff, governors and volunteers should pay their full part in keeping children safe.
- ✓ A child centred approach: a clear understanding of the needs and views of children.
- ✓ It is a golden thread through everything we do.

Our Designated Safeguarding Lead responsible for safeguarding at Eureka Primary School is the Head teacher, Miss C Hurt. Mr A Brazier and Mrs J White are the Deputy Designated Safeguarding Leads in school.

For more information on our approach to your child's safety and wellbeing please read our safeguarding policy on the school website at [www.eurekaprimaryschool.co.uk](http://www.eurekaprimaryschool.co.uk) or ask for a copy at the school office.

Here at Eureka Primary School we believe in supporting every child and developing each individual to prepare them for life-long learning.