Early Years Foundation Stage Policy

Prepared by:	**Mary McCormack**
Approved by:	**Curriculum and staffing committee**
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Early Years Foundation Stage (EYFS) Policy

Intent



Children start to feel part of the Lord Deramore's family as soon as they are allocated a place in our Early Years class. After a transition which carefully builds up the time they spend with us, they start school confident that they are part of our community. We make sure all children feel safe and secure by developing **positive relationships** with Early Years staff and with the wider school community.

We celebrate each **unique child** and teach them to be resilient, independent, respectful and friendly, thus enabling them to be successful members of our community. All children are fully involved in the life and learning of our Early Years class, including those with special educational needs for whom we make appropriate adjustments to help them fulfill their potential. All pupils are treated as individuals. We meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Our Early Years, consisting of one reception class, is designed to be an **enabling environment**, exciting children's curiosity, supporting them to develop important skills and learn foundational knowledge. Children's **learning and development** in Early Years is celebrated both for its own importance and enjoyment and for its vital role in nurturing learners for life.

Families

We recognise the importance of parents and carers as the first educators of their children. We work with families to share knowledge about their children and to involve them in their child's learning. Families are invited to meet the Early Years teacher three times a year. At the end of each term families are invited to attend a class celebration of the learning children have been doing and the school holds regular workshops to inform parents/carers about aspects of the curriculum. Families are also invited to special occasions like the Christmas nativity play. We use Tapestry online journal to share information about children's activities at home and at school.

Our Curriculum

Our Early Years Curriculum was developed with reference to *Birth to Five Matters* (Early Education, 2021) and *Development Matters* (DfE, 2023). Our Early Years follows the curriculum as outlined in the latest EYFS statutory framework. In all areas of their learning, children are supported to develop the characteristics of effective learning:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if 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 (*Statutory Framework for the EYFS* 2021).

The Early Years Curriculum is linked directly to the National Curriculum which children follow from Year 1 onwards. Teaching and learning is planned across Phase 1 which covers Early Years and Year 1. This enables children to make smooth transitions from Early Years to Year 1 and means they continue to make great progress across both years. The foundations of learning in Early Years are the Prime Areas:

Prime Areas	Communication and Language	Personal, Social and Emotional Development	Physical Development
	WellComm speech and language toolkit Back and forth talk between children and adults Explicit and systematic teaching of vocabulary Stories	Emotion coaching Zones of regulation Jigsaw sessions Stories	Gross motor skills: weekly PE lessons physical play in outdoor area Fine motor skills: Pen Jitsu (handwriting) sessions





The curriculum covers specific areas of learning:

Specific Areas	Literacy	Mathematics	Understanding the World
	Comprehension Stories (Book Cooks) Back and forth conversations **Word Reading** Little Wandle Phonics Programme including early reading practice **Writing** Shared story telling Shared, guided and independent writing	Power Maths programme	**Past & Present** Visits, visitors and artefacts Non fiction texts **People, Culture & Communities** Visits, visitors, stories and conversations **The Natural World** Forest school Non fiction texts
	Arts & Design **Art** Focus artists **Design & Technology** Specific skills taught and modelled **Music** Singing and use of percussion instruments	Computing Bee Bots Cameras Programs e.g. Purple Mash	RE York Sacre Agreed Syllabus Visitors, visits, stories

Planning

Staff at Lord Deramore's are ambitious for all children and plan activities and experiences for the children that enable them to develop and learn effectively. Staff

working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff consider the individual needs, interests and development of each child in their care and consider carefully whether a child needs any additional support. They use this information to plan challenging and enjoyable experiences.

Where a child may have a special educational need or disability (SEND), staff work closely with the SENCO to consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Assessment

Learning and development are assessed informally on a day-to-day basis, or occasionally in a formative manner as the need arises.

Statutory Reception Baseline Assessment (RBA) is carried out within 6 weeks of children starting in Early Years. Children's communication and language is assessed during the autumn term using the Wellcomm toolkit. Children who require it are reassessed in the spring and summer terms.

Progress in phonics is assessed every 6 weeks in line with the Little Wandle phonics programme and more frequently for those receiving additional support.

In the final term of the year in which children reach age five, and no later than 30 June in that term, the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1.

The Profile reflects practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. We indicate whether children are meeting expected levels of development or if they are not yet reaching expected levels. Early learning goals are: listening, attention and understanding; speaking; self-regulation; managing self; building relationships; gross motor skills; fine motor skills; comprehension; word reading; writing; number; numerical patterns; past and present; people, culture and communities; the natural world; creating with materials; being imaginative and expressive.

We share the EYFS profile with the Year 1 teacher. This helps to inform a discussion between reception and Year 1 teachers about children's stage of development and learning needs and helps with planning activities in Year 1.

