



Edleston Primary School



Early Years Foundation Stage policy

Approved	Headteacher	September 2026
Next Review		September 2027
Statutory update	EYFS framework 2026	September 2026



Introduction

At Edleston Primary School, we believe that every child deserves the very best start to their educational journey. Our Reception class provides a safe, nurturing and inspiring environment where children feel valued, develop a love of learning and grow in confidence as independent learners.

Our Early Years Foundation Stage provision reflects our whole-school vision of Building Strong Foundations for Every Child. We recognise that children join Reception with a wide range of experiences, strengths and needs, and we are committed to ensuring that every child is supported to achieve their full potential. Through high expectations, meaningful relationships and carefully planned learning opportunities, we help children develop the knowledge, skills and attitudes they need to succeed both now and in the future.

At Edleston, we place children's wellbeing, happiness and personal development at the heart of everything we do. We understand that children learn best when they feel safe, secure and valued. Our Reception environment promotes curiosity, creativity, communication and resilience, providing rich opportunities for exploration, play and discovery both indoors and outdoors.

Our carefully designed curriculum develops strong foundations in communication and language, early reading, writing and mathematics, whilst nurturing children's understanding of the world, creativity, physical development and social skills. Through high-quality interactions and purposeful learning experiences, children are encouraged to become confident learners who enjoy challenge and take pride in their achievements.

We are fully committed to inclusion and recognise that every child is unique. We work closely with families and external professionals where appropriate to ensure that barriers to learning are identified and addressed at the earliest opportunity. Our aim is for every child to feel a strong sense of belonging and to flourish within our school community.

We recognise that parents and carers are children's first educators. Positive partnerships between home and school are central to children's success and wellbeing. By working together, we create a shared commitment to ensuring that every child has the strongest possible foundation for future learning.

Through our Reception provision, we strive to develop happy, confident and resilient children who are well prepared for Year 1 and equipped with the knowledge, skills and attitudes needed to thrive throughout their education and beyond.

1. Aims

At **Edleston Primary School**, our Early Years Foundation Stage is founded on the belief that every child deserves the strongest possible start to their educational journey.

Through our vision of **Building Strong Foundations for Every Child**, we strive to create a nurturing, ambitious and inclusive environment where children feel safe, valued and inspired to learn.

The aims of our EYFS provision are to:

- Provide a broad, balanced and ambitious curriculum that develops children's knowledge, skills and understanding across all areas of learning.
- Foster curiosity, creativity, resilience and independence, enabling children to become confident and enthusiastic learners.
- Develop strong foundations in communication and language, early reading, writing and mathematics to prepare children for future success.
- Promote children's personal, social and emotional development, ensuring they feel happy, secure and ready to engage with learning.
- Create an inclusive environment where every child is known, valued and supported to achieve their full potential, regardless of their starting point, background or individual need.
- Identify and respond to additional needs at the earliest opportunity, working closely with families and external agencies to remove barriers to learning.
- Encourage children to develop positive relationships, respect for others and a strong sense of belonging within our school community.
- Support children's physical development, health and wellbeing through active learning, outdoor provision and healthy lifestyles.
- Build strong partnerships with parents and carers, recognising them as children's first educators and working collaboratively to support learning and development.
- Provide rich, meaningful and engaging learning experiences that prepare children for a successful transition into Year 1 and promote a lifelong love of learning.
- Ensure that safeguarding, children's welfare and emotional wellbeing remain at the heart of all aspects of Early Years provision.

Through these aims, we seek to ensure that every child leaves Reception as a confident, capable and resilient learner, equipped with the knowledge, skills and attitudes needed to thrive throughout their education and beyond.

2. Legislation

This policy is based on requirements set out in the Early Years Foundation Stage statutory framework for group and school-based providers, dated 13 July 2026 and effective from 1 September 2026.

3. Structure of the EYFS

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Edleston Primary School children are admitted to reception in the September following their fourth birthday. The school's EYFS provision comprises its Reception class; the school does not provide nursery provision.

