STRATFORD UPON AVON PRIMARY SCHOOL

Early Years Foundation Stage Policy

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Early Years Foundation Stage Policy

The Early Years Teacher is Olivia Hitchens. The Early Years Lead is Olivia Hitchens.

The Early Years Governor is Rachel Dallimore

Introduction

The importance of Early Years Foundation Stage

We acknowledge the statement that 'every child deserves the best possible start in life and the support that enables them to fulfil their potential' (EYFS Statutory Framework- updated 2026)

Therefore, our EYFS (Early Years Foundation Stage) seeks to provide:

- Quality and consistency so that every child makes good progress and no child gets 'left behind'
- A secure foundation through planning for learning and development of each individual child and assessing and reviewing what they have learnt regularly'
- 'partnership working between practitioners and parents or carers'
- 'equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported' (EYFS Statutory Framework, updated 2026)

We believe it is essential to create an environment of emotional warmth, with consistent praise and encouragement, so that each child feels individually valued, well-motivated and confident to meet new challenges and reach our high expectations with a sense of achievement.

We believe the Early Years Foundation Stage (EYFS), which covers the development of children from birth to five years, is important because it is in the foundation years that children develop learning attitudes, skills, social integration and personal organization. We see play as a central tool for learning as it is a key way in which young children learn with enjoyment and challenge.

We believe learning is holistic and cannot be compartmentalized. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of Foundation Stage. Within Stratford upon Avon Primary School, our EYFS accommodates children from age 4 to 5. There is one full time teacher and teaching assistant. (Key Workers)

We can confirm that the EYFS provision at Stratford upon Avon Primary School meets the learning and development requirements and welfare requirements as specified in the EYFS (Learning and Development Requirements) Order 2007.

Our EYFS vision

At Stratford upon Avon Primary School we aim to provide exciting experiences which stretch and challenge pupil's thinking. We aim to build on the wealth of knowledge and skills they already have from previous settings and lifestyle. At Stratford-Upon-Avon Primary we have a strong belief that every child deserves a chance regardless of their skills or abilities and are given as many opportunities as they can to succeed. We are constantly creating and adapting an environment that is safe, fun, inspirational, ambitious and full of care. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff, parents and volunteers to share this commitment.

Aims and Objectives

- Provide a curriculum that offers children a wide range of opportunities which challenges thinking and broadens their experiences
- Provide an environment where oracy is at the heart of the curriculum and encourage children to widen their vocabulary and speech & language
- Provide high expectations and encourage children to persevere, problem solve, develop independence
- Provide a learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of achieving Early Learning Goals.
- Provide children opportunities to develop their sense of well-being and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Year 1 effectively
- Develop the skills and expertise of staff working in EYFS through regular and comprehensive professional

development
- To work in partnership with parents/carers and value their contributions
- To have in place effective procedures to safeguard all children and adults

Responsibility for the Policy and Procedure

The Governing Body has;
- Appointed members of staff to be responsible for Early Years education
- Delegated powers and responsibilities to the Head Teacher to ensure all school personnel and stakeholders are aware of and comply with this policy
- Responsibility for ensuring that the school complies with all equalities legislation
- Responsibility of ensuring funding is in place to support this policy
- Nominated a link governor to visit the school regularly, to liaise with the Head Teacher and Early Years Team and report back to the Governing Body
- Responsibility for the effective implementation, monitoring and evaluation of this policy

Responsibility of the Head Teacher

The Head Teacher will:
- Ensure all school personnel, pupils and parents are aware of and comply with this policy
- Work closely with the link governor
- Provide leadership and vision in respect of equality
- Provide guidance, support and training to all staff
- Monitor the effectiveness of this policy
- Report to the governing body on the success and development of the policy if required

Role of the Early Years Lead

The Early Years Lead will:
- Lead the development of this policy throughout the school
- Work closely with the Head Teacher and the nominated governor
- Provide guidance and support to all the staff
- Provide training for all staff when the need arises
- Keep up to date with new developments and resources
- Review and monitor
- If required, report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will work closely with the Head Teacher and Early Years Lead
- Ensure this policy and other linked policies are up to date
- Ensure that everyone connected with the school is aware of this policy
- Report to the Governing Body
- Report to the Governing Body on the success and development of this policy