We share the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with parents and/or carers.

Transition

Summer term before starting school:

Parents/carers invited to New Starters' Meeting

Early Years staff visit pre-school settings to meet children and talk to staff about children's interests, likes and needs. Additional visits are arranged for pupils where school and nursery feel this would be beneficial.

First visit: children spend an hour in Early Years with their parent/carer and a small group of 10 new starters.

Second visit: children spend an hour in Early Years with a small group of 10 children; parents/carers are invited to refreshments in the hall provided by the Friends of Lord Deramore's.

Third visit: children spend a half day in Early Years with a group of 15 children.

Fourth visit: children spend a half day in Early Years with a group of 15 children.

Starting school in September

Children start school, part time for the first week. They stay until the end of the morning session. In the afternoons, parents and children are invited into school for an informal meeting with the staff to share vital information, ask questions and get to know each other. Children start full-time in the second week. On the Friday of the first week, children are invited to stay for lunch with their parent / carer. They start school full-time from the second week of term.

The children in Early Years are paired with a Y6 'buddy' who supports them during their first week of staying for lunch. They help with routines, including collecting trays and choosing lunch, eat together and go into playground together. The Y6 children are encouraged to keep a watchful eye on their EY buddy and help them settle quickly into school routines. Children usually remain firm friends with their buddy throughout their first year at school.

From Early Years to Year 1

Children get to know the Year 1 staff during their time in Early Years. Many routines are consistent between the two classes and they share the same outdoor area. This means that the transition to Year 1 happens gradually, giving all children the chance to flourish as they move up through the school. They visit their new classroom on days when the following year's new starters are visiting.

A Day in Early Years

Whole class adult-led sessions take place four times a day and are short to enable children to concentrate on their learning. Specific areas of the curriculum are covered e.g. maths, phonics.

Children spend about 3 hours per day playing in continuous provision: when they first arrive, then during the morning and the afternoon sessions. Children can play in the classroom or in the outdoor area. During continuous provision they can access water, milk and a snack of fruit or vegetables. The different areas are set up to provide a structured learning environment so that children can follow their fascinations, be inspired by new and exciting resources, talk to their friends and learn social skills, practise practical skills and find out about the world. Adults will talk and play with children. They will extend children's learning by introducing new vocabulary in meaningful contexts, modelling skills and supporting social interactions. Adults will provide challenge and encouragement, reinforce knowledge taught and celebrate achievements. This means that children are excited about their learning and remember what they have been taught. They move on to Year 1 with confidence and excitement. They gain vital skills in literacy and maths as well as knowledge about the world around them.

A typical day in Early Years might look like this:

	840-920	920-935	935-945	945-1120	1120-1130	1130-1150	1145 - 1	1-125	125-140	140-240	240-305	305-315
MON	WRITE HE	LITTLE WANDLE CVCC words with short vowels	STORIES	PLAY	MUSIC	POWER MATHS Starter Counting fluently backwards from 10		PEN-JITSU & SPELLING SPELLING: went, help +1 WRITING: the	TOPIC Our World In The Past Look at some objects from the past and discuss what they could have been used for.		TRICKY BOOK COOKS BOOK 1 Curiosity The Girl & The Dinosaur	

Some areas of provision are common to the indoor and outdoor areas; outdoor areas encourage children to work on a larger scale and give them an opportunity to get messy. Areas of provision promote children's personal, social and emotional development e.g. resilience, problem solving and sharing as well as communication and language. Areas of provision, with examples of what children might learn or do, are:

Construction
Explore how things work, move and fit together
Think critically and solve problems





Sand
Explore physical properties and create imaginary worlds



Mark making
Write and draw for a purpose



Book corner
Enjoy a good book and share ideas with friends



Enquiry
Explore the awe and wonder of the world around us



Small world
and
blocks
Explore real and fantasy stories, shape and size, balance and design



Workshop
Have their own ideas
Practise skills such as cutting and sticking



Art
Express ideas and feelings
Explore and mix colour



Water
Tell stories and explore cause, effect, capacity and measurement



Role play
Act out real experiences and make sense of the world



Dough
Build muscle strength and express ideas



Maths
Explore number, shape, space and measures



Physical
Build strength and coordination



Large construction
Construct for a purpose, build strength and work cooperatively

Mud kitchen
Express ideas, be creative, explore texture



Paediatric first aid

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

Legal Framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- The GDPR
- Data Protection Act 2018

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2025) 'Statutory framework for the early years foundation stage'
- DfE (2025) 'Keeping children safe in education'
- DfE (2026) 'Working together to safeguard children'
- DfE (2024) 'The prevent duty'

This policy is intended to be used in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Equal Opportunities Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy
- Complaints Procedures Policy