



RFPS Early Years Foundation Stage (EYFS) Policy

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1. Accommodation

The Reception classroom has been designed specifically as an open plan space. Within this, each teaching group has their own dedicated area which is used for whole class teaching. Reception children explore purposeful learning activities in indoor and outdoor teaching spaces covering all areas of the Foundation Stage curriculum. Reception have their own dedicated toilet block and cloakroom areas. The Reception Classroom has direct access to a dedicated outdoor space which is sometimes shared with year 1.

2. Definition

For the purposes of this policy document Early Years refers to our Reception Class of 4-5 year olds. RFPS doesn't have a Nursery.

3. Introduction

Early Years education is the foundation upon which children build the rest of their lives. This policy therefore acknowledges the role of parents and carers as the child's first educators and affirms the value of continuing parental involvement in their child's education.

4. Principles of the Early Years Foundation Stage

Unique Child

- Children develop rapidly during the early years – physically, intellectually, emotionally and socially
- All children are included regardless of ethnicity, culture, religion or if newly arrived, from asylum seeking families and those with refugee status. Inclusion also encompasses home language, family background, special educational needs, disability, gender and ability.

Positive Relationships

- Parents and practitioners should work together in an atmosphere of mutual respect within which children can have security and confidence
- Practitioners need to ensure that all children feel included, secure and valued, and are encouraged to develop their interests, gifts and talents. Above all, high quality care and education by practitioners will lead to effective learning and development for young children

Enabling Environments

- The Early years' experience should build on what children already know and can do. Staff need to observe children carefully in order to understand and consider their current interests, development and learning.
- To be effective, an early year's curriculum needs to be carefully structured
- Practitioners must be able to observe and respond appropriately to children, informed by a knowledge of how children develop and learn



- For children to have rich and stimulating experiences, the learning environment should be well planned and well organised to enable both child initiated and adult directed tasks
- Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements
- Effective education requires practitioners who understand their children

Learning and Development

- There should be opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves
- Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process, and help them make progress in their learning
- Effective learning will be promoted by taking into account how children learn best – playing and exploring, active learning, creating and thinking critically

5. Aims for the Early Years Foundation Stage

- To foster an appreciation of each child's uniqueness and to encourage values such as honesty, fairness, respect and care for others
- To provide the firm foundations of learning for all children including in social, moral, spiritual and cultural education.
- To offer advice and assistance to the parents of our pupils with regard to the early education of their children
- To provide a welcoming, secure, happy and nurturing environment which awakens curiosity and arouses interest
- To develop an induction programme which promotes a smooth and happy transition from:
 - a. home to school
 - b. nursery to school
- To provide the children with equal opportunities to challenge stereotypes, to provide understanding of cultural and physical diversity and to be responsible to local needs
- Provide an environment that reflects the diversity of our people in our society and prepares the Reception child for life in a multi-cultural society
- To ensure that our expectations of a child's role and abilities will not differ for reasons of cultural background
- Give all languages and cultures equal status and respect
- To provide a curriculum that is appropriate to the needs and abilities of all children, that all pupils have the same entitlement to the best education possible
- To respect different cultures and beliefs
- To promote, recognise and reward positive behaviour through our celebration assemblies
- To know/understand and aspire to both school and class rules
- To work in partnership with parents and carers



- To provide an atmosphere in which adults and children can feel secure, valued and confident
- To foster a sense of self-worth and to show children they are valued, encouraging self-esteem and confidence
- To help the child to adapt from a one to one relationship and to relate to a situation where many children have to share the attention of one adult
- To provide informal and scheduled opportunities for parents of young children to meet to discuss issues or concerns and to encourage parental links
- To give children the opportunity to record their learning through core subject books, class floor books and the Seesaw online platform. These will be shared with parents at regular intervals
- EYFS staff to attend INSET, courses and meetings which aid professional development
- To adhere to the Behaviour Policy of the school
- To monitor the quality of learning and teaching in the Foundation Stage
- EYFS to be well resourced and managed
- Ensure Foundation staff are led well and informed of national, local and school decisions which will impact on the Foundation Stage

6. Curriculum

The curriculum for the foundation stage should underpin all future learning by supporting, fostering, promoting and developing children's:

- Personal, social and emotional well-being
- Positive attitudes and dispositions towards their learning
- Social skills
- Attention skills and persistence
- Physical development
- Communication and language
- Literacy
- Mathematics
- Understanding of the world
- Expressive Arts and Design

The curriculum is planned in accordance with DfE guidance in seven areas of learning. It is carefully designed to provide sequential learning opportunities appropriate to the development of young children and to ensure children can meet the learning goals by the end of the Foundation Stage. The curriculum is planned in a way that ensures all children can access it with careful consideration given to especially children who have EAL, SEND, who are disadvantaged or are lower or higher attaining.