4. EYFS Curriculum

Our Curriculum Intent

At Edleston Primary School, we believe that every child deserves the strongest possible start to their educational journey. Our Early Years curriculum is designed to provide children with the knowledge, skills, vocabulary and experiences they need to become confident, resilient and successful learners.

We recognise that children enter our Reception classes with a wide range of experiences, interests and starting points. Our curriculum is carefully designed to meet the needs of our children and community, placing a particular emphasis on communication and language, personal, social and emotional development, early reading, early mathematics and developing independence.

Our overarching aim is to **build strong foundations for every child**, ensuring that they feel safe, valued and ready to learn. Through a balance of high-quality adult-led teaching, purposeful play and carefully planned continuous provision, children develop the knowledge, understanding and characteristics of effective learning that prepare them for future success.

Curriculum Design

Our curriculum is based on the requirements of the **Early Years Foundation Stage Framework** and is enriched through carefully planned experiences that reflect children's interests, needs and backgrounds. Learning is sequenced to ensure that knowledge and skills build progressively over time, enabling children to make strong progress from their starting points.

The curriculum is underpinned by:

- High expectations for all children.
- Strong relationships between staff, children and families.
- A language-rich environment that promotes communication and vocabulary development.
- Systematic teaching of early reading through our chosen phonics programme.
- Daily opportunities to develop mathematical understanding.
- Learning through exploration, investigation and play.
- Inclusive practice that ensures all children can access learning and achieve success.
- Meaningful experiences that broaden children's understanding of the world around them.

Learning Through Play and Exploration

We recognise that young children learn best through active engagement, exploration and interaction. Our learning environments are carefully designed to stimulate

curiosity, encourage independence and provide opportunities for children to apply their learning in meaningful contexts.

Adults play a vital role in extending children's thinking through questioning, modelling, discussion and responsive interactions. Continuous provision is carefully planned to reinforce key knowledge, vocabulary and skills while fostering creativity, problem-solving and resilience.

Inclusion and Belonging

At Edleston, we are committed to ensuring that every child feels a sense of belonging and experiences success. We recognise and celebrate individuality and provide appropriate support and challenge for all learners, including those with SEND, disadvantaged children and those who may require additional intervention.

Our nurturing approach promotes children's wellbeing and self-esteem while ensuring that all children have access to a broad, ambitious and engaging curriculum.

Preparing Children for the Future

Throughout the Early Years, we place great importance on developing independence, confidence, communication skills and positive attitudes to learning. These foundations enable children to become curious, capable learners who are well prepared for the transition into Year 1 and the next stage of their educational journey.

By the end of Reception, we aim for every child to leave the Early Years as a confident learner who is ready to embrace new challenges, build positive relationships and continue their learning journey with enthusiasm and success.

4.1 Planning

At **Edleston Primary School**, planning within the Early Years Foundation Stage is guided by our vision of **Building Strong Foundations for Every Child**. We recognise that children learn best when they are engaged, motivated and supported through meaningful experiences that build upon their interests, strengths and individual starting points.

Our curriculum is carefully sequenced to ensure that children develop the knowledge, skills and vocabulary they need to be successful learners. Planning is informed by the Early Years Foundation Stage Framework and is designed to provide a balance of adult-led teaching, continuous provision and child-initiated learning opportunities.

Learning experiences are planned to promote progress across all seven areas of learning, with a particular focus on developing strong foundations in communication and language, early reading, writing, mathematics and personal development. High-quality texts, purposeful play, practical experiences and meaningful interactions are used to support children's learning and development.

Staff use ongoing assessment, observation and knowledge of each child to inform planning and ensure learning is appropriately matched to individual needs. Planning remains flexible and responsive, allowing practitioners to build upon children's interests, address misconceptions and provide additional challenge or support where required.

At Edleston, we recognise the importance of high-quality continuous provision in developing independence, curiosity and resilience. Our indoor and outdoor learning environments are carefully planned and organised to provide rich opportunities for exploration, investigation, creativity and problem-solving. Children are encouraged to make choices, take risks in their learning and develop increasing levels of confidence and independence.

