

Early Years Foundation Stage Policy



Green Park Community
Primary School



Sept 2026



Next Review Sept 2027

School	Green Park Community Primary School
Policy	Early Years Foundation Stage Policy
Policy lead	Early Years / EYFS Lead
Updated	September 2026
Approved by	Governing Body
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1. Introduction and Purpose

This policy sets out the aims, principles and approaches that underpin the teaching, learning, care and assessment of children in the Early Years Foundation Stage (EYFS) at Green Park Community Primary School. For the purposes of this policy, the EYFS refers to children in Reception, the first year of school.

Green Park is committed to providing a structured, secure, caring and well-resourced learning environment, both indoors and outdoors, in which every child can develop as a confident, motivated and happy learner. We recognise that children enter Reception with different experiences, interests, strengths, needs and starting points.

Our EYFS provision is based on the current statutory Early Years Foundation Stage (EYFS) framework for group and school-based providers. The framework sets the standards that schools must meet for children's learning, development, care, health and safety.

2. Aims

We aim to:

- provide a safe, secure, nurturing and stimulating environment in which every child feels valued and belongs.
- develop confident, independent and resilient learners who are able to make choices and take increasing responsibility for their learning and behaviour.
- build on children's prior experiences, interests and knowledge and provide a curriculum appropriate to their age, stage and individual development.
- provide rich, meaningful and varied experiences, including opportunities for play, exploration, practical learning, first-hand experiences and sustained shared thinking.
- develop strong communication, language, vocabulary and listening skills as foundations for learning across the curriculum.
- ensure all children have equitable access to the curriculum through appropriate adaptations, support and challenge.
- work in partnership with parents, carers, previous settings and relevant professionals to support each child's development.
- support children to develop positive relationships, self-regulation, independence and respect for others.
- prepare children successfully for the next stage of their education.

3. EYFS Principles

Our practice reflects the four overarching principles of the EYFS:

A Unique Child: Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships: Children learn to be strong and independent through positive relationships with adults and peers.

Enabling Environments: Children learn and develop well in enabling environments where their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.

Learning and Development: Children develop and learn at different rates. Practitioners use their knowledge of child development and professional judgement to support learning and progression.

4. The EYFS Curriculum

Our curriculum is broad, balanced, ambitious and carefully sequenced. It is designed by Green Park staff to build knowledge, vocabulary, skills, attitudes and understanding from children's starting points.

Learning is delivered through a balance of adult-led teaching, guided activities, purposeful play, child-initiated learning, exploration, routines, conversation and carefully planned continuous provision. Adults interact with children throughout the day, modelling language, demonstrating skills, asking questions, introducing new vocabulary and helping children make connections.

The curriculum is planned so that learning is revisited and deepened. Children are given repeated opportunities to practise important knowledge and skills in different contexts and to apply what they know independently.

5. Areas of Learning and Development

The EYFS has seven areas of learning and development. Three are prime areas and four are specific areas.

5.1 Prime Areas

Communication and Language: Listening and attention, understanding, speaking, conversation, vocabulary and the development of confident communication.

Physical Development: Gross and fine motor development, coordination, movement, spatial awareness, health, self-care and physical confidence.

Personal, Social and Emotional Development: Self-regulation, managing self, building relationships, emotional understanding, independence, confidence and positive attitudes to learning.

5.2 Specific Areas

Literacy: Reading, comprehension, phonics, writing, vocabulary and a growing understanding of books and written language.

Mathematics: Number, numerical patterns, counting, comparison, composition, shape, space, measure and mathematical reasoning.

Understanding the World: Past and present, people, culture and communities, the natural world, technology and children's understanding of their environment.

Expressive Arts and Design: Creating with materials, exploring media and techniques, music, movement, role play, imagination and being imaginative and expressive.

6. Characteristics of Effective Teaching and Learning

The characteristics of effective teaching and learning describe behaviours that children use in order to learn. They are considered alongside the seven areas of learning and inform our teaching and assessment.

Playing and Exploring: Children investigate and experience things and 'have a go'.

Active Learning: Children concentrate, keep trying when 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.

7. Our Approach to Teaching and Learning

Adults establish warm, responsive relationships and use high-quality interactions to extend children's thinking and language.

Teaching includes direct instruction, modelling, demonstration, questioning, guided practice and opportunities for independent application.

Children have daily opportunities for purposeful play and exploration, indoors and outdoors.

Adults carefully select resources and experiences to develop vocabulary, knowledge and skills rather than relying on activities simply to keep children busy.

