



Early Years Foundation Stage - EYFS Policy

Agreed at (please indicate with a *):

Full Governing Body Meeting

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Children and Learning Committee Meeting

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Resources Committee Meeting

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Date: 13.11.25

Early Years Foundation Stage Policy

“If I can ask my own questions, try out my ideas, experience what’s around me, share what I find;

If I have plenty of time for my special pace; a nourishing space, things to transform;

If you’ll be my patient friend, trusted guide, fellow investigator, partner in learning;

Then I will explore the world, discover my voice and tell you what I need to know in a hundred languages.”

Pamela Houk

1. Vision

It is our vision that our children:

- Feel safe, secure, stimulated and happy during their early years so that they are ready to learn.
- Are inquisitive about their world, relish learning new things and seize opportunities to try new experiences.
- Can effectively communicate their thoughts, feelings, ideas, understanding and questions with their friends, family and other familiar adults.
- Have self-belief and know that if they can’t do something yet, they can learn to do with practice.
- Have the essential knowledge they need to prepare for future success in their learning.

2. Our Early Years curriculum is brought to life by our seven commitments:

HAPPINESS

We want every child to love their time in Nursery and Reception. For this to happen we know that each child needs to feel settled and safe in their learning environment as well as inspired and excited by the learning opportunities on offer. We have a carefully structured approach to support children with the changes and transitions that happen throughout the early years. From the visits and settling in sessions during their first days at Stamford Green, to the gradual changes to the timetable and curriculum throughout the year which ensure children are challenged to work in their stretch zone, and are prepared for the next stage of their education, we believe that small steps work best.

INSPIRING

Our Early Years curriculum is designed to challenge and inspire all children, giving each individual an understanding of the joy of learning, exploring, discovering and being able to do new things. Learning happens just as much in the outdoors as indoors – the learning environment is carefully planned to give children opportunities to try new things, to work with others and to be inspired to be creative. Time spent outside in the Nursery and Reception classrooms, or at Forest School, encourages a connection with the natural world and includes practical tasks, which support the development of physical confidence.

LEARNING

Our early years curriculum is carefully planned, based on age related expectations and learning is sequenced to support children to gain confidence in key knowledge and skills. Carefully selected specific vocabulary which relating to learning is explicitly taught, practised and used – as are key concept words which shape how children think about, make sense of and interact with the world. Each half term children focus on specific learning focuses and key skills in the seven areas of the early years foundation stage curriculum. They have many opportunities to explore, practise, talk about and develop their understanding both in directed activities and teaching, and through activities that they can choose to do in the learning environments of the inside and outside classrooms. There are opportunities to revisit, review, make links and build on previous learning throughout the year which ensure secure foundations for the next step of learning.

TOGETHERNESS

Learning is built on strong relationships in the early years. Children work with adults and other children to develop skills in all areas of curriculum. It is through trusting relationships that children's communication and language skills develop and become effective as they use talk to play and share with their peers and adults.

We believe that a strong relationship between home and school is key to successful learning and, beginning before children start at Stamford Green, we seek to learn about children as individuals from their family's perspective as well as from other early years settings they may have previously attended. Throughout the early years we regularly share information about children's progress and the learning that is happening in school and we work with children's families so that they can understand ways in which they can support their child's learning and development.

VALUES

The development of independence is a corner stone of our early years provision. We recognise that children who are able to be independent at their stage of development have a sense of self efficacy which will form part of the foundation of their future happiness. We value resilience. Children come to understand that learning new skills doesn't happen by magic, but through effort and practice, which can sometimes be tricky and needs us not to give up when it doesn't work out first time.

Children learn to encourage others in a caring way, and to seek to help where it is needed. They will begin to know that great things can be achieved through co-operation and learn about tolerance and empathy through the stories they hear and the conversations they have with caring adults.

