

At Claypool everyone is valued, inspired and nurtured on their individual journey of success.

Early Years Foundation Stage Policy

Policy lead: S. Worden

Last interim review by the Policy Lead	Autumn 2026
Last full review by the Policies Committee	Autumn 2024

Next interim review by the Policy Lead	Autumn 2027
Next full review by the Policies Committee	Autumn 2027

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and five have a major impact on their future life chances'.

The Early Years Foundation Stage applies to children from birth to the end of the reception year. In our school, all children join us full time after a period of staggered entry.

The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Claypool Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school. All children at Claypool Primary School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school. In our school, we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the Foundation Stage, we set realistic and challenging expectations that meet the needs of all of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with physical disabilities and/or medical needs, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Welfare

It is important to us that all children in the school are 'safe'. We aim to 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.

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Claypool Primary School, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

At Claypool Primary School we:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable and fully trained to do so.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

Positive Relationships

At Claypool Primary School, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. All children are assigned a key person. The key person role is vitally important for all children in EYFS because it is within positive relationships and interactions that we all learn to be confident, self-assured, happy people who can understand others, make friends and open our minds and bodies to exploring and learning about the world.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Holding an introductory meeting for parents in the Summer Term as an introduction to the school.
- Home visits where staff can talk to parents and their child about starting school.
- Offering both parents and children the opportunity to spend time in the Foundation Stage environment before starting school.
- Holding a Year Ahead meeting for parents to provide information about their child's learning in the year ahead and offering advice on how they can help.
- Operating an open door policy for parents with any queries.
- Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents.
- Offering two parent/teacher meetings per year.
- Sending a report on their child's attainment and progress at the end of the year.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. The Foundation Stage staff meet with providers from pre-schools to discuss each individual child and their transition process into school.

Enabling Environments

At Claypool Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

Observation, Assessment and Planning

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations

inform medium term plans. In addition to this the children lead the short term activity planning on a day to day basis. This fostering of the children's interests develops a high level of motivation for the children's learning. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals. Children are assessed as to whether they are on track on not on track against the early learning goals.

The Learning Environment
The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor classroom area. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. We actively encourage the children to become independent learners and our learning environment is set up to develop this.

Learning and Development
There are seven areas of learning and development that must shape educational provision in early years settings.
All areas of learning and development are important and inter-connected. 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.
Prime Areas:
- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.
Specific Areas:
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level."

Through play 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 control themselves 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.