



Early Years Foundation Stage Policy (EYFS)

January 2025

Statutory policy

Policy Review

This policy was adopted, reviewed and agreed by the Governing Board on 28th January 2025.

It is due for review in January 2027 (up to 2 years from the above date).

A rectangular box containing a handwritten signature in blue ink that reads "Kate Redrup".

Signature Chair of Governors:

Mrs K Redrup

All the governors and staff of Binstead Primary School are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	Jan 2022	The Key	Yes	
2	Jan 2025	SH		Updated and revised
3				

Early Years Foundation Stage (EYFS) Policy.

At Binstead Primary School, the Foundation Stage refers to Reception class. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that children learn and develop well and are healthy and safe. We aim to support children in their learning through teaching and experiences that give children the broad range of skills that provide the right foundation for good progress through school and in life.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Statutory Framework for Early Years Foundation Stage 2023.

Four guiding principles should shape practice in early years settings. These are:

- every child 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- the importance of learning and development. Children develop and learn at different rates.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Binstead Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their best and planning is adapted to meet the needs of all groups and abilities. Assessments consider contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Inclusion manager (SENCo) is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.

- Using resources which reflect diversity and are free from 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 taking action to provide support as necessary.

Welfare

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules, and routines and to help them understand why these are necessary. We provide children with choices to help them develop important life skills. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

“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.”

Statutory Framework for Early Years Foundation Stage 2023

At Binstead Primary School, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2023.

We will:

- Promote the welfare and safeguarding 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.
- 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.

Positive Relationships

At Binstead Primary School, we recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most significant educators and we value the contribution they make. We aim to engage parents in their child's education by:

- Talking to parents about their child before they start in our school during a home visit or consultation meeting in school.
- Inviting all new reception parents to an induction meeting during the summer term in order to inform them of how we work with their children particularly in relation to reading and phonics.

- Arranging a series of stay and play sessions in the Summer term prior to their arrival. This provides an opportunity for the children to familiarise themselves with the environment and for the children and adults to meet the EYFS team.
- Ensuring all parents know that their child's teacher and learning support practitioner are their key workers.
- Encouraging parents to communicate regularly with their child's teacher informing them if there are any concerns or changes which may impact their child and by providing a quiet and confidential area where they are able to discuss these concerns.
- Holding formal meetings for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents will receive a report on their child's attainment and progress at the end of each school year;
- Organising activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions (where possible), celebration assemblies, school visits/trips;
- Encouraging parents to communicate regularly with the teaching team, either at the start or the end of the day or via Class Dojo.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are

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

The specific areas are.

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

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENCo in order to access Special Educational Needs support if necessary.

At Binstead Primary School we believe:

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Staff need to decide what they want children in their setting to learn, and the most effective ways to teach it. Staff must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move through the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for the transition into year 1.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Reception Baseline Assessment (RBA)

The Reception Baseline Assessment (RBA) is a short, interactive assessment. Although the assessment is not timed, it has been designed to take around 20 minutes. The assessment can be carried out by a teacher, teaching assistant or any other trained education professional who should be familiar with the child taking the assessment.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Binstead Primary School, there are clear procedures for assessing risk (see whole school health and safety policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS Statutory Framework 2023, at Binstead Primary School we ensure;

- Fresh drinking water is always available.
- Children's dietary needs are recorded and acted upon when required.
- Each classroom has a snack and sink area that can provide healthy snacks and drinks.
- A first aid box is always accessible (inside and outside) and a record of accidents and injuries is kept. There is always a trained first aider in each Key Stage accessible.
- Care plans are used and followed for those children with specific health needs. Medication taken is documented in the school office.

- In cases of sickness, children should not attend school for at least 48 hours to recover and avoid cross infection.
- An environment safety check is done daily in the classroom and outside. Minor hazards are dealt with immediately and larger risks, hazards and faulty equipment are recorded in the site manager's noticeboard which is kept in the school back office. Recorded issues will then be resolved by the site manager.
- Regular fire and emergency evacuation procedure drills in line with the whole school policy.
- Mobile phones should not be used and must be stored securely whilst children are in the setting. Cameras and iPads that are used in school must not be used for staff own personal use.

Behaviour

In Foundation Stage we follow the school's behaviour policy.

Transition

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the **Early Learning Goals** (ELGs). The profile indicates whether children are meeting expected levels of development or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key **Characteristics of Effective Learning**. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.