AMBITION

The early years foundation stage is where strong foundations for future learning are laid. We want every child to move on to the next stage of their learning well prepared and confident to meet new challenges. In Nursery a focus on the prime areas of learning supports all children to develop self regulation, communication skills and the ability to manage themselves and their belongings – skills that are key to success in Reception. By the end of the EYFS we want children to see themselves as readers and writers and have the skills to read simple texts and write down things that they want to write. We want them to have strong foundations in early number and to enjoy looking for patterns and explaining their reasoning.

We are ambitious for our staff, working with all members of the early years team to develop a shared understanding of effective approaches to supporting children with their early development and encouraging them to be proactive in making the learning environment at stimulating and supportive one.

ACHIEVEMENT

Every day brings opportunities for children to achieve in the early years. The small steps that are needed to develop new skills are celebrated and shared in the classroom, school and with children's families. We encourage children to talk about their sense of achievement when learning new things – we want them to be proud of the effort they put in to developing new skills and knowledge.

It is our aim that the number of children achieving Good Level of Development (GLD) in the Early Years Foundation Stage Profile is above national and Surrey average. When we recognise that a child may not be on track to reach an Early Learning Goal we plan additional support to for them to get as close as possible to the goal in Reception. Our transition processes ensure that they continue to be supported in their development in Year 1.

3. By the end of Reception at Stamford Green, our children will...

Behaviours	Our children love learning and exploring. They investigate, tinker and play with new and familiar resources and concepts. They ask questions about things they don't know and listen to others to find things out. They collaborate on shared tasks and can work independently on activities that they have chosen for themselves or that adults have asked them to try. Children recognise that there are rules that must be followed in order to make our school a happy and safe place, this in turn forms foundations for their developing understanding of the British values of democracy and rule of law.
Attitudes	Children at Stamford Green know that the only way to get better at something is to practice. They are willing to have a go at new things and know that they may not be able to do something the first time they try. They understand that some things need effort and resilience to achieve, and they feel proud when they experience success. By understanding that it is their own choice to work hard and try to improve, their sense of self efficacy grows and they begin to share and respect the British value of individual liberty.
Skills	We want children to develop strong characteristics of effective learning. They are willing to have a go at new things, and they learn through playing and exploring. By the end of the early years they are active learners who have strategies to deal with difficulties and are able to focus on learning activities including in when working in larger groups – respecting the British value of democracy as a way of collaborating successfully. They think carefully about new learning and seek to make links with things they already know.
Knowledge	The children will know how to read simple sentences and that reading is a key to the world. They will use writing to record their thoughts and ideas, and to label. They will have solid foundations in early number and know that numbers and mathematical calculations can be represented in different ways. They will be able look for patterns and give reasons for their thinking.
Experiences	Our children develop a repertoire of stories, books, songs and rhymes that they know like 'old friends'. They become highly familiar with numbers and play with them to deepen their knowledge. They play with and investigate real-life objects, figuring out how they work, what can be done with them and learning about the world around them. The British values of respect and tolerance become central to their approach to life as they meet people who do different jobs, have different beliefs, come from different places, speak different languages. They listen to their stories and ask them questions.
Technology	Children use technology to support their learning in the early years using it as a window into the wider world – to hear and see the stories, lives and culture of others; to learn about nature; to enjoy different types of music and art. They

	also use technology to practice skills, experiment with early coding and to create art.
Sustained	<p>Our mission is to ensure that children moving on to Year 1 are well-equipped with the learning behaviours, and the communication and language skills, to access and enjoy the challenges of the National Curriculum. Their confidence in reading, writing, mathematical skills, and motor control supports them engaging with their learning.</p> <p>Our wider early years curriculum sows the seeds for future learning in the national curriculum subjects of science, history, geography, art, Design and Technology, music, PE, PSHE and RE as well as nurturing the beginnings of understanding the importance of the fundamental British values of democracy, individual liberty, rule of law, respect for others and tolerance towards those of all beliefs and faiths.</p> <p>Most importantly, we want to give children the beginnings of a life-long love of learning and the confidence to seize all the learning opportunities they meet.</p>

4. Feedback and Assessment

- a) Adults make the difference to learning in the Early Years – young children are given feedback during strong interactions throughout the day.
- b) For further information about how the school provides feedback to the children and how teachers make assessments about a child's learning, please refer to the Assessment (including marking and feedback) policy.

