

Stanburn Primary School



EYFS Policy

Stanburn Primary School			
Review frequency	1 year	Reviewed	July 2025
Governing Committee Responsible	Headteacher		
Approval	July 2025	Website	Yes
Staff Responsible	Deacon Michael Niamh McGrath	Next Review	July 2026



Early Years Foundation Stage Policy

1) Aims

This policy aims to ensure:

- A positive and enjoyable first experience of school
- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2) Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) which became effective in November 2024](#).

3) Structure of the EYFS

At Stanburn Primary School we have one nursery class which offers morning sessions from 8:30-11:30, afternoon sessions from 12:15-3:15 along with a full-day option too. The nursery is run by a qualified teacher and a teaching assistant to support.

Currently, we have capacity for three reception classes catering for approximately 90 children. Each class has a qualified teacher and a teaching assistant. Additional support is placed into classes based on the needs of the children. All children begin in the Autumn term after a carefully planned transition from local nurseries into reception.

4) Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework (November 2024).

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

4.1) Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, practitioners working with the youngest children or those with a specific identifiable communication needs are expected to focus strongly on the three prime areas.

In Nursery, learning is planned through play-based and adult guided activities that are engaging and purposeful. The themes and topics are flexible, often guided by children's interests.

In Reception, our planning for Maths and English always cover the whole class teaching input, a teacher led activity and challenges that give the children opportunities to extend on and use their learning within their own independent play.

We also plan a wider curriculum around a topic which changes half termly to ensure supportive and challenging curriculum coverage, taking into account the children's questions and interests throughout an academic year. Engaging activities and challenges are planned on our indoor and outdoor provision templates which are in addition to our Maths and English plans.

Staff also take into account the individual needs, interests and stages of development of each child in their care. We use this information to plan a challenging and enjoyable experience for our children. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. We hold a weekly team meeting to plan interventions to support learning for specific children based on the prior week's teaching.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

4.2) Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners

respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. At Stanburn, we recognise that high quality adult-child interactions are fundamental to supporting children's communication and language development. We adopt the ShREC framework- Shared Attention, Respond, Expand, Conversation- as a key strategy to enhance language-rich environments and ensure all children have opportunities to become confident communicators.

We introduce 'Growth Mindset' early on in the academic year to enable our children to build emotional resilience so that they can achieve their learning goals. Children who take on our additional challenges within their learning are celebrated in class via our rainbow wall on a daily basis. Class Dojo is also used to celebrate children's persistence and effort within their learning.

Children learn the importance of the Characteristics of Effective Learning, the ways they engage with other children and their environment, through circle time activities and our use of the 'Achievosaurus' which are displayed in each classroom.

As children grow older and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Phonics is taught via the Read, Write, Inc. programme. In Nursery we get our children 'Read Write Inc. Ready', so that they are ready for their RWI Phonics straight away in Reception. Children are introduced to Set 1 sounds, and we begin developing oral segmenting and blending skills. In Reception, we teach phonics daily for 40 minutes and children are streamed into ability groups which are assessed every half term.

Our English teaching is supported by a number of high quality and varied texts alongside other resources to support the teaching of oracy, grammar and spelling. For Maths, we use learning from the White Rose programme. These are taught daily but are also incorporated via cross curricular activities detailed in our indoor and outdoor provision.

Children's learning is recorded and shared in a number of different ways. Each child has an individual termly learning journey folder, which holds child initiated learning chosen by the child and staff as a piece of work they are proud of. Children are then able to share the work and their experiences with their friends and parents during parent consultations or show and tell sessions. Every child has an adult led book, which includes writing activities with varying degrees of adult support and scaffolding. In Reception, children have reading diaries which encourage a positive dialogue between the school and parents and communicates the progress of each child. Special events and notices are communicated to parents via Class Dojo accompanied by photos of the children playing and learning.

5) Assessment

At Stanburn Primary School, assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations, pictures and verbatim quotes are

used to shape future planning. Practitioners also take into account observations shared by parents and/or carers through magic moment sheets, where parents can share examples of how children have used their learning at home.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (Expected)
- Not yet reaching expected levels (Emerging)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters and birth to five guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Phonic assessments are also carried out every half term in which their progress is recorded. We then use this information to stream the children into the appropriate phonics group.

At Stanburn Primary School we also have a weekly team meeting in which we assess the children's progress against the learning objectives and plan interventions to support and extend any children who may require it.

6) Working with Parents

Parents are children's first and most enduring educators. When parents and the school work together, the result has a positive impact on the child's development and learning. We value the role of the parent in their child's education. We seek to develop an effective partnership with parents in the following ways:

- An induction meeting and 'Welcome to Stanburn' fair for parents in the Summer Term
- Parents receive a school information pack including consent forms in the Summer Term
- An offer of a 'Meet and Greet' session by the class teacher and teaching assistant before a child is admitted onto the school roll
- A stay and play session for children and parents to meet other families with time to explore our classrooms and outside area at the beginning of the Autumn Term prior to admission
- Parents are invited to further workshops and meetings during their child's first year at school
- Parents are encouraged to talk to their child's teacher if there are concerns
- Parents are strongly encouraged to attend parent consultations each term
- We value parent's positive comments on their children's reading in the home school reading diary

- Parents are encouraged to share significant events or achievements with teachers to contribute to their child's Learning Journey
- Parents are encouraged to support their child when accessing Oxford Owl and Class Dojo to engage in home learning activities
- End of EYFS expectations are shared with parents
- The Early Years Foundation Stage Profile (EYFSP) is shared with parents and we actively encourage discussion with the class teacher

7) Safeguarding and Welfare Procedures

We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

We promote good oral health, as well as good health in general, in the early years by teaching the children the importance of following a healthy lifestyle during PSHE and PE lessons. We organise visits from our school nurses to teach and support the children and Parents/carers about:

- The effects of eating too many sweet foods
- The importance of a healthy and balanced diet including making good choices
- The importance of exercise
- The importance of brushing your teeth

They also provide resources to support with the importance of oral health at home for example, oral hygiene parent workshops.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8) Monitoring Arrangements

This policy will be reviewed and approved by the Early Years Leader, each year.

At every review, the policy will be shared with the governing board.

Appendix 1

Effective partnerships with parents and carers

Appendix 2

Magic Moment Sheet