We are committed to ensuring that all children can access and succeed within our curriculum. Provision is adapted where necessary to meet the needs of children with SEND and those who may require additional support. Staff work closely with families, the SENDCo and external agencies to ensure learning opportunities enable every child to flourish and achieve their potential.

Through thoughtful planning, nurturing relationships and high expectations, we aim to create a stimulating and inclusive learning environment where every child experiences success and develops the strong foundations required for future learning and life.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

4.2 Teaching, Assessment and Observation

Teaching, Assessment and Observation

At Edleston Primary School, we recognise that children learn best when they feel safe, secure, valued and engaged. Teaching within the Early Years Foundation Stage is carefully planned and responsive to children's needs, interests and developmental stages.

Our approach balances high-quality adult-led teaching with purposeful child-initiated learning opportunities. Adults play an active role in modelling language, extending thinking, introducing new vocabulary and supporting children to develop independence, resilience and confidence as learners.

Learning opportunities are designed to:

- Build upon children's prior knowledge and experiences.
- Develop and extend children's communication and language skills.

- Promote curiosity, creativity and critical thinking.
- Provide opportunities for exploration, investigation and problem-solving.
- Support children to become increasingly independent learners.
- Secure strong foundations in early reading, writing and mathematics.

Staff use ongoing assessment to gain a clear understanding of each child's learning and development. Assessment is an integral part of classroom practice and informs planning, teaching and intervention.

Assessment includes:

- Daily observations of children's learning and interactions.
- Professional dialogue between staff.
- Discussions with children about their learning.
- Samples of children's independent and guided work.
- Contributions from parents and carers.
- Baseline and statutory assessments, including the Reception Baseline Assessment.

Observations are purposeful and focused on understanding what children know, can do and need to learn next. Staff use these observations to identify next steps, adapt provision and ensure that all children are appropriately supported and challenged.

Assessment is used to celebrate achievement, identify barriers to learning and ensure that every child makes strong progress from their starting points.

Inclusion and SEND Support

At Edleston Primary School, we believe that every child is unique and deserves to feel valued, included and successful. We are committed to providing an inclusive environment in which all children can thrive and achieve their full potential.

Our Early Years curriculum is designed to be ambitious and accessible to all learners. Through quality-first teaching, carefully planned provision and responsive support, we ensure that every child has access to rich learning opportunities regardless of need, background or starting point.

We recognise that some children may require additional support to access learning successfully. Early identification is a key priority within the EYFS, enabling staff to respond quickly and effectively to emerging needs.

Support may include:

- Adaptations to teaching and learning activities.
- Additional adult support.
- Targeted interventions.
- Provision plans with specific outcomes.
- Specialist resources and equipment.

- Advice and guidance from external professionals.
- Close partnership working with parents and carers.

We work closely with families, the SENDCo and external agencies to ensure that children's needs are understood and supported effectively. Provision is regularly reviewed to ensure that support remains appropriate and has a positive impact on children's progress and wellbeing.

Particular emphasis is placed upon developing communication and language, social interaction, emotional regulation, independence and confidence, recognising that these skills form the foundation for future learning and success.

Children with SEND are fully included in all aspects of school life and are supported to participate meaningfully in the wider opportunities and experiences offered at Edleston.

Transition to Year 1

Transition to Year 1

At Edleston Primary School, we recognise that successful transition from Reception to Year 1 is vital in ensuring continuity of learning, wellbeing and achievement.

Transition is viewed as a gradual process that begins early during the Summer Term and continues throughout the first term of Year 1. Our aim is to ensure that all children feel confident, secure and prepared for the next stage of their educational journey.

To support this transition:

- Reception and Year 1 staff work closely together throughout the year.
- Detailed information about each child's attainment, progress, interests and individual needs is shared.
- Children have opportunities to visit their new classroom and become familiar with staff and routines.
- Parents and carers receive information about expectations and arrangements for Year 1.
- SEND and vulnerable pupils receive enhanced transition arrangements where required.