Stories, rhymes, songs, conversation and high-quality texts are used throughout the day to develop language, comprehension and a love of reading.

Children are encouraged to explain their thinking, make choices, solve problems, persevere and reflect on what they have learned.

Learning is revisited and connected so that children build secure foundations for later learning.

8. Enabling Environments and Continuous Provision

The learning environment is organised to encourage independence, curiosity, collaboration and purposeful exploration. Provision is reviewed regularly so that it reflects children's current learning, interests, needs and next steps.

Indoor and outdoor provision are viewed as complementary parts of the curriculum.

Resources are accessible and well organised so that children can make choices and develop independence.

Provision includes opportunities to practise and apply taught knowledge and skills.

Adults enhance provision in response to children's learning and introduce resources, vocabulary and challenges where appropriate.

The environment is adapted to remove barriers to participation and ensure that all children can engage meaningfully.

9. Inclusion, SEND and Adaptations

Green Park is committed to an inclusive EYFS in which every child is valued and supported to participate, learn and make progress. We recognise that children develop at different rates and may require different levels or types of support.

High-quality teaching is the starting point for all children.

Staff identify barriers to learning and participation as early as possible and use appropriate adaptations.

Adaptations may include changes to the environment, resources, language, visual support, task demands, adult interaction, groupings, routines, sensory input, pace or the amount of adult support.

Children with SEND are supported in line with the SEND Code of Practice and the school's SEND and Inclusion policies.

Children learning English as an additional language are supported through rich interaction, modelling, visual resources, repetition, carefully chosen vocabulary and partnership with families.

Children who demonstrate particular strengths or interests are given opportunities to deepen, extend and apply their learning.

Where appropriate, advice from the SENCO and external professionals is used to inform provision and adaptations.

10. Safeguarding, Welfare and Safety

Safeguarding and promoting children's welfare is the responsibility of all staff. EYFS practice is carried out in accordance with the current EYFS statutory framework, Keeping Children Safe in Education and the school's Safeguarding and Child Protection Policy.

The Designated Safeguarding Lead (DSL) and deputy DSLs provide safeguarding leadership in school.

All staff receive safeguarding training and understand how to report concerns promptly.

Safer recruitment and appropriate suitability checks are followed.

Staffing, supervision and staff-to-child ratios meet statutory requirements.

Risk assessments are used for the indoor and outdoor environment, activities, visits and identified individual needs.

First aid, medicines, allergies, health care plans, emergency procedures and intimate care arrangements are managed in line with school procedures.

Children are supervised appropriately and staff maintain an active awareness of children's whereabouts and safety.

The school follows current EYFS welfare requirements, including relevant requirements concerning safer sleep where applicable, food and drink, premises, equipment, privacy, and the safe use of technology and screens. Any safeguarding concern is reported immediately through the school's safeguarding procedures.

11. Assessment

Assessment is an integral part of teaching and learning. It is used to understand children's starting points, identify what they know and can do, identify gaps or misconceptions, and decide what children need to learn next.

11.1 Reception Baseline Assessment

All eligible Reception pupils take part in the statutory Reception Baseline Assessment (RBA). The RBA is administered within the first six weeks of a pupil starting Reception. It assesses early mathematics and early literacy, communication and language and provides a starting point for the progress measure from Reception to the end of Key Stage 2. The RBA does not replace the school's ongoing assessment of children's learning.

11.2 Ongoing Assessment

Teachers use professional knowledge, observation, questioning, discussion, children's independent work and everyday interactions to assess learning.

Assessment is used to inform planning and teaching rather than to create unnecessary paperwork.

Staff identify significant learning, misconceptions and next steps and adapt provision accordingly.

Evidence is gathered naturally through the course of teaching and learning; staff are not expected to create evidence solely for assessment purposes.

Parents and carers are invited to contribute information about children's learning and development at home.

11.3 EYFS Profile

At the end of Reception, teachers complete the statutory EYFS Profile. Each child is assessed against the 17 Early Learning Goals (ELGs) across the seven areas of learning.

For each ELG, the judgement is either Expected or Emerging.

Teachers use their professional knowledge of the child and a best-fit judgement against the whole ELG.

Teachers are not required to produce a portfolio of evidence to support each judgement.

EYFS Profile data is submitted to the local authority by 30 June in accordance with statutory arrangements.

The EYFS Profile information is shared with the Year 1 teacher to support continuity and progression.

Where children have not yet reached the expected level in an ELG, Year 1 staff use the information to plan appropriate support and continued development.

