Early Years Foundation Stage Policy

Spring Term 2026

Vision

At Elloughton Primary School we strive to empower our children to be independent, well rounded individuals who have a love of learning and seek challenge in everything they do."

We believe all children deserve to have an equal chance of success and are able to thrive. We provide a safe environment in which children can experiment, explore and progress in their own creative ways. We consider the individual needs, interests and development of each child and use this information to plan challenging and enjoyable experiences in all areas of learning and development.

Our curriculum provides all children with the knowledge, skills and understanding they need to be confident, inquisitive, curious, independent learners and influence their thinking across all areas of the curriculum.

Our Early Years Foundation Stage accommodates children from 3-5 years. Children are able to lead their own learning. Practitioners stimulate children's interests, responding to each child's needs and guide their learning skilfully. Practitioners know children's level of development and interests, then shape their teaching and learning experiences of each child reflecting that knowledge.

Intent

The intent of our EYFS curriculum is to ensure children develop the knowledge, skills and attitudes needed for future success.

We aim for children to leave the Early Years as confident, compassionate individuals who understand the importance of respect, equality and life in modern Britain.

Our curriculum is:

- Ambitious for all children
- Carefully sequenced across Nursery and Reception
- Built on the prior knowledge and experiences of our children
- Focused on communication, independence and curiosity

Curriculum Design

Our curriculum is carefully sequenced to build on our children's prior knowledge and experiences. We ensure progression across Nursery and Reception so that children develop the foundational skills foundational and understanding needed for Key Stage One.

We prioritise:

- Communication and language development

- Early reading and phonics
- Mathematical understanding
- Personal, social and emotional development

Learning is planned to be ambitious for all children, including disadvantaged pupils and those with SEND.

EYFS Implementation

We provide high-quality teaching and learning in a language-rich environment where every child is valued.

Children learn through a balance of:

- Adult-led teaching
- Guided group work
- Child-initiated play

Practitioners:

- Observe children closely
- Respond to interests and developmental needs
- Use skilled questioning and modelling
- Provide "in the moment" interventions to move learning forward

Learning and Development

The EYFS Curriculum consists of the seven areas of Learning and Development:

Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas:

- Mathematics
- Literacy
- Understanding of the World
- Expressive Arts and Design

We teach a wide range of foundation subjects across the EYFS via the areas 'Understanding of the World' and 'Expressive Arts and Design'.

- Science is covered through investigations and observations of the world around us.
- History focuses on the lives of the children and their families as well as looking at events and objects from the past.
- Geography looks at where the children live and makes comparisons to other places around the world, making sure to reference these on our world map.
- Social, moral, spiritual and cultural development, including studying British Values is incorporated into our Jigsaw lessons and circle times.

● We learn about different religions, cultures and festivals including Chinese New Year, Christmas, Sukkot, Diwali and Eid. We also provide a wide range of resources in our classroom which are sourced from many cultural backgrounds.
● Art and Design is taught through adults modelling skills and children's independent exploration.

Children's learning is documented through Class Dojo portfolios, Journals and floorbooks. Parents are able to add photographs and commentary to share learning at home.

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- **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.

During independent learning time, staff harness children's new ideas and thoughts and use these teachable moments to their advantage. This time allows the adults to identify children's next steps which reflect their developmental readiness and individual needs. Our continuous provision allows both staff and children to have resources they need at their fingertips and our rich communication based learning environment allows progression.

Our EYFS children have access to the outdoor area. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and provide high quality resources, both inside and outside enabling the children to develop in all areas of learning. We also ensure that children experience a range of educational visits to develop their experiences and learning further.

Cultural Capital

We provide a wide range of experiences to broaden children's knowledge of the world, including visits, visitors, baking, forest skills and exposure to new opportunities beyond their immediate environment.

Impact

Our next steps happen "in the moment". When an adult is interacting with a child during independent learning, they talk to the children using effective questioning to ask what that child knows, identify an area for development (understanding, misconception, vocabulary, sentence structure etc.) and then fill that gap in learning through running commentary. This enables the child to fill that gap in their learning and to progress to understanding. An adult then helps that child to share their newfound understanding to check progress has been made.

Induction into School

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have already played, and will continue to play, in educating the children. We do this through:

- Our home visit programme which enables the EYFS Leader & teacher meet all the children and their parents before they start school in the Autumn Term;
- Providing the children with the opportunity to spend time in school during the Summer Term, both with and without their parents;
- Inviting the parents to a welcome meeting during the Summer Term before they start school;
- Encouraging parents to talk to the child's teacher if there are any concerns;
- Providing parents with regular opportunities to talk about their child's progress, both through termly parents consultation meetings, and at other times as the need arises;
- Providing parents with regular opportunities to share their child's learning journey through Class Dojo;
- Encouraging parents to support the learning in school and to take an active part in the learning process;
- Providing realistic targets for children;
- Providing an EYFS handbook outlining provision/daily routines:
- Organising a range of events in school for parents to attend e.g. Stay & Play.