5. Inclusion

- a) Learning opportunities will be available to every child regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through their learning. They will listen to, and participate in, a variety of experiences in a positive and constructive manner.
- b) We recognise that in all classes, children have a wide range of abilities and so therefore we seek to provide suitable learning opportunities for all children by matching the challenge of the learning to the ability of the child.
- c) For further information, please refer to our Special Educational Needs and Disabilities (SEND) policy and our Teaching and Learning policy.

6. Organisation in the Early Years Foundation Stage

- a) The EYFS applies to children from birth to the end of Reception year. Children can join our nursery from the age of 2, places allowing, meaning that some children spend up to two years in our nursery. Children join Reception in the September following their fourth birthday. As a result, there are three year groups in the EYFS at Stamford Green:
 - Cygnets – two year olds
 - Swans – three and four year olds
 - Reception – four and five year olds
- b) Expectations for learning for all year groups are set out in the EYFS Compendium. These are a carefully planned, age-related progression of learning focuses and key skills for each of the seven areas of the EYFS Curriculum.
 - Communication and language

- Personal, social and emotional development
- Physical development
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

These learning focuses are organised into half-termly groups of learning focuses across the EYFS allowing time for meaningful practice and revisiting of key learning ensuring that children develop secure skills in each area.

- c) Teaching in the EYFS encompasses a broad spectrum of ways in which adults help children to learn – these might include:
- direct instruction
 - teacher-led activities
 - planned directed independent activities
 - child-initiated play and activities
 - communication and modelling of language
 - showing, explaining and demonstrating
 - exploring ideas, encouraging and questioning
 - recalling, providing a narrative for activities that are happening,
 - facilitating and setting challenges
 - thoughtful preparation of an enabling environment
- d) High quality interactions using the ShREC approach ensure that children are supported effectively in developing their communication skills. (see appendix)
- e) Adults make the difference to children's learning in the EYFS. and interactions and activities are carefully planned to move children's learning on.

7. Positive Relationships

- a) We recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families and carers.
- b) 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 and carers have played, and will continue to play in educating their children.
- Where possible, contact is made with each child's nursery setting before they start school or nursery;
 - We talk to parents about their child before their child starts in our school;
 - We give children an opportunity to spend time with their teacher before starting school through story and play visits at the school;
 - We offer a gradual, well supported admission to the Early Years. This allows children to be introduced to the routines of the school at a pace that they are comfortable with and gives the staff the time to sufficiently support children into a new environment, with an understanding that some learners may require more comforting and socialising as they approach more directed learning situations than they may have experienced before. Therefore, the staggered intake of new children takes place over the course of the first 2 weeks of the September term.
 - We invite parents and carers to an induction meeting during the term before their child starts school;

- vi. We invite parents to a "Welcome" meeting during the first 6 weeks of their child starting school;
- vii. We hold the first Parents/Carers and Teacher Consultation within the second half of the first term after their child has started school to discuss transition and their child's learning at home and school;
- viii. We offer parents regular formal and informal opportunities to talk about their child's development;
- ix. We hold class open times where parents can come into the classroom to look at their child's work and learning environment alongside their child;
- x. Golden books are sent home termly for parents to look at and comment on;

