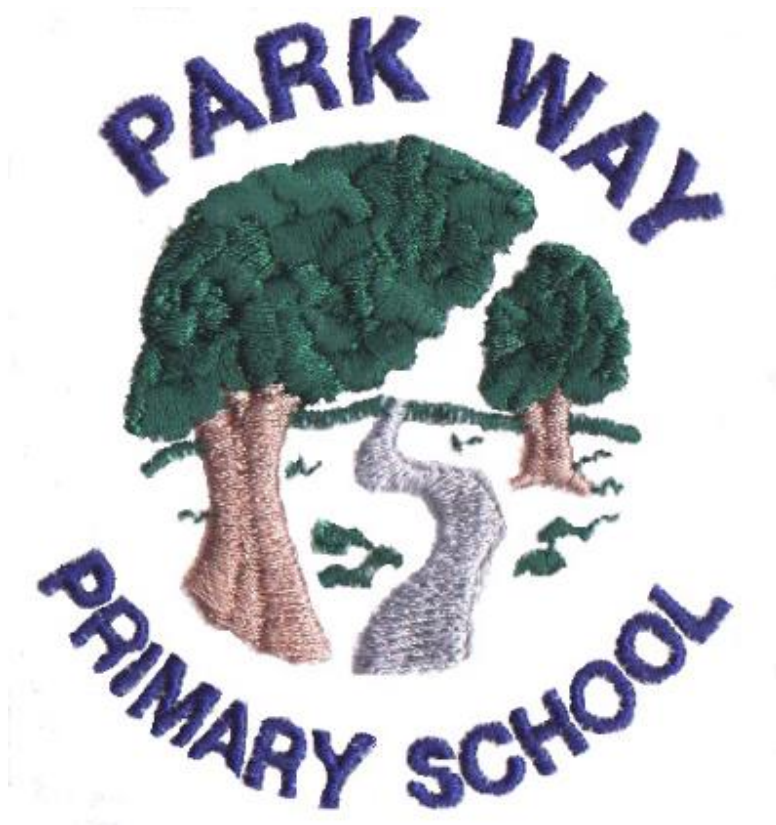




Early Years Foundation Stage Policy

Approval Requirements	Full Governing Body
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Signed – Headteacher	<i>Dhanecha.</i>

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Park Way Vision Statement

To promote lifelong learning



School context

"We provide a caring, secure and stimulating environment in which the spiritual, moral, cultural and academic education of everyone is developed. We deliver an appropriate and challenging curriculum that recognises the diverse needs of individuals. We work in partnership with parents, carers and the community."

"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 2021 (Updated in 2024)*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, most children attend a preschool setting. The majority of our children join the Reception class in the September following their fourth birthday, attending part time for the first two weeks of September, then full time.

Aims

Parkway Primary School we aim to provide the highest quality care and education for all our children, therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners.

"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 EYFS, 2021.***

We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

Curriculum

The Reception classes follow the curriculum as outlined in the EYFS document. We know that children learn and develop in different ways and at different rates. There are seven areas of learning and development that must shape the educational provision in Early Years Settings. These are divided into prime and specific areas. The three prime areas are important in developing children’s curiosity and enthusiasm for learning. Through the specific areas, the prime areas are strengthened further.

Prime areas:

- Personal Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas:

- Literacy
 - Mathematics
 - Understanding the world
 - Expressive arts and design
- None of these areas can be delivered in isolation from the others.

They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities.

In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

The EYFS is based upon four principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

We teach children age-appropriate online safety as part of our EYFS curriculum, helping them understand how to stay safe when using technology. Our Online Safety Policy sets out how we keep children safe online, including when using Tapestry and other digital resources.

A Unique Child

At Park Way Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children or families on the basis of any protected characteristic, including race, religion, sex, disability, sexual orientation, gender reassignment, pregnancy, maternity or age. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the requirements of all every child regardless of special educational needs, ability, disabilities, social and cultural backgrounds, ethnic groups and those from diverse linguistic backgrounds.

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;
- Provide an enabling environment which is stimulating and allows the children to explore their ideas and to be challenged within a safe environment.
- Implementing a new curriculum, with the correct mix of adult directed, and uninterrupted continuous provision to ensure the best outcomes for our children.
- Ensuring all planning is flexible and responsive to the children's needs. Staff model areas and the use of different resources, in order for the children to feel confident and lead their own learning.
- A curriculum that is accessible inside and outside, being given equal importance in both learning areas.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and act to provide support as necessary.

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. We aim to protect the physical and psychological well-being of all children. We aim to protect the physical and psychological well-being of all children in line with our Whole School Safeguarding Policy and Keeping Children Safe in Education (KCSIE) 2025. All staff working in the EYFS understand their safeguarding responsibilities and know what to do if they have concerns about a child. *(See Whole School Safeguarding Children Policy)*

Positive Relationships

At Park Way Primary School, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. All staff involved with EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts as a 'Key Person' to all children in EYFS, supported by the Teaching Assistants. Staff in the EYFS team meet with the pre-school settings to discuss current issues and ensure a smooth transition for September. Where children attend other settings in a day, we aim to ensure continuity and coherence by sharing information about the children.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Our Online Learning Journal 'Tapestry', where parents can keep track of their child's learning and progress and can comment / liaise with teachers. Ensure communication is key whilst their child is at Park-way.
- EYFS lead / EYFS members of Staff visiting children in their nursery / pre-school setting prior to starting school.
- EYFS Staff carrying out "Home Visits" to see the child in their own setting and begin to form a positive relationship with families. Talking to parents about their child before their child starts in our school.
- The children having the opportunity to spend time with their teacher before starting school through taster session visits to the school.
- Parents are invited to attend workshops (Reading / Phonics, Maths and Tapestry) in order for them to enhance their children's learning at home and at school.
- Offering parents regular opportunities to talk about their child's progress and targets through meetings / Twice a year parents' evenings with the parent, child and teacher.
- Parents receive a report on their child's attainment and progress in term 6.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Termly class assemblies, Christmas play, Mother's Day and Father's Day treats, Sports Day etc.
- The children have the opportunity to spend several 'stay and play' sessions in the Foundation Unit during the Summer term before starting school and attend a Teddy bears picnic session as a cohort.