Key Workers

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. All the children are allocated a Key Worker which ensures a sense of belonging.

Parents

At Elloughton Primary School, we recognise that children learn to be strong and independent from secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Parents are encouraged to add observations to their child's portfolio on Class Dojo. There is a weekly home learning challenge which develops key skills and brings the family together. Parents are given support with their children's learning at home through videos on Class Dojo e.g. giving guidance on phonics and maths. We also expect children (when ready) to read daily and complete DoodleMaths to reinforce learning.

We regularly invite parents in to see the classroom and their child's learning journey so far as well as termly parental consultation meetings. Staff contact parents on a very regular basis to update them on progress and assessments, informing the parents what they can do at home to support their child.

Phonics and Early Reading

Children learn to read through the teaching of synthetic phonics where children have **daily** phonics lessons which follow a clear, consistent teaching sequence and provide opportunities for children to practise reading and blending words/sentences daily.

The order of phonemes taught corresponds to our reading scheme, Little Wandle. We have fidelity to the Little Wandle scheme following their order of teaching and have developed our own teaching resources which are consistent throughout school. Through training and coaching, we have developed a consistent approach to phonics teaching using the same lesson structures, terminology, flashcards and classroom displays.

In early reading, only phonetically decodable books are issued for independent reading, and these match the grapheme- phoneme correspondence that children know.

Maths

We believe that maths in the EYFS should be relevant and accessible. We build strong foundations in number, shape, and pattern through playful, practical experiences. Following the White Rose Maths approach, children explore early addition, subtraction, and problem-solving in meaningful contexts – from playing shop and using real money, to measuring ingredients when baking.

Our environment is set up to encourage children to use maths in real-life situations, developing independence and confidence. Through songs, stories, games, and hands-on activities, children deepen their understanding of numbers to 20 and begin to use key resources such as Numicon, ten frames, and counters.

From the spring term, children are introduced to Doodlemaths, a fun personalised app that supports their learning at home and builds confidence through short, regular practice. We expect all children to complete this at least 4 times a week to build fluency and confidence.

Play

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems." (Non-statutory Early Years guidance Birth to 5 Matters 2021).

We believe that well planned and purposeful play is vital in encouraging young children to learn. We plan, organise and resource the indoor and outdoor spaces appropriately. Through play, our children explore and develop learning experiences, which help them make sense of the world.

They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They can express fears or re-live anxious experiences in controlled and safe situations. Our policy on play defines the features of effective play in our school (See appendix 1).

Children's knowledge, skills and understanding within each area of the curriculum will be developed through a combination of teacher-led learning, supported and guided group time, play-based learning, and time to develop their knowledge and skills independently.

Although adults in the EYFS will support and scaffold pupils' learning to enable them to reach their full potential, there will be a wide range of opportunities for children to develop and progress independently through play-based learning known as 'Areas of Continuous Provision' or 'Free Flow Learning'.

On a daily basis children will experience a balance of focused group work and independent or supported Free Flow Learning.

Special Educational Needs and Disabilities (SEND)

We ensure that all children, including those with SEND, are supported to achieve their full potential.

Early identification is a priority. Staff use ongoing assessment to identify any concerns and work closely with the school's SENCo to implement appropriate support.

We follow a graduated approach:

- Assess
- Plan
- Do
- Review

We work in partnership with parents and external agencies where appropriate to ensure that children receive the support they need.

Assessment

Throughout Early Years, the children's knowledge, understanding, skills and achievements are assessed and tracked.

At the start of Reception, children are assessed to determine a baseline, or starting point, for their future learning. This is completed using the government baseline test as well as making our own judgements based on the adults' observations of children during activities and play. This data is used to plan next steps for each child.

Once a term, staff assess the pupils against half termly 'On track' statements generated in school. These statements are based on practitioner knowledge and experience of progress in Early Years, progression documents and the necessary skills to work towards the Early Learning Goals. Any pupil who is not currently working at the expected level is offered additional interventions to support their progress and development. At the end of the year, the EYFS profile provides a summary of every child's development and learning achievements including whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher who uses the exemplification documents, and their knowledge of the children to make a 'best fit' judgement.