Role of Teaching and Support Staff

The teaching and support staff work:
- Together as a team in conjunction with the Early Years Lead
- To promote confident and independent learners
- To create a learning environment that reflects learning across all EYFS areas of learning and their associated Early Learning Goals
- To follow the assessment policy and ensure that they know and understand every child's learning journey in EYFS
- Comply with all aspects of the policy
- Implement the school's equalities and safeguarding policies
- Report any concerns they have on any aspect of the school community

Teaching and Learning

Overarching principles of the EYFS (Early Years Foundation Stage):

- Every child is unique, who is consistently learning, 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
- Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early year's provision, including children with Special Educational Needs and Disabilities

The Early Years Foundation Stage is based on Seven Key Features of Effective Practice.

The seven areas are as followed:

- The best for every child – the focus of this is that all children deserve to receive equally high provision, inclusive early education and equal chances of success
- High quality care – the focus of this is how children's learning experiences must come first and be central to all thinking. It is also explicit in describing the provision of high-quality care
- The curriculum (what we want children to learn) – the focus of this is on planning and delivering an ambitious curriculum with flexibility, driven by children's interests
- Pedagogy – the focus of this is on play, adult modelling and guided learning as a desirable mix of learning approaches
- Assessment – the focus of this is that assessment is about noticing what children know and what they can do. Assessment does not mean lots of data and evidence but understanding the child as a whole
- Self-Regulation and Executive Function – the focus of this is on the mental process that enables children to be effective learners
- Partnership with Parents – the focus of this is the importance of strong and mutual respectful relationships between the setting and parents

The Foundation Stage curriculum is organized into three Prime and four Specific Areas of Learning, and three Learning characteristics. The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected.

The Prime Areas of Learning:

- Communication and Language (CLL) – The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age from the foundations for learning and cognitive development. The number and quality of conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they will say with new vocabulary added; practitioners will build children's language effectively
- Personal, Social and Emotional Development – Children's personal, social and emotional development (PSED) is crucial for children to lead happy and healthy lives and it is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others
- Physical development (PD) – Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and development of a child's strength, co-ordination and positional awareness through different activities and movement

The Specific Areas of Learning:

- Literacy – it is crucial for children to develop a lifelong love of reading. Reading consists of two dimensions; language comprehension and word reading. Language comprehension (necessary for reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves

both the speedy working out of both unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

- Mathematics – Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers
- Understanding the World – Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting local historical buildings, libraries, farms, to meeting important members of the community such as police officers, nurses and firefighters. In addition, listening to a broad range of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.
- Expressive Arts and Design – The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their self-expression

Characteristics of Effective Teaching and Learning

- 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

The Early Years Leader is responsible for the management of the Foundation Stage team and the Foundation Stage Area. There is one classroom with an outdoor area.

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through firsthand experiences. It will be a place where children feel secure, confident and have many opportunities to be independent. Children move between the indoor and outdoor area throughout the day. Continuous provision is evident throughout the unit. There are different areas such as; home corner, writing, maths, creative, construction, mud kitchen, drama, reading corner, small world, scientific etc.

Curriculum planning

Good planning is key to making children's learning effective, exciting, varied and progressive. Effective learning build on and extends what children know and can do.

We aim to:

- Accommodate the different ways children learn by planning for the same learning objective in a range of different ways
- Help children consolidate their learning by revisiting the same learning objective many times
- Plan sessions to include adult and child planned activities, with uninterrupted time for the children to work in depth

EYFS and Inclusion

In line with other school policies, Early Years aims to accommodate all children through planned differentiation and resources. This will consider the need to adapt lessons to account for children's different learning styles, especially those to whom English is an Additional Language (EAL), children with Specific Special Educational Needs and Disabilities (SEND)

At Stratford upon Avon Primary we acknowledge that Early Years Pupil Premium money is used to benefit the children who specifically need it. We ensure that the money is spent in a way that directly impacts the children's individual educational needs.