6.1 The Areas of Learning are:

- Communication and Language



- Listening, attention and understanding
- Speaking
- **Personal, Social and Emotional Development**
 - Self-Regulation
 - Managing Self
 - Building Relationships
- **Physical development**
 - Gross Motor Skills
 - Fine Motor Skills
- **Literacy**
 - Comprehension
 - Word Reading
 - Writing
- **Mathematics**
 - Number
 - Numerical Pattern
- **Understanding of The World**
 - Past and Present
 - People, Culture and Communities
 - The Natural World
- **Expressive Arts and Design**
 - Creating with Materials
 - Being Imaginative and Expressive

Children's emotional development will be fostered and promoted through experiences which enable them to:

- Feel valued
- Have opportunities to be independent
- Care for and empathise with others
- Develop self confidence

Children's personal and social development will be fostered and promoted through experiences which will enable them to:

- understand what is right, what is wrong and why
- interact, co-operate and collaborate with others
- take turns and negotiate
- take responsibility for their own actions
- experience adult support and attention
- identify clear goals
- value their own culture, religion, ethnicity and language and respect those of others



- challenge stereotypes – gender, newly arrived, asylum and refugee families or disability
- aspire to a clear set of rules

Children’s intellectual development will be fostered and promoted through experiences which will enable them to:

- question, wonder, observe and talk with adults and other children
- act out real and imaginary situations
- set personal challenges and solve problems
- be supported by an adult who encourages independent learning
- engage when staff implement techniques such as “Listen, Think, Talk” and “Sustained Shared Thinking”.

Children’s physical development will be fostered and promoted through experiences which will enable them to:

- operate in sufficient space indoors and outside to move, play and be active
- gain control over their bodies
- practise gross and fine motor skills
- interact with sympathetic adults who are aware of their developing personal needs

6.2 Parent/Carers

Relationships with parents and carers will be promoted by:

- sensitive and flexible induction procedures
- providing a variety of opportunities for contact between home and school
- sharing insights about a child’s development, progress, attainments and needs
- sharing information relating to schemes of work/planning
- appropriate and effective means of communication
- opportunities to participate in school life in a variety of ways
- implementation of the school’s equal opportunities/anti-racist policy in the wider context and taking measures to promote equal access
- encourage parents/carers to participate in their children’s learning in whatever ways they feel able to

7. Inclusion

7.1 Equal Opportunities

We aim to:



- consider issues of race, language needs for children who have English as an additional language, gender, physical disability, special educational needs and social disadvantage when planning curriculum content, organisation, the learning environment and teaching style
- promote positive images through selection of pictures, books, toys, displays, dance, songs and music, assemblies, party celebrations, circle time and equipment
- be sensitive to and supportive of, the diverse nature of children's lives and to celebrate the multi-cultural make up of our society

7.2 Race Equality

We provide a curriculum that enables children to appreciate their own cultural traditions and the diversity and richness of other cultures. We respect different cultures and beliefs as part of the schools' policy to promote anti-racism strategies.

7.3 Able, Gifted and Talented

We challenge all children and strive for every child to believe in themselves and aim for the highest possible personable achievement. Although for the Early Learning Goals teachers only assess children as either at the expected level of development, or not yet meeting the expected level of development (emerging), they will still have regard for those children who AG&T. For AG&T children this achievement is enhanced by the provision of intellectually challenging tasks, a creative and stimulating curriculum and achievable goals.

AG&T children are identified in EYFS through:

- teacher observation
- information given by parents/carers
- providing an appropriate curriculum for all pupils regardless of ability through differentiation – enrichment - assessment

8. Environment

The indoor and outdoor environments will foster and promote learning by:

- being well resourced and focusing on the areas of learning
- reflecting a diversity of cultures and children's interests
- being welcoming and nurturing through a well-planned out environment
- addressing diverse special needs to enable equal access
- enabling children to access equipment and resource their self-initiated learning
- adhering to health and safety regulations
- displaying and celebrating children's work
- Adequate resources will be provided including access to technology.

The outdoor environment will engage children in all aspects of learning but will offer opportunities for physical, large scale exploratory and messy play more suited to an open, outdoor environment.