The children are assessed as achieving a 1 or 2 against each area of the EYFS curriculum:

1 = Emerging ELG- Not yet meeting the expected level

2 = Expected ELG - Meeting the expected level

Admissions

Our current admissions arrangements are in line with East Riding Council.

Transition to Key Stage One

Careful planning and liaison between staff ensures the transition from the Foundation Stage to Key Stage One is as smooth as possible. The children are given the opportunity to get to know their new teacher through different sessions, and visits to their new classroom during the summer term. With the characteristics of effective learning being such a central

role and running through and underpinning all seven areas of learning and development, representing processes rather than outcomes, information describing the child's characteristics of effective learning will be provided to Year 1 teachers as a vital background and context when considering a child's next stage of development and future learning needs.

Race Equality

We will endeavour to ensure that all teaching in the Early Years and resources purchased will be free from bias. We will use resources which reflect diversity and are free from discrimination and stereotyping.

A Unique Child

At Elloughton Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. We use praise and encouragement to help children to develop a positive attitude to learning and reinforce the values from our moral compass.

Inclusion

At Elloughton Primary School we believe that all our children matter. All children and their families are valued within our school. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children from disadvantaged backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;

- Using a wide range of teaching strategies based on children's learning needs;

- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;

- Providing a safe and supportive learning environment in which the contribution of all children is valued;

- Monitoring children's progress and taking action to provide support or extend and challenge learning as necessary.

- Using resources which reflect diversity and are free from discrimination and stereotyping.

It is important to us that all children in the school are safe. We educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

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.*" (Early Years Foundation Stage, Statutory Framework, 2014)

At Elloughton Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

● Promote the welfare of children.

● Promote good health, preventing the spread of infection and taking appropriate action when children are ill.

● Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.

● Ensure all adults who look after the children, or who have unsupervised access to them, are suitable to do so.

● Ensure that the premises, furniture and equipment are safe and suitable for purpose.

● Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

● Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

● Ensure children can be seen and heard at all times within the inside and outside environments.

Health, Safety and Risk Assessments

We ensure that the environment is safe and secure through daily risk assessments of indoor and outdoor areas. Any hazards are identified and minimised to reduce risk to children.

Children are supervised at all times and staff deployment ensures that children are always within sight and/or hearing of an adult.

We follow clear procedures for:

- Administering medicines (with parental consent)
- Managing accidents and recording incidents
- Infection control and hygiene
- Responding to illness

Intimate Care

In EYFS, we recognise that children are still developing independence with toileting and that occasional accidents can happen. Our staff support children in a calm, discreet and respectful way, helping them to feel comfortable and confident as they grow in independence. We work closely with parents to ensure each child's needs are met sensitively and appropriately.

Use of Mobile Phones and Cameras

Devices are used in line with Staff Acceptable Use policy.

Safeguarding and Child Protection

Safeguarding is of paramount importance at Elloughton Primary School. We are committed to ensuring that all children are safe, protected from harm, and able to learn in a secure environment.

We follow the statutory guidance set out in *Keeping Children Safe in Education (KCSIE)* and the *EYFS Statutory Framework*.

The school has a designated safeguarding lead (DSL) who is responsible for safeguarding and child protection. All staff are trained to recognise signs of abuse and neglect and understand the procedures for reporting concerns. Any concerns about a child's welfare are reported immediately to the DSL.

We ensure:

- All staff and volunteers undergo appropriate safeguarding checks, including enhanced DBS clearance.
- Staff receive regular safeguarding training and updates
- Clear procedures are in place for reporting concerns or allegations against staff.
- Children are taught how to keep themselves safe, including through age appropriate discussions and routines.

We maintain a culture of vigilance where safeguarding is everyone's responsibility.

Food, Drink and Health

At Elloughton Primary School, we recognise the importance of a healthy diet in supporting children's growth, development, and long-term well-being. In line with the Early Years Foundation Stage (EYFS) statutory framework and government nutritional guidance, we ensure that all food and drink provided meets high standards for quality, balance, and safety.

Healthy Meals and Snacks

- All meals, snacks and drinks are **healthy, balanced and nutritious**.
- We promote variety, including fruit, vegetables, protein, and wholegrains, while limiting foods high in salt, sugar, and saturated fat.
- Fresh fruit and vegetables are provided daily as part of snack and meal options.
- Children are encouraged to try new foods in a positive and supportive environment.

Drinking Water

- **Fresh drinking water** is available to children at all times of the day.
- Children are encouraged to independently access water and drink regularly.

Special Dietary Needs

- All children's **individual dietary requirements, allergies, cultural and religious needs** are respected and catered for.
- Parents are asked to provide up-to-date information on dietary needs, which are recorded and shared with all relevant staff.
- Risk assessments and allergy management plans are implemented where necessary.