This can happen in a variety of ways:

- Ensuring that classes have full time teaching assistants to support learning at all times
- Additional adults are employed specifically to support additional needs and Pupil Premium children within EYFS
- Additional language support and training of staff to meet the communication and language needs
- Resources to support learning at home
- Support for uniform, school trips and after school clubs

Assessment for Learning

Before children start at Stratford upon Avon Primary we liaise with feeder settings and parents to gain an overview of each child and their learning journey so far. Parents/carers complete a form which gives further insight into the child's interests and development. The SENDCo will liaise with families and settings to ensure that any child with additional needs has the right support in place. At the beginning of Autumn Term parents/carers are given opportunities to meet with the class teacher to provide important information on their child. Baseline assessments are completed during the first few weeks of school. This includes the Department for Education's Reception Baseline Assessment which is carried out in the first 6 weeks of a child starting school. The focus in the these early weeks are on building relationships and identifying individual learning strengths, needs and next steps.

Formative assessment – this informs our every day planning and is based on regular observations. We use Arbor to record assessment data and behavior. We use class dojo to share Receptions learning journey over the academic year. Each child has a learning book where they record writing, drawings and maths.

Summative assessment – The EYFS profile summarises all of the formative assessments undertaken and makes statements about the child's achievements against the 17 Early Learning Goals. It is completed at the end of each term by the class teacher. Class teachers are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understand and can do. Children are defined as having reached a Good Level of Development (GLD) at the end of EYFS if they have achieved at least the expected level for the ELG's in the prime areas of learning and the specific areas of mathematics and literacy. For each ELG, teachers must judge whether a child is: meeting the level of development expected at the end of the EYFS (expected); or not yet reaching this level (emerging).

As children prepare to move into Year One and Key Stage One, the class teacher will meet to discuss each child's learning journey so that the Year One teacher can be prepared to support each child. Throughout the summer term the Year One teacher will take time to visit the EYFS unit to get to know children and build early relationships.

EYFS equipment

The Early Years Team will ensure:

- Regular health and safety checks in the Outdoor area
- Repairs are reported and carried out
- Any equipment not deemed safe to use will be taken out of use until repaired

Outdoor Emergency Procedures

The Early Years Leader will:

- Deal with emergencies
- Ensure first aid equipment is always present and adequately maintained
- Early Years staff are trained in paediatric first aid
- Immediately inform the Head Teacher if further medical treatment or equipment is required
- Log and report any incident
- Ensure parents are informed if first aid is administered to their child
- Ensure parents receive communication if their child has received a head injury and if necessary ask parents/carers to come to school to check on their child

Risk assessment and safety

The Early Years Team will ensure appropriate risk assessments are carried out to identify potential hazards and put suitable measures in place to keep children safe. Risk assessments will be completed for a range of activities, environments and situations within the Early years setting, including:

- Equipment

- Outdoor area
- Trips
- Forest school/Outdoor learning
- Small parts/choking
- Allergies
- Food for snack time
- Visitors
- Collection arrangements
- Fire/emergency procedures
- Safer sleep (please see reference to the sleep policy)

Safeguarding and welfare

All staff involved in the care, education and wellbeing of children has a responsibility to safeguard and support them. All staff should work together to ensure children are safe, healthy, happy and supported to develop their independence and well-being.

- All staff understand their safeguarding responsibilities.
- Children feel safe, secure and valued.
- Clear procedures for reporting concerns about a child to a DSL/HeadTeacher.
- Staff receive regular safeguarding training and updates.
- Safer recruitment and appropriate staff checks are in place.
- Children are taught protective behaviors.
- All staff in the Early years setting are first aid trained.
- Clear procedure for when children become well and parents/Carers are informed.
- Parents/carers are informed of relevant concerns or ongoing needs.
- Safe arrival and collection procedures.
- Children are supervised during snacks, meals and during transitions.

Rest Opportunities

- Children may be offered a quiet rest when they:
- Are feeling unwell whilst awaiting collection.
- Have a medical condition that requires rest.
- Are extremely tired or emotionally overwhelmed.
- Require a quiet space following advice from parents or health professionals.
- Have identified SEND needs where rest forms part of their support plan.