9. Learning and Teaching Strategies

Adults will support children's development by:

- careful and regular observation to assess each child's progress and needs
- embedding new learning in what is known or familiar
- using a variety of different teaching strategies and organisation
- providing materials, artefacts and information at appropriate times to enhance understanding, respect for cultural diversity and challenge stereotypes
- providing a wide choice of tools and materials to encourage children's planning and decision making skills and their sense of autonomy
- ensuring a balance between adult directed, adult supported and child initiated activities
- maximising opportunities for experimental learning
- maximising opportunities for both knowledge based and imaginative play
- minimising routines etc. which interrupt concentrated involvement in activities
- encouraging positive dispositions towards learning
- using assessments based on observation in order to inform planning and the provision of work differentiated to individual needs.
- Using SEN support where necessary

10. Early Years Assessment, Planning and Recording and Reporting

In EYFS assessments take a variety of forms. One of the main tools is observation. Formative observations of the children are taking place throughout the school day, and although many of these are not formalised, 'wow moments' will be recorded on Seesaw to be shared with parents. Parents are encouraged to add observations of wow moments at home. Observations are discussed within the EYFS Team to influence future planning and identifying the children's next steps.

On entry to the EYFS, children complete a national baseline assessment. In addition to this, teachers complete initial assessments of the children in the wider areas of the EYFS curriculum. These assessments are then used to track the children's progress as they move through the year and through the school. Alongside ongoing formative assessments and monitoring progress in books, our school system Bromcom is used to track and analyse the progress of every child and groups of children to ensure any gaps in learning are addressed and next steps identified.

10.1 Planning

We aim to:

- provide opportunities for adults who are working with children to share in the planning process
- EYFS planning for continuous and enhanced provision is a working document that can be adapted as the week goes along based on observations and children's interests.
- see planning, implementation, assessment and review as an ongoing process
- use observation to assess children's progress

The Foundation Stage's team meet on a regular basis to liaise, plan and provide continuity and progression in the curriculum. The EYFS teaching team meet regularly to plan, review provision and ensure the curriculum is sequential, knowledge rich and skills based.

10.2 Recording

We aim to make records of children's achievements and progress purposefully for:-

- Future planning
- Informing parents
- Celebrating success with the children
- Allowing children to reflect on their progress

10.3 Assessment

Within the context of national requirements and the school policies relating to assessment, planning, recording and reporting of children's progress, it is the responsibility of all staff in EYFS to ensure:

- children's progress is monitored
- individual educational needs are identified
- records are kept in a form which is accessible to relevant staff
- information gathered is informative and helpful to parents and carers
- assessment is within a normal classroom context and routine and is sensitively carried out.
- observation is used to assess children's progress and identify next steps
- children's' work is celebrated in class floor books, on Seesaw and in guided work books for English and Mathematics

11. Leadership and Organisation

The Foundation Stage's team consists of two classes of 30 children, who are also supported by teaching assistants. The leadership of Foundation Stage is the responsibility of a middle leader who is responsible for EYFS and has a Teaching and Learning Responsibility (TLR). She is supported by and reports to the Headteacher and School Leadership Team.

The responsibilities of the EYFS Leaders include:

- the implementation and monitoring of the Foundation Stage.
- ensuring the implementation of the Foundation Stage's Policy
- ensuring the efficient running of the Foundation Stage's classes
- monitoring the quality of learning and teaching in the Foundation Stage
- managing resourcing of the EYFS.
- Manage the Foundation Stage staff informing them of national, local and school decisions which will impact on the Foundation Stage.
- Liaising with outside agencies

12. Induction Process

Summer Term prior to September Start

Information meetings for parents

Home Visits & Nursery Visits (where possible)

Children visit the school setting with their parents in small groups

Children visit the school setting without parents for a short period of time

Phased Integration during First Weeks:

For the first days in September, children start school on a part time basis to become more familiar with the environment and expectations of school life. This allows teachers to fully get to know the children. This builds up quickly to full classes and from the short sessions to full days. By the end of the first week, children are in together as a full cohort. By the second week of September, children will attend school for full days.

13. Transition into Year 1

During the final term in Reception, the EYFS profile is completed for each child. The profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, their characteristics for learning and their readiness for Year 1.

Each child's development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or not yet reaching expected levels (emerging). Year 1 teachers work closely with Reception teachers throughout the year to gain better understanding of the curriculum and the children's needs. At the end of the year, Year 1 teachers are given a copy of the profile report with a short commentary on each child's skills and abilities in relation to the three characteristics of learning.



Rugby Free

Primary School

Children spend time in the Year 1 classrooms with their Year 1 teacher towards the end of the summer term to support their transition into Key Stage One.