



EYFS Policy

Date of Policy	Review Date	Policy Written by:	Date Shared with Staff	Date Shared with Local School Board
June 2026 Amendments March 2026	No later than one year following publication of the policy	Simone Wright (EYFS Lead)	June 2026	June 2026

Early Years Foundation Stage Policy

Aims

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four guiding principles shape our practice:

- 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, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
- Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development and interests into account.
- Promotes equality of opportunity and anti-discriminatory practice positively promoting protective characteristics through texts and images celebrating diversity.
- Works in partnership with families through Class Dojo, parent/carers consultations and parent/carers workshops.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Provides a safe and secure learning environment. Monitored through Risk Assessment documents.

Curriculum

At Spalding St Paul's School, the EYFS curriculum is based on an observation of children's needs, interests and stages of development, where 'next steps' for learning are identified and supported. In partnership with families, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

The 'prime' areas of learning and development are:

- Communication and language: Listening attention and Understanding; Speaking
- Physical development: Gross motor skills; Fine motor skills
- Personal, social and emotional development: Self-regulation; Managing Self; Building Relationships

The 'specific' areas of learning and development are:

- Literacy: Comprehension; Word Reading; Writing
- Mathematics: Numbers; Numerical Patterns
- Understanding the world: Past and Present; People, Culture and Communities; The Natural World
- Expressive arts and design: Creating with Materials; Being Imaginative and Expressive

We offer a broad and balanced curriculum that makes learning exciting and fun.

Planning

All planning is based around opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.

Our curriculum for Foundation Stage follows the guidance set out in the Early Years Foundation Stage.

Our children's learning experiences enable them to develop competency and skills across a number of learning areas.

The Early Learning Goals form part of the National Curriculum and are in line with the objectives stated in the Primary Framework for Literacy and Mathematics.

The children's interests inform planning for both groups and individuals.

Our medium-term planning is completed half-termly which identifies the intended learning for children working towards the Early Learning Goals following the CIT Early Years Curriculum.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. Indoor spaces are planned so that children can independently access a variety of resources, and a range of activities are provided. We also ensure that we employ resources which reflect diversity and are free from discrimination and stereotyping.

The outdoor space is planned to give children opportunities for doing things in different ways, with a range of clearly labelled resources in boxes for children to access independently. We use materials and equipment that reflect both the community that the children come from and the wider world. Resources and activities are planned and organised based on children's interests. We encourage the children to make their own selection of the activities on offer, as we believe that this motivating and encourages independent learning.

Assessment and Monitoring

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

During the first term in school, the teacher assesses the ability of each child using a baseline assessment. These assessments allow us to identify patterns of attainment within the cohort, to adjust the teaching programme for individual children and groups of children.

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 each child's level of development against the 17 early Learning goals as

- Not yet reaching expected levels (emerging)
- Meeting expected levels

We regularly assess children's learning and use this information to ensure that planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities.

Assessment is completed by both the teacher and other adults working with the children. The teacher keeps progress records and records examples of each child's work that feed into internal and external moderations.

At the end of the final term assessments are sent to the Lincolnshire County Council (LCC) for analysis.

The child's next teacher uses this information to make plans for the year ahead. We share this information at parent/carers consultation meetings and in the end-of-year report.

Parents/carers receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June and send them out to parents.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

Special Needs and Inclusion

At Spalding St Paul's School all children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

Please refer to the Equal Opportunities and Diversity Policy as this ensures that the needs of all children are met, regardless of any protected characteristics they have. Furthermore, the EYFS curriculum is planned to meet the needs of the individual child and support them at their own pace.

All Special Educational Needs and Disabilities (SEND) in the EYFS setting is monitored and managed by the school's SENCO

We work closely with other childcare settings that have identified SEND to ensure that we are in a position to meet the child's needs when they join Spalding St Paul's School.

Please refer to the SEND policy which outlines the full policy and procedures.

Working with Parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. Parents/carers are invited to parent/carers consultations with the EYFS Teacher twice yearly and will receive a written report noting achievements and outcomes in the summer term. However, the school has an open-door policy and families are welcome to talk to teachers at the beginning or end of the school day and/or contact the office.

The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Parents/carers are involved in discussions about children's progress and development and targets or next steps for the child are shared at parent/carer consultations.

Transition from Pre-school to Reception

We recognise that starting school is an exciting but uncertain time for both families and children. As a school we have established a strong set of procedures for transitions to be as smooth as possible.

All children starting reception are offered home visits prior to starting school. This gives children the security of meeting with their teacher in a safe, familiar environment and gives staff time to ask questions and share knowledge or any concerns they have about the child in their care.

In addition to this, all children have taster sessions in the Summer Term to meet the staff and get familiar with their new surroundings. During this time, the sessions are focused on learning names, class rules and adapting to new routines.

Parents/carers of all children starting in the next academic year will be invited to an induction meeting in the Summer term to meet their child's new teacher and other key staff. We will also explain more about the curriculum, daily routines, uniform, PE kit, school dinners (including free school meals) and explain about the induction to school. This is also an opportunity for parents/carers to find out about how children learn

All children starting in September have a task to complete during the summer break and parents/carers are given an induction pack.

Transition from Reception to Year 1

All staff work together to ensure a smooth transition for all children when moving year groups.

In the Summer term, all our Reception children will have a session with the Year 1 class teacher. The Reception and Year 1 teacher will also meet to discuss their knowledge of each child's development, progress and achievement.

Safeguarding and 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.

We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and EYFS Statutory Guidance (2021) and adhere to the schools safeguarding policy.

An Early Year Foundation Stage risk assessment is in place to review the health and safety arrangements on a regular basis.

All children must be fully awake and alert before being handed over to any staff. Parents and carers are responsible for waking their child prior to arrival to ensure a smooth and safe transition into the school environment. This supports children's emotional wellbeing by allowing them to separate from parents calmly, reduces distress caused by unfamiliar surroundings upon waking, and enables staff to accurately assess each child's health, mood, and readiness to participate in daily activities. Ensuring children arrive awake also promotes safeguarding, as staff can properly welcome and supervise children from the point of handover

Monitoring and Review

It is the responsibility of those working in EYFS to follow the principles stated in this policy. The Head Teacher and SLT will carry out monitoring of EYFS as part of the whole school monitoring schedule.