Children are never forced to sleep. To support children, calming activities are offered such as:

- Looking at books
- Listening to quiet stories
- Mindfulness activities
- Calm sensory activities

Safe Sleep and Rest Procedures

Where a child falls asleep or requires rest:

Staff will:

- Ensure the child is supervised at all times.
- Place the child in a safe, quiet and comfortable area.
- Allow the child to rest naturally.
- Check the child regularly throughout the rest period.
- Monitor the child's wellbeing, breathing and comfort.
- Record significant periods of sleep where appropriate.
- Inform parents if a child has slept unexpectedly or for a prolonged period.
- Contact parents promptly if illness is suspected.

Children will never be left unsupervised whilst resting.

Screen use and digital technology

The September 2026 EYFS framework now requires providers to have regard to children's screen use.

Screen time and digital technology will be used appropriately to support and enhance children's learning. This may include movement breaks and watching suitable videos to develop understanding and extend learning. Videos will be used alongside books, stories and whole-class teaching to support and extend children's understanding. Adults will ask relevant questions to encourage children to share ideas, think critically and develop their learning further. Children will develop an age-appropriate understanding of internet safety and how to use the internet safely through computing. Digital technology and screen time will not replace active learning but will enhance learning experiences where appropriate.

Examples of appropriate use may include

- Using videos to support stories, topics and new learning.
- To support music lessons and musical activities.
- Singing along to appropriate songs and music to develop children's enjoyment, confidence and musical skills.
- Playing suitable music to create a calm, relaxing and positive environment.
- Watching numberblocks which is part of our Mastering Number scheme (additional to WhiteRose Maths)
- Using movement and action videos to support physical development
- Using technology to develop early computing skills such as problem solving and sequencing.
- Using ipads and interactive screens to support children's creativity and exploration.
- Supporting children to learn about internet safety and how to use technology safely and responsibly.

Healthy Eating and Mealtimes

We aim to promote healthy food choices, encourage children to develop lifelong healthy eating habits and provide a calm, positive and social mealtime environment. We promote children's independence and self-care skills and ensure all food is prepared and served safely. We ensure that individual dietary, cultural, religious and medical needs. We support children with allergies and medical conditions.

Where snacks are provided, we will ensure they are nutritious. They may include fresh fruit, vegetables, milk (where applicable) and water.

Toilet Facilities and Nappy Changing

At Stratford-Upon-Avon Primary School, we are committed to ensuring that all children receive personal care in a safe, respectful and dignified manner. We recognise that children develop toileting skills at different rates and that some children may require additional support due to their age, stage of development, medical needs or SEND.

We will always:

- Treat every child with dignity, respect and sensitivity.
- Maintain children's privacy whilst ensuring safeguarding procedures are followed.
- Promote independence by encouraging children to do as much as they can for themselves.
- Work in partnership with parents and carers.
- Follow good hygiene practices.
- Record intimate care where appropriate.
- Respond calmly and positively to toileting accidents.
- Ensure children never feel embarrassed or ashamed.

When a child requires support with toileting, staff will:

- Reassure the child and respond sensitively.
- Explain what support will be provided.
- Encourage the child to complete as much of the toileting routine independently as possible.

- Support with clothing only where necessary.
- Encourage the child to wipe themselves where developmentally appropriate, providing assistance if required
- Support the child to flush the toilet.
- Ensure the child washes and dries their hands thoroughly.
- Clean and disinfect any equipment or surfaces used.
- Dispose of waste safely.
- Record the incident where appropriate.
- Inform parents in accordance with school procedures if required.

The Foundation Stage Teacher will:

- Ensure all children have access to the toilet
- Ensure no child is denied use of the toilet
- Ensure hand washing facilities are in place
- Ensure that if children need cleaning after toilet accidents that there is always a second adult to support

We have a separate document for toileting and intimate care which can be read on our website.

Role of parents

We ask all parents/carers to:

- To work in partnership with the school
- Attend transition talks
- Attend informal parent workshops and consultation
- Work with their children on relevant learning activities in the home and promote independence in dressing, toilet training and use of cutlery

When the need arises the effectiveness of this policy will be reviewed by the Early Years Leader, the Head Teacher and the Nominated Governor and the necessary recommendations for improvement will be made to the Governors.