- Inviting all parents to an induction meeting with the Head teacher and EYFS Lead during the Summer term before their child starts school.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- In the summer term, discussions with the Year 1 teachers to ensure a smooth transition into year 1.
- We handle all personal information about children and families in line with our Data Protection Policy and GDPR requirements. Information is shared appropriately with parents via Tapestry and with other professionals when necessary to support children's welfare and development

Enabling Environments

At Park Way Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning during continuous provision. The environment is continually reviewed and developed according to the children's interests, learning needs and progress. Challenging, yet achievable, activities and experiences are offered to extend the children's learning. Due to this, the environment is everchanging.

There are two classes in Reception - Apple Classroom and Pear classroom, as well as the shared outdoor space. Children have the opportunity to free flow between all the areas during continuous provision time throughout the week. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the chance to explore, use their senses, develop their language and be physically active. Each classroom is set up with the learning areas spread across both rooms, where children are able to find and locate equipment and resources independently. We have enabled the environment to have a balance of teacher input, adult directed and uninterrupted continuous provision time to ensure the best outcome for our children. The components are sequenced to ensure that children build on their prior knowledge through carefully planned, adult led activities, as well as promoting sustained thinking following the children's own interests and ideas. Therefore, children meet the desired outcomes of Development Matters and the Early Learning Goals.

Activities in the Reception class fall into three different types:

1. Child initiated: Where the child makes choices from within the learning environment to meet his/her own outcomes for learning. The teacher supports and extends the play to enable the child to make progress, this is normally in the early stage of a play situation where the children develop a new idea and explore strategies to develop this.
2. Adult initiated: Experiences where the teacher provides the resources to stimulate and consolidate learning. These experiences may not always require the direct involvement of an adult, but may require the adult to add a new element to the play, or new resource.
3. Adult directed: Experiences which are planned and supported by the teacher and which aim to meet specific learning outcomes. These activities normally have a literacy or numeracy focus and will be differentiated to meet the children's abilities and needs.

Learning and Development

At Park Way Primary School we recognise that children learn and develop in different ways and have their own learning styles. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Play

During continuous provision the children learn through play. They explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they

investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. Therefore, they have uninterrupted continuous provision to ensure the best outcomes for our children, where they can lead their own learning. As children develop their confidence they learn to make decisions for themselves and take more control over their learning. It provides children with a sense of satisfactions as they take ownership.

Creativity and Critical Thinking

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources freely and lead their own learning indoors and outdoors.

Observation, Assessment and Planning

Assessment in the EYFS takes the form of formal and informal observations. Staff use their in-depth knowledge of the children to assess their progress as well as some Tapestry observations to demonstrate children using skills independently in provision. Although Tapestry informs judgements made, it is not a complete representation of children's attainment. Our observations are used to inform the Early Years Foundation Stage Profile. Within the final term of the EYFS year, we provide a written summary to parents, reporting their progress against the ELG's and development matters statements. The parents are given the opportunity to discuss these judgements with the teacher and both parents and children are encouraged to complete a feedback sheet.

"Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence" ***Statutory Framework for the EYFS, 2021.***

Planning within the EYFS follows the school's overall curriculum. The planning is response to the needs, interests and achievements of the class and are used as a guide for weekly/daily planning. On entry to our school, Children are assessed using the National Reception Baseline Assessment. The results are used to inform planning/groups and as a starting point for the children.

Reception Baseline Assessment

The Reception Baseline Assessment is a short, interactive and practical assessment of each child's early literacy, communication, language and mathematics skills when they begin school. This must be completed within 6 weeks of each child starting school in Reception. If a child joins mid-year from another country or another school and did not take part in the Reception Baseline Assessment, then we will assess them within 6 weeks of starting with us at Park-way. The Reception Baseline Assessment is carried out by the class teachers using an online program, using an iPad or a laptop, one-to-one with each child. Once the Reception Baseline Assessment has taken place and it is inserted into the online program. It will provide a helpful snapshot of where each child is when they enter reception, so they can be supported in the most appropriate way. The main purpose of the Reception Baseline Assessment is to create a starting point to measure the progress schools make with their pupils. The data from the assessment will only be used by the Department for Education when each child has reached the end of year 6, to provide the baseline to measure the progress of each child's year group from Reception to Year 6. The data from the assessment, including numerical scores, is not shared with parents, pupils, or external bodies, including schools, and there will be no published scores at pupil, school or national level.

Welfare

"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 the Early Years Foundation Stage.***

We understand that we are required to:

- 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;
- 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.

All staff working in the EYFS have enhanced DBS checks and are recorded on the school's Single Central Record. We conduct regular risk assessments of the EYFS indoor and outdoor environments. Staff follow our mobile phone and device policy, which restricts personal device use during contact time with children to safeguard their welfare.

In line with our Behaviour Policy and the DfE guidance on the Use of Reasonable Force, staff may use reasonable force in exceptional circumstances to prevent a child from harming themselves or others, or from causing damage to property. Any such incidents are recorded and parents are informed.

Monitoring and review

It is the responsibility of the Foundation teachers to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher and subject coordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.