During the Autumn Term in Year 1, staff continue to build upon the highly effective practice established in Reception. Teaching approaches, learning environments and routines are carefully adapted to meet children's developmental needs while gradually introducing the increased expectations of Key Stage 1.

This includes maintaining opportunities for:

- Practical and active learning.

- Investigation and enquiry.
- Continuous provision where appropriate.
- Collaborative learning.
- Structured play-based experiences.

By ensuring a smooth and supportive transition, we help children maintain confidence, develop independence and continue to make strong progress as they move into Year 1.

5. Partnership with Parents and Carers

At Edleston Primary School, we recognise that parents and carers are a child's first and most important educators. We believe that a strong partnership between home and school is essential in ensuring every child feels safe, valued and able to thrive.

We are committed to building positive, respectful and supportive relationships with families from the very beginning of a child's journey with us. We recognise that children achieve their best when parents, carers and school staff work together to support learning, wellbeing and development.

We encourage open communication and actively involve parents and carers in their child's learning through:

- Home visits and transition arrangements where appropriate.
- Parent information meetings and workshops.
- Regular communication through Class Dojo, school newsletters and Tapestry.
- Informal daily conversations.
- Parents' evenings and progress meetings.
- Opportunities to contribute to assessments and share achievements from home.
- Celebration events, performances and school activities.

We value the knowledge that parents and carers have of their children and welcome their contributions to learning and development. Information shared by families helps us to develop a fuller understanding of each child as an individual and ensures that provision is tailored to meet their needs.

Throughout the year, parents and carers are kept informed about their child's progress and next steps in learning. We are committed to ensuring that communication is timely, meaningful and constructive, celebrating successes while working together to address any concerns.

Where additional support is required, we work closely with parents, carers, the SENDCo and external agencies to ensure that children receive the help they need as early as possible. We believe that collaborative working and shared responsibility are key to securing the best outcomes for all children.

At Edleston, we strive to create a welcoming and inclusive school community where families feel listened to, supported and valued. By working together, we build the

strong foundations that enable every child to flourish throughout their time in school and beyond.

7. Safeguarding and Welfare Procedures

At **Edleston Primary School**, safeguarding is at the heart of everything we do. We are committed to creating a safe, secure, nurturing and inclusive environment where every child feels valued, respected and able to thrive. We recognise that children learn best when they feel safe, healthy and supported, and when their individual needs are identified and met.

We promote a culture of vigilance and shared responsibility, ensuring that all staff understand their role in safeguarding and protecting children. All staff receive regular safeguarding training and updates, including statutory guidance contained within *Keeping Children Safe in Education (KCSIE)*, and are expected to act promptly on any concern regarding a child's welfare. Our safeguarding arrangements are underpinned by positive relationships, effective communication and a commitment to putting children's best interests first.

The welfare, wellbeing and development of every child are central to our EYFS provision. We provide a welcoming, stimulating and well-organised environment that supports children's physical, emotional and social development whilst promoting independence, confidence and resilience. Children are encouraged to develop positive relationships with adults and their peers and are supported to understand how to keep themselves safe and healthy.

We maintain appropriate staffing arrangements and comply with statutory requirements relating to staff-to-pupil ratios, first aid and health and safety. A suitably qualified paediatric first aider is available whenever children are present, and all staff contribute to creating a safe and supportive learning environment.

At Edleston, we recognise the importance of promoting healthy lifestyles from the earliest age. Through our curriculum and daily routines, children learn about healthy eating, oral hygiene, physical activity and personal wellbeing. We encourage children to make healthy choices and develop positive habits that support lifelong wellbeing.