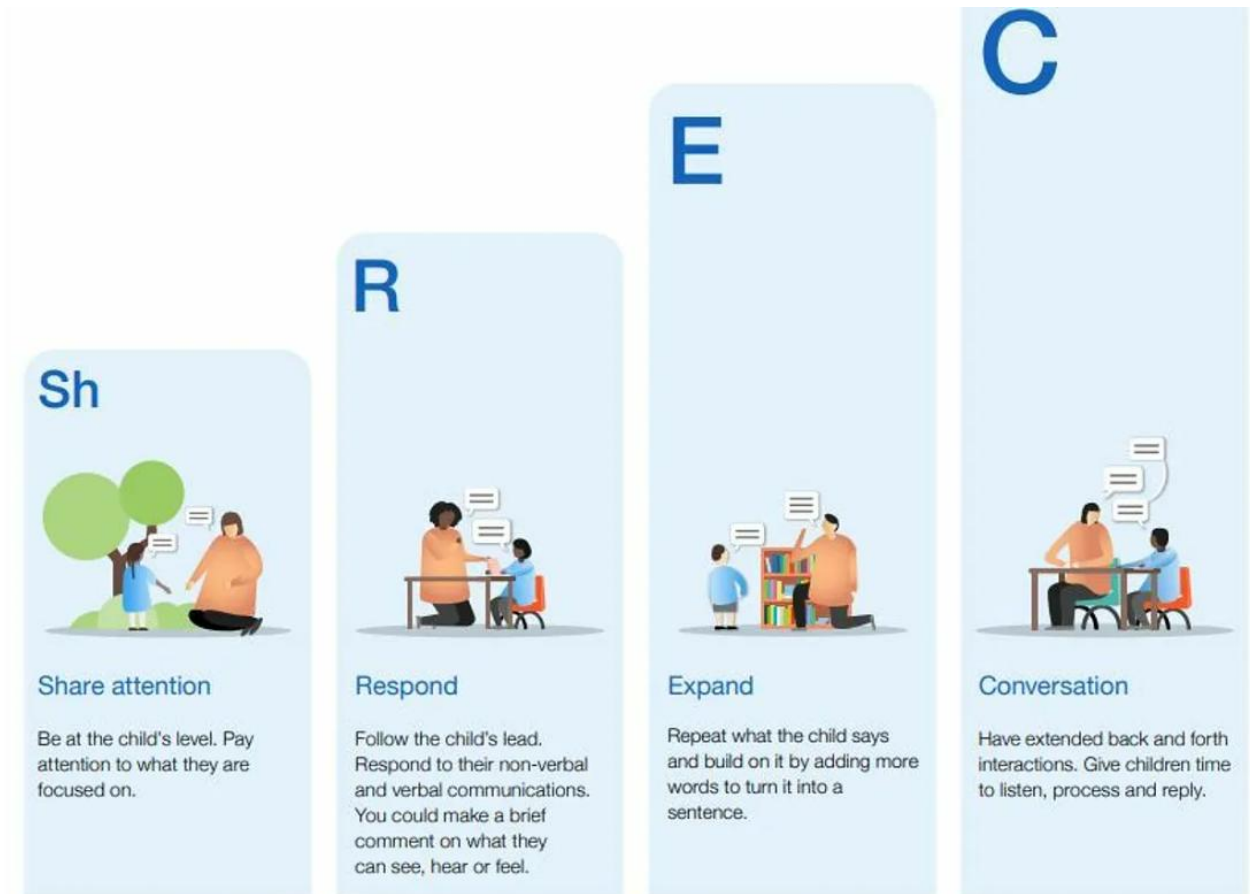
8. The Wider Context

- a) We work closely with outside agencies to support children's development. Where appropriate we involve health and social care professionals, family support worker and other members of the local community. We actively promote our school's values.

7. Monitoring and Evaluation

a) The work of the Early Years Leader involves ensuring that the curriculum is well planned, being informed about current developments in this area and providing a strategic lead and direction. They monitor teaching and learning to ensure the curriculum is brought to life in an engaging and effective way.

b) The Early Years Leader supports staff professional development by leading training sessions and supporting them in the classroom. The leader is responsible for implementing changes required by the Early Years Foundation Stage Curriculum, attending training courses feeding back key skills and information to staff.



<https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach?>