



"Be happy and aim high"

# **EYFS Policy**

## **2026-2027**

Member of staff responsible: Miss Poulter

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## **Introduction**

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of the Reception Year, which in Lambourne Primary School, is Reception Class.

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself.

Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking.

## **Aims/Objectives**

At Lambourne Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and carers to help every child reach their full potential.

As outlined in the 'Statutory Framework for Early Years Foundation Stage':

*'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances.'*

## **Statutory Framework of EYFS**

At Lambourne Primary School we follow the 'Statutory Framework of the EYFS'. Within this framework there are four guiding principles which shape our practice.

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
2. Children learn to be strong and independent through **positive relationships**;
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Children **develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

As part of our practice we:

- Provide a balanced curriculum based on the statutory Early Years Foundation Stage Framework (2025), across the seven curriculum areas, using play as the vehicle for learning;
- Promote equality of opportunity and anti-discriminatory practice.
- We provide early intervention for those children who require additional support;
- Work in partnership with parents and carers;

- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported;
- Provide a secure and safe learning environment indoors and outdoors.

## **Early Years Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve.

All seven areas of learning and development are important and interconnected.

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, both in the EYFS and into Key Stage 1. These three areas are the **prime** areas:

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

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied:

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

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

Three characteristics of effective teaching and learning are:

1. **Playing and exploring** - children investigate and experience things, and 'have a go'.
2. **Active learning** - children concentrate and keep on trying if they encounter difficulties.
3. **Creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We create medium term plans based on a series of topics, each of which offers experiences in all seven areas of learning.

We always remain flexible to allow for unplanned circumstances and children's responses. Our planning is continually evaluated by all staff to ensure that children's individual 'next steps in learning', and personalised learning needs are met.

Children will engage in whole class and small group activities alongside their independent learning. There are also allocated times for whole class daily 'carpet learning sessions'.

The curriculum is delivered using a play-based approach as outlined by the EYFS framework: *'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. Children learn by leading their own play, and by taking part in play and learning that is guided by adults'.*

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact, when appropriate, to stretch and challenge them further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating learning environment to encourage children to free-flow between inside and outdoors as far as possible.

## **Early reading and Phonics**

At Lambourne Primary school we follow Twinkl Phonics which is a DfE validated phonics scheme. Phonics lessons are taught daily, and opportunities for further learning are planned for within the EYFS provision.

Children will have the opportunity to take home a reading book in line with their phonics lessons each week to share with parents at home. In addition to this, children have the opportunity to choose a book from our school library to encourage and develop reading for pleasure.

## **Observations and assessment**

At Lambourne Primary school we carry out the statutory Reception Baseline Assessment (RBA) during the first 6 weeks of them entering Reception.

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways and everyone in class is encouraged to contribute.

Observations of children's achievements are collected (observations, photographs, children's work) in a variety of means. These include an online Learning Journal, Maths/Literacy/Topic books. These ongoing observations are used to inform the Early Years Foundation Stage Profile/Development Matters bands. The children's progress is reviewed continually.

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;

- meeting the level of development expected at the end of the EYFS (expected), or
- not yet reaching the level (emerging)

This profile data is sent to the Local Authority and used to help school benchmark and identify improvements.

## **The role of parents/carers**

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

- During the summer term prior to starting school, a 'Meet the Teacher' assembly will be held. This provides parents with the opportunity to meet their child's Reception teacher and receive information about the Early Years curriculum and our approach to learning;
- We carry out home visits before children begin Reception. During these visits, parents have the opportunity to discuss their child's interests and needs, and to share any concerns in the safe and familiar environment of their home;
- Being welcoming and approachable for parents to voice concerns/ask questions;
- Inviting them to a parent evening in the Autumn and Spring terms to discuss how their child has settled, and to share progress and next steps for learning;
- Encouraging parents to read with their child at home and make comments in their reading record books;
- Inviting parents into school for 'parent phonics' sessions to demonstrate how we teach Phonics and help them support their child;
- Providing parents with an end of year summary report detailing achievements and their child's Early Years Foundation Stage Profile;
- We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

## **Transitions**

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. Children attend a number of introductory sessions with their parents/carers in the summer term prior to them starting school, and our Reception staff visit the local nurseries and preschools to familiarise themselves with the children.

Parents and carers are encouraged to attend the 'Meet the Teacher' assembly with the Reception staff in school. This is a valuable opportunity to learn about the Early Years provision, meet their child's class teacher, and receive key information about learning throughout the year.

At the end of the EYFS, our Reception teacher meets with the Year 1 teacher to liaise with them and discuss the individual children and their specific needs. The children's assessment data is sent with them to Year 1 so that their new teachers are able to plan for their 'next steps in learning' from the moment they enter their new class. Children meet their Year 1 teacher and spend the morning in their new classroom to ensure that they are familiar, comfortable and are 'next year ready'.

## **Monitoring of the EYFS**

We are committed to providing the best possible experiences for our children. The EYFS Leader is responsible for monitoring provision, teaching and learning and children's progress. Information is shared with the Head teacher and Reception team as appropriate, and any necessary actions are taken.

All adults in the Reception team have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed as part of performance management targets.