12. Key Person Approach

The key person approach supports secure relationships and helps children feel known, safe and confident. In Reception, the class teacher provides the main key-person relationship, working closely with teaching assistants and other adults who know the child well.

builds a positive relationship with the child and family.

helps the child become familiar with routines, people and the learning environment.

responds sensitively to the child's individual needs, interests, feelings and behaviour.

supports communication with parents and carers.

works with colleagues and relevant professionals to ensure continuity of support.

13. Working with Parents and Carers

Parents and carers are children's first and most enduring educators. We aim to establish a positive partnership from the beginning of the Reception year.

A parent information/welcome meeting is offered before children start Reception.

Children are given opportunities to visit and become familiar with the school before starting where arrangements allow.

Parents and carers receive information about routines, expectations, curriculum and ways to support learning at home.

Parents and carers are encouraged to share information about children's interests, experiences, development and needs.

The school provides opportunities for parents and carers to discuss progress and ask questions.

Workshops and information sessions may be offered to explain approaches such as phonics, early reading and mathematics.

Communication takes place through school-approved channels and in line with the school's safeguarding, confidentiality and data protection requirements.

14. Transition

We recognise that transition can be a significant experience for children and families. We work to make transitions positive, predictable and well supported.

14.1 Into Reception

Information is gathered from parents/carers and previous settings where appropriate.

Staff use information about children's prior experiences, strengths, interests and needs to inform initial planning.

Additional transition arrangements are considered for children who may require them, including children with SEND, children with health needs and vulnerable children.

Home visits or other transition opportunities may be offered where appropriate and in line with school arrangements.

14.2 From Reception to Year 1

EYFS staff and Year 1 staff share information about children's development, strengths, needs and next steps.

The statutory EYFS Profile outcomes are passed to the Year 1 teacher.

Staff discuss children who require additional support and the adaptations or strategies that help them learn successfully.

Transition activities and visits are used to help children understand routines and expectations in Year 1.

15. Roles and Responsibilities

Governing Body: Provide oversight of the policy and ensure statutory responsibilities are met.

Headteacher: Ensure the EYFS is appropriately resourced, staffed, safeguarded and monitored.

EYFS Lead: Lead curriculum development, support staff, monitor provision and assessment, and contribute to quality assurance.

Teachers: Plan and deliver high-quality EYFS teaching, assess learning, adapt provision, safeguard children and work with families.

Teaching Assistants and other EYFS staff: Support learning, relationships, routines, independence, inclusion and safeguarding under the direction of teachers and leaders.

SENCO: Support identification and provision for children with SEND and advise on appropriate adaptations and external support.

Parents and Carers: Work in partnership with school, share relevant information and support children's learning and development.

16. Monitoring, Evaluation and Review

The EYFS Lead and Senior Leadership Team monitor the quality and impact of EYFS provision through observation of teaching and learning, curriculum review, professional dialogue, assessment information, pupil voice where appropriate, parent feedback and review of children's progress.

Monitoring will consider the quality and sequencing of the curriculum.

Leaders will evaluate whether children, including those with SEND and other additional needs, are accessing an ambitious and inclusive curriculum.

Assessment information will be used to identify strengths, gaps and priorities for improvement.
Staff development and training needs will be identified through monitoring and professional dialogue.
The policy will be reviewed annually, or sooner where there are changes to statutory requirements, national guidance or school practice.

17. Related Policies and Guidance

EYFS Statutory Framework for Group and School-Based Providers – effective from 1 September 2026.
Early Years Foundation Stage Profile Handbook.
Reception Baseline Assessment: Assessment and Reporting Arrangements and Administration Guidance.
Keeping Children Safe in Education (2026).
SEND Code of Practice: 0 to 25 years.
Green Park Community Primary School Safeguarding and Child Protection Policy.
Green Park Community Primary School SEND / Inclusion Policy.
Green Park Community Primary School Behaviour Policy.
Green Park Community Primary School Attendance Policy.
Green Park Community Primary School Data Protection and Information Sharing Policy.
Green Park Community Primary School Curriculum and subject policies.

18. Approval and Review

Updated	September 2026
Policy lead	EYFS Lead
Approved by	Governing Body
Next review	September 2027

Policy note: This policy has been updated for the 2026–2027 academic year using Green Park’s existing EYFS policy as the starting point, with outdated terminology and assessment arrangements removed or revised to reflect the statutory EYFS framework and current Reception assessment arrangements.