



Gilbertstone Primary School

Early Years Foundation Stage Policy

1. Aims

This policy aims to ensure:

- 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
- A close working partnership between staff and 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 2021 statutory framework for the Early Years Foundation Stage (EYFS).

3. Structure of the EYFS

EYFS at Gilbertstone Primary School has two Reception classes. There are 30 children in each class taught by qualified primary school teachers with the support of experienced teaching assistants.

4. Curriculum

Our EYFS curriculum meets the requirements of the Statutory Early Years Framework and is planned using the Development Matters guidance to ensure we meet the needs of our children. The curriculum is underpinned through active play experiences that allow children to explore, play, and learn securely and safely both indoors and outdoors, that enables them to make sense of the world around them. Carefully planned continuous provision areas provide opportunities for children to take their learning and interests in their own direction. Enhancements are provided linked to the children's interests and the different topics we cover.

Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They can practice skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate, and ask questions. Our adults take an active role in child-initiated play through observing, modelling, facilitating, teaching, and extending play, skills, and language. Staff plan purposeful activities and experiences for children both indoors and outdoors. Topics are enhanced with quality storybooks and resources in the provision.

There are seven areas of 'Learning and Development' that must shape educational provision in all early years' settings. All areas of Learning and Development are important and are inter-connected. Our children's learning experiences enable them to develop competency and skill across these areas of learning. They require a balance of activities for children to develop effectively and to give them the best chance of obtaining a Good Level of Development at the end of their Reception Year.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas 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

Staff will also focus on teaching the 'essential skills and knowledge' in the four specific areas, which will help children prepare for year 1. Through these, the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
 - Comprehension
 - Word Reading
 - Writing
- Mathematics
 - Number
 - 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

Early Reading and Writing

Literacy in the Early Years is particularly important for children as it gives them a head start in learning essential skills, such as reading and writing that they will use on a daily basis. We believe that it is crucial for children to develop a life-long love of reading. Children are exposed to a language rich environment with a wide variety of books and story-telling props such as puppets and role play resources. We follow the Bug Club phonic programme which enables all children to learn the key skills needed in reading and writing. Opportunities are then provided for children to explore and extend this knowledge through child initiated and adult led activities. Children show this in range of ways including understanding and speaking in sentences, familiarity with phonics, demonstrating understanding of what they have read, the ability to write spoken sounds and words and by the end of the year, write independent sentences.

Early Maths

Maths is taught following the White Rose scheme, which is guided by the EYFS framework and supports work towards achieving the Early Learning Goals in Number and Numerical Patterns. In Maths, children are given opportunities to explore number and number patterns as practically as possible so that they gain a firm understanding of numbers and the number system. It is essential that the children develop these necessary building blocks to be successful mathematicians. Children are given opportunities to do this through exploring the value of numbers by using manipulatives such as Numicon, small counting objects, ten frames and counters, counting forwards and backwards, singing and chanting rhymes, stories and games. As well as this, children are provided with opportunities for rich Maths discussions to ensure a sound understanding of Mathematical vocabulary.

5. Assessment

At Gilbertstone Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement against the Development Matters bands. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. A written report to summarise observations is sent out to parents at the end of the summer term.

Reception Baseline Assessment (RBA)

Within the first 6 weeks that a child **starts reception**, staff will administer the statutory Reception Baseline Assessment (RBA). In addition to this, staff spend the first weeks of school getting to know the children and identifying their starting points.

Early Years Foundation Stage Profile

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
- 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 as part of their end of year report.

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

Ongoing assessments of children are used to identify gaps in learning and inform next steps in planning.

6. Working with parents

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

Parents and/or carers are kept up to date with their child's progress and development through parents' evening consultations and the end of year reports.

We encourage parents to share a child's achievements at home so that this can contribute to the holistic picture of a child's development. We have an email address specifically for this purpose where parents can email in pictures/videos/comments about achievements and special occasions at home.

Through workshops, guidance and information on the school website, parents and carers will have a greater understanding of how to support their child's development at home.

7. Transitions

Transition into Reception

Schools SENDCO and Early Years Lead attend an annual Early Years network event where both schools and Early Years providers (Nurseries) are able to discuss and share relevant information. This information is then disseminated to teachers and support staff to aid transition, ensuring the relevant support is in place for when the pupils begin their learning journey at Gilbertstone. Following these meetings, phone calls and/or visits are arranged with specific nurseries to support identified children and families further. In some cases, meetings will be made with parents prior to their child starting at Gilbertstone Primary.

Transition into Year 1

During the final summer term in reception, EYFS staff work closely together with Year 1 staff to discuss how we can implement transition from Reception to Year 1. EYFS staff pass on relevant key information to Year 1

staff to support a smooth transition. Children have opportunities to experience the Year 1 classrooms and playgrounds and meet their teachers.

8. Safeguarding and welfare procedures

We follow the safeguarding and welfare requirements laid out in the statutory framework for the early years and foundation stage.

The rest of our safeguarding and welfare procedures are outlined in our Safeguarding and Child Protection policy. This can be viewed on the school website.

9. Monitoring arrangements

This policy will be reviewed and approved by the governing body annually. The implementation of the policy will be monitored by the link governor for Early Years.

Policy agreed and adopted by the Governing Body 4 December 2024

Date of bi-annual review November 2026

Delegated to the Head Teacher for review

Appendix 1. List of statutory policies and procedures for the EYFS

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
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 procedure