Oral Health

- We actively promote **good oral health** by:
    - Encouraging healthy food and drink choices (e.g. avoiding sugary drinks and snacks).

- Sharing information with parents on looking after children's teeth.
- Incorporating oral health awareness into the curriculum, for example through stories, discussions, and role play. This is revisited throughout the year with the dental nurse visits.

Mealtimes as Learning Opportunities

- Staff sit with children during mealtimes, modelling healthy eating habits and encouraging conversation.
- Mealtimes are treated as an opportunity for children to develop social skills, independence (e.g. pouring drinks, serving food), and good table manners.

Hygiene and Safety

- All food is prepared, stored, and served in accordance with food hygiene regulations.
- Staff involved in food handling are appropriately trained.

Robust systems are in place for monitoring allergies, preventing cross-contamination, and responding to medical needs.

Staffing and Ratios

At Elloughton Primary School we are committed to ensuring that children in the Early Years Foundation Stage are cared for and taught by well-qualified and experienced practitioners in line with the statutory requirements.

We adhere to the statutory staffing ratios set out in the EYFS framework:

- Nursery (3–4 years): 1 adult to 13 children (where a qualified teacher is present) or 1:8
- Reception: 1 adult to 30 children (with a qualified teacher)

We ensure that ratios are maintained at all times, including during outdoor provision, lunchtimes, and educational visits.

All staff working within the EYFS are appropriately qualified. At least one member of staff with a full and relevant Level 3 qualification is present at all times.

At least one member of staff who holds a current Paediatric First Aid (PFA) certificate is on the premises at all times and accompanies children on outings.

All staff are subject to robust recruitment and vetting procedures to ensure their suitability to work with children.

Confidentiality and Information Sharing

We recognise the importance of confidentiality and handle all information in line with data protection regulations (UK GDPR).

Information about children and families is stored securely and only shared with relevant professionals when necessary, in line with safeguarding procedures.

Monitoring Teaching & Learning

The Headteacher, Early Years Foundation Stage Leader, Subjects Leaders and EYFS Governor carry out monitoring of the EYFS through observations and discussions as part of the whole school monitoring schedule.

Monitoring and Review

EYFS provision is monitored regularly by senior leaders and the EYFS Lead to ensure high-quality teaching, learning and care in line with the EYFS statutory framework. Observation, assessment information and the learning environment are reviewed to evaluate impact and support continuous improvement. This policy is reviewed every three years or sooner if required.

Adoption, Approval, Sign Off

Signed	**Mrs Brammall**
On behalf of	Pupils Standards & Development Committee
Date	Spring Term 2026

Document Control

Title of document	**Early Years Foundation Stage Policy**
Revision number	**3**
Review frequency	3 years
Next review date	Spring Term 2029
Type or status	Policy
Statutory?	Yes

Appendix A

POLICY FOR PLAY

The aims of this play policy are:

- Raise the awareness of the need for play by all adults/parents/carers
- Plan for play and identify opportunities for extending play
- Provide equality of access to play
- Clarify the role of the adults
- Ensure that the environment and resources are conducive to quality play.

Definition of Play

Play underpins all development and learning for young children. Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally.

Why Play is important

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development. They practise and build on ideas, and learn to understand the need for rules.

Quality Play – what does it provide?

● Enables children to develop and learn

● Allows children to develop the feelings of involvement and well being

● Gives opportunity to sustain play over a period of time

● It is carried through to an ending that the children find satisfying

● Enables individual children to be absorbed by the play

● It is fun and enjoyed by the children

● Opportunities to think creatively alongside other children, and communicate with others as they investigate and solve problems.

Planning for Play

Play comes naturally and spontaneously to most children, though some need adult support. This is done when practitioners:

● Plan and resource a challenging environment where children's play can be supported and extended.

● Extend and develop children's language and communication in their play through sensitive observation and appropriate intervention.

● Intervene in play if it is racist, sexist or in any way offensive, unsafe, violent or bullying.

Assessment

Assessment can take place at any time. It can be planned or spontaneous. Assessment may take place when children are playing and this is then analysed and used to plan for the next steps in children's learning.

We provide:

● Space

● Time

● Stimulus and materials

● Adult encouragement and interest

● Equality of opportunity for all children

We make provision for play so that there are opportunities to:

● Explore materials both inside and outside

● Develop role play

- Develop concentration
- Develop speaking and listening
- Enhance social skills

How we are making this provision:

- Through a structured framework
- Allowing play to develop over varying lengths of time
- Appropriate and accessible storage of equipment