In line with the requirements of Benedict's Law, Edleston Primary School is committed to safeguarding children with allergies and other serious medical conditions. We work closely with parents and healthcare professionals to ensure that individual healthcare plans are in place where required, staff are appropriately trained, and emergency medication is readily accessible. Allergy awareness is promoted across the school, helping to create a safe and inclusive environment where all children can participate fully in school life

Digital technology is used thoughtfully and purposefully within Reception. Any use of screens is carefully planned, age-appropriate and linked to a clear educational purpose. High-quality interactions, play, outdoor learning, communication and hands-on experiences remain at the centre of our practice. Technology is never used as a substitute for meaningful adult interaction or active learning experiences.

Appropriate assistive technology is considered where this supports the individual needs of children with SEND.

We take robust steps to ensure that all adults working with children are suitable to do so. Safer recruitment procedures are followed in accordance with statutory guidance, and all required identity, reference and DBS checks are completed before adults begin working with children. Volunteers and visitors are managed in line with school safeguarding procedures.

Our safeguarding responsibilities extend beyond physical safety to encompass children's emotional wellbeing, mental health and sense of belonging. We recognise that children may require additional support at different points in their development and work closely with families and external professionals where necessary to ensure every child receives the care, support and opportunities they need to flourish.

Further information regarding child protection, safer recruitment, online safety, staff conduct, allegations management, whistleblowing and safeguarding procedures can be found within the school's **Child Protection and Safeguarding Policy, Online Safety Policy, Staff Code of Conduct** and related safeguarding documentation

8. Monitoring Arrangements

At **Edleston Primary School**, we are committed to ensuring the highest quality Early Years provision for every child. Monitoring and evaluation are integral to our school improvement processes and support our vision of **Building Strong Foundations for Every Child**.

The quality of education within the Early Years Foundation Stage is monitored through the school's annual monitoring cycle and quality assurance procedures. Leaders regularly evaluate the effectiveness of the EYFS curriculum, teaching, learning environment, assessment practices, inclusion and safeguarding arrangements to ensure that all children receive a high-quality education and achieve their full potential.

Monitoring activities may include:

- Learning walks and provision reviews.
- Lesson visits and observations of practice.
- Planning and curriculum scrutiny.
- Assessment and progress reviews.
- Pupil voice and discussions with children.
- Reviews of learning environments and continuous provision.
- Evaluation of safeguarding, welfare and behaviour arrangements.
- Moderation of assessment judgements within school and with external partners.
- Professional dialogue between leaders and staff.
- Reviews of attendance, inclusion and outcomes for vulnerable groups.

Monitoring findings are used to celebrate strengths, identify areas for development and inform ongoing school improvement priorities, professional development and curriculum refinement.

The Headteacher, EYFS Lead and SENDCo work collaboratively to ensure that provision meets the needs of all children, including those with SEND, disadvantaged pupils and children who may require additional support. Governors also play an important role in monitoring the effectiveness of EYFS provision through visits, reports and discussions with school leaders. This helps provide appropriate challenge and support whilst ensuring accountability for outcomes and children's wellbeing.

Assessment information is used alongside monitoring evidence to evaluate the impact of the curriculum and identify next steps for both individual children and cohorts. Leaders regularly review children's progress, attainment and readiness for Year 1 to ensure that learning builds progressively and that children develop the knowledge, skills and confidence they need for future success.

This policy will be reviewed annually, or sooner should changes to statutory requirements, guidance or school procedures necessitate an earlier review. The Headteacher and Governing Board are responsible for ensuring that this policy remains effective and reflects current legislation, guidance and best practice.

Linked to:

- School Development Plan
- Monitoring and Evaluation Schedule
- Child Protection and Safeguarding Policy
- SEND Policy
- Teaching and Learning Policy
- Assessment Policy
- Staff Handbook

9. Linked Policies

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy

Statutory policy or procedure for the EYFS	Where can it be found?
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Children's screen use and use of mobile phones, cameras and electronic devices	See online safety policy, child protection and safeguarding policy and staff code of conduct
Safer recruitment, staff suitability and volunteer checks	See child protection and safeguarding policy, safer-recruitment procedures and single central record