



"Loving and Learning for Life, as Jesus taught us."

Leonard Stanley C of E Primary School

Early Years Foundation Stage (EYFS) Policy

Title: Early Years Foundation Stage Policy

Person(s) who created policy: Early Years Foundation Stage Phase Lead

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The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

At Leonard Stanley C of E Aided Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. In our school, children can start attending the Nursery setting from the age of 2, they then continue through school until they complete Year 6.

The EYFS is based upon four principles:

- **A 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** - We recognise that the environment plays a key role in supporting and extending the children's development.
- **Learning and development** – The EYFS is organised to allow children to explore and learn securely and safely. 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

Learning and Development

Early Years learning and development requirements comprise of:

- The seven areas of learning and development



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- The early learning goals, which summarise the knowledge skills and understanding that all young children should have gained by the end of the Reception year.
- The assessment requirements at the discretion of the practitioner

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

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

And **four specific areas** of learning:

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



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The 3 Characteristics of Effective Learning

These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner.

1. Playing and Exploring

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

2. Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

3. Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. Children learn through planned and self-initiated play activities. Learning through play gives children the opportunity to take risks, make mistakes and learn from their mistakes.



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In the EYFS at Leonard Stanley C of E Aided Primary School, we aim to

- Provide a broad and balanced curriculum that will enable each child to develop to their full potential. We enable them to grow and learn in an environment without prejudice or inequality. Providing firm foundations for further learning and development.
- Ensure a child is valued as an individual.
- Provide a safe, challenging, stimulating, caring, environment which is sensitive to the needs of all children including those with additional needs.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions ensuring that all children have the opportunity to experience a challenging and enjoyable programme of learning and development.
- Ensure all children have equal access to the curriculum. It is important that the activities set for the children are differentiated according to age and ability.

All children begin school with a wide variety of experiences and learning. It is the privilege of all adults working in the Early Years Foundation Stage at Leonard Stanley C of E Primary School to accept the task of building upon these prior experiences. We do this through a holistic approach to learning, ensuring that parents, guardians, and



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all staff work effectively together to support the learning and development of the children in their care

Planning

Good planning is the key to making children’s learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do.

Our planning is always informed by observations we have made of the children, to understand and consider their current interests, development and learning needs.

All staff who work in Early Years work together and are involved in this process.

These plans are used by the staff as a guide for weekly planning. However, we may alter these in response to the needs of the children. When the children transition into Reception, planning still responds to the needs and interests of the children but we have a daily focus on phonics and number and a weekly RE lesson.

Formative Assessment

Assessment in the EYFS takes the of recorded observations, annotated examples of work and photographs. Each child has an individual online ‘Learning Journey’ in which evidence is recorded.

Within the first three weeks of a child starting at Early Years a baseline assessment is carried out in all seven areas of development. During their time in early years regular



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assessments are made of children’s learning; we use this information to ensure that future planning reflects identified needs.

When the children enter Reception, a baseline assessment is carried out during the first three weeks of the autumn and this is correlated with the transition documents received from all settings the children attend. Assessment is then undertaken at the end of each term. This is fed into the whole school data.

Summative Assessment

The EYFS Profile is carried out at the end of Reception. The profile provides parents/carers and staff with a summative assessment of a child’s attainment against expected levels. Each child’s level of development must be assessed against the 17 Early Learning Goals. This information then is submitted to the local authority. For a child to make a Good Level of Development by the end of EYFS, the child must be expected in all three prime areas of learning and the specific areas of maths and literacy.

Reporting to Parents

Parents and/or carers are kept up to date with their child’s progress and development through daily contact with staff, regular meetings, and formal parents’ evenings.

In Early Years progress meetings are held with parents/carers – Autumn Term, Spring Term and Summer Term. A Transition document is completed in June each year for



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each individual child moving onto school in September. A meeting is arranged with the Reception Teacher of the receiving school to discuss the child/children and pass on the document.

In Reception a formal parents evening is held in the Autumn and Spring term with a formal written report in the Summer Term. In Reception we also have open classrooms in Autumn, Spring and Summer term where parents are able to come into school and talk with the class teacher and see their child's work.