



CAVERSHAM PARK PRIMARY SCHOOL

Early Years Foundation Stage Policy

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, children join us in Reception at the beginning of the academic year in which they reach their fifth birthday.

The EYFS is an important starting point for all children in our school and is a crucial phase of their learning and development.

The Early Years Foundation Stage Statutory Framework (2026) sets the standards for learning, development and care in the EYFS that the school implements and adheres to: https://assets.publishing.service.gov.uk/media/6a5f8e4fb00f3323bf1a23a1/EYFS_group_and_school_based_from_September_2026.pdf

Aims

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- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- 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.
- the importance of **learning and development**. Children develop and learn different rates. The framework and EYFS Policy covers the education and care of all children, including children with special educational needs and disabilities (SEND).

In order to enact these principles, we aim to:

- Provide a curriculum, based on the EYFS Framework, that incorporates the seven areas of learning, using play balanced with direct instruction as the vehicle for learning.
- Plan learning experiences, based on the individual child, informed by observation and assessment
- Build sequences of learning based upon children's previous experiences and prior knowledge that enable all children to make good progress from their starting points.
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Work in partnership with parents/carers to ensure that the school has a full understanding of each child's experiences and achievements and that children's individual needs are met.
- Provide a secure and safe learning environment indoors and out

- Ensure that every child is included and supported through equality of opportunity and anti-discriminatory practice.

The EYFS Curriculum

The EYFS framework includes 7 areas of learning and development that 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. These are:

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

These prime areas are strengthened and applied through the four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Underpinning these 7 areas of learning are the 'Characteristics of Effective Learning' which aim to develop children into independent, confident, curious and resilient individuals.

Our school curriculum for EYFS has been built to enable children to achieve the requirements set out in the statutory framework for the 7 areas of learning. It has been developed using information from Development Matters (updated 2023) and Birth to Five Matters as well as the school's own priorities for our children in the EYFS. In addition, the curriculum, teaching and learning is adapted to take account of children's needs, interests, and stages of development as identified from observation and assessment.

The school's EYFS curriculum aims to prepare the children for the next stage of their education and enable a smooth transition into Key Stage 1.

Teaching and Learning in EYFS

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Early Years Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

The more general features of teaching and learning that relate to EYFS are:

- building a strong partnership between teachers and parents, carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- ensuring that teachers have a strong understanding of how children develop and learn, and how this must be reflected in their teaching;
- providing a range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions and adaptations, and extend and develop play and communication or other means of communication;
- prioritising the development of communication and interaction to underpin learning in all areas.
- delivering a carefully planned curriculum that helps children work towards and achieve the Early Learning Goals throughout EYFS;
- ensuring the provision enables children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- encouraging children to communicate and talk about their learning, and to develop independence and self-management;
- providing the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;

- monitoring and identifying, through observations, children's progress and future learning needs, which are regularly shared with parents;
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The areas of learning are taught through a mixture of adult directed activities and child-led play. Play is integral to learning in the EYFS. Through structured play opportunities, both indoors and outdoors, 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 share 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. Adults in the environment assess, support and develop children in their play.

Screen Use in EYFS

Evidence shows that screens can have a big impact on children and their development in the early years. At Caversham Park Primary School Adult directed screen use will be limited, carefully planned and clearly linked to intended learning aims. Screen use should not be used to replace high-quality, adult-led interactions, e.g. story time and Interactive, screen-free activities are preferable. Children's use of screen's during child-initiated activities must be monitored by adults and follow the school's Online Safety Policies.

The school aims to follow guidance on screen use in the Early Years from the Department for Education <https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/screen-use>.

Assessment in EYFS

Assessment is an integral part of teaching and learning in the Early Years Foundation Stage. Assessment is carried out through observations of child-initiated learning, focussed activities, and through information provided by parents/carers and other professionals/settings. This information is recorded and monitored in line with the school's assessment policy.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). At the end of the EYFS, staff complete the EYFS profile for each child.

At the end of Reception, the children are assessed against the 17 Early Learning Goals that are outlined in the statutory framework and will indicate whether individual children are:

- Meeting expected levels of development or,
- Not yet reaching expected levels ('emerging')

These assessments are moderated internally and, where possible, in partnership with other local schools, to ensure consistent assessment judgements. :

This information is shared with parents/carers will be as part of their end of Reception report. It is also shared with the Year One class teacher in order to ensure a smooth transition.

Learning Journals

At Caversham Park we use an electronic learning journey to record observations. Each child in the Foundation Stage has their own profile which shows their individual learning journey. These journeys are continually added to and showcase the development of the child throughout the year. Observations are linked to the areas of learning and often include a photograph or video of the activity. All adults in the classroom contribute to these learning journals. Parents also have access to their child's learning journal and can make their own contributions from home.

Safeguarding and Welfare

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. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The school adheres to and meets the requirements for safeguarding and welfare as set out in The Early Years Foundation Stage Statutory Framework (2026). Volunteers (even those supervised) must have an enhanced criminal records checks and new employees must not start work prior to receiving their enhanced criminal records and barred list check. Further details relating to safeguarding and welfare procedures are outlined in the whole school Safeguarding Policy which is updated annually in line with Keeping Children Safe in Education.

The Role of Parents/Carers

We believe that all parents and carers have an important role to play in the education of their children. We promote a home and school partnership through:

- talking to parents/carers about their child before their child starts in our school;
- giving the children the opportunity to spend time with their teacher in the classroom setting during the term before they start school;
- inviting all parents/carers to an induction meeting during the term before their child starts school;
- carryout individual transition visits, either at school or home, in first week of the autumn term that the children start school;
- offering parents/carers regular opportunities through our 'open door' policy to talk about their child's progress;
- holding formal meetings for parents/carers in terms 2 and 4 and sending home a written report in term 6;
- arranging parent/carer information sessions and coffee mornings;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents/carers.
- providing parents with access to the electronic learning journey so that they can see what their child has achieved at school.

Policy Date	Review Date
September 2026	September 2027