



Early Years Foundation Stage Policy **2026-27**

This policy has been impact assessed by Mrs Claire Rowley in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Reviewed on	September 26
Next date for review	September 27
School team responsible for policy	Mrs Black

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1. Our vision

At Plaxtol Primary School, we strive to give each child a happy and positive start to their school life, establishing solid foundations on which to foster a deep, lifelong love of learning. We aim to develop a stimulating, engaging and challenging learning environment and curriculum, which encourages independence and every child to reach their full potential. We work with parents and carers to build a strong partnership in supporting their children's learning.

Aims for this policy

- That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- To ensure a close partnership between practitioners and parents and carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on requirements set out in the Statutory framework for the early years foundation stage <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

3. Structure of the EYFS

At Plaxtol Primary School, we have one Reception class supported by a teacher and a part time teaching assistant. We strive to make the transition between nursery and Reception as smooth as possible (see 'Effective Transitions').

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2026 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are interconnected. At Plaxtol Primary School, we strongly believe the children should learn through their play to develop all these 7 curriculum areas. Three of the curriculum areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The curriculum is enhanced by inviting a range of visitors to the class, the children interviewing staff and by taking the class on a range of trips to develop their knowledge and understanding of the world such as taking a bus and train to local towns.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

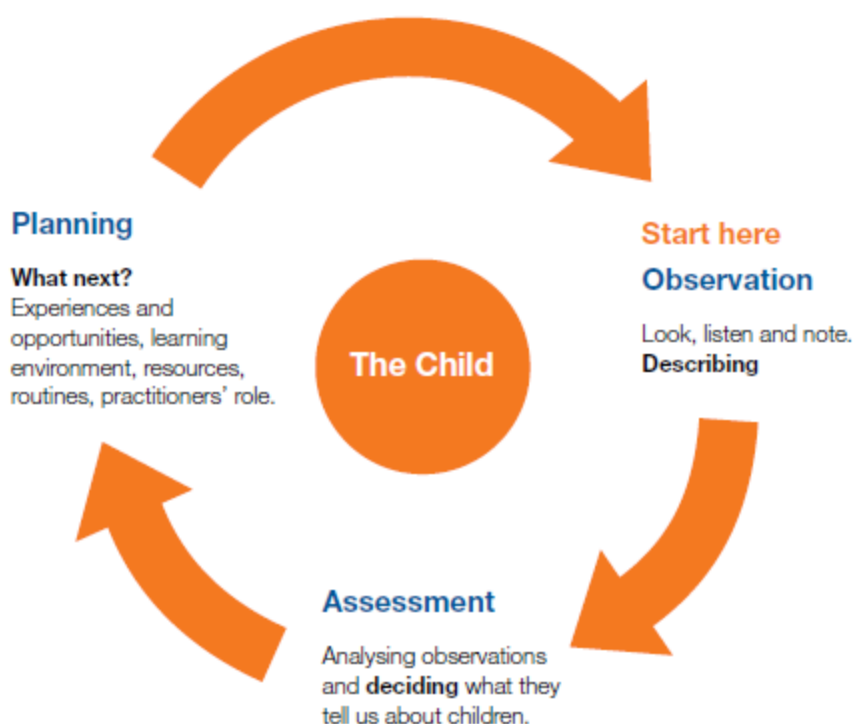
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Our learning environment is carefully established to be stimulating and varied. We aim to offer high-quality continuous provision, carefully set up based on our ongoing assessments to develop the children's high-level learning. Each week we evaluate the continuous provision and may plan enhancements or changes based on our own assessments, the children's interests or to encourage a particular skill or area of learning. Our environment promotes independence as the children tackle their learning through play by our continuous provision.

We flexibly plan activities and experiences for children that enable them to develop and learn effectively. We follow the children's interests and plan broad topics based on these to ensure the children are highly engaged in their learning. The topics may provide learning provocations, real-life experiences or rich texts to inspire/challenge the children; however, the children are also free to follow their individual interests during child-initiated play.

Any adult-directed planning is delivered in short, fun and active sessions. All planning is shared with all teaching staff, including teachers and teaching assistants, to ensure consistency and to allow the application of concepts during play. Planning includes differentiation to support and extend children as well as targeted support for specific children, such as Pupil Premium children or children who have a special educational need. Where specialist support is required, we work closely with relevant services from other agencies.



4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play. Play underpins all development and learning for young children. It is through play that they develop intellectually, creatively, physically, socially and emotionally. Through their play children learn at their highest level, because they are enjoying what they are doing and are in control of their learning. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Children have a sustained period of child-initiated play in the morning and afternoon. During their child-initiated learning, the children can free flow between both the indoor classrooms

and outdoor area. When a child has chosen their area to work in, they are far more engaged in the activity and deeper learning takes place. Practitioners then work alongside the children to observe, challenge or support their learning as appropriate. Practitioners are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.

Any adult-directed learning takes place in short, active carpet sessions or in small groups over a week, allowing us to focus directly on the children's next steps, their individual needs/interests and stage of development whilst also minimising disruption to child-initiated play. The children have a daily Phonics lesson for 15 minutes, where we follow the Little Wandle Phonics Synthetic Programme: a fun, fast-paced and multi-sensory approach to Phonics.

5. Assessment

At Plaxtol Primary School, ongoing assessment is an integral part of the learning and development process.

Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. We use the online learning journal 'Tapestry' to show parents their children's learning as it allows photos and videos to be shared with them. Parents/carers have access to their child's profile and can comment on observations should they wish and post their own photos to reinforce the link partnership between home and school.

Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, Sept 2026).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and carers. To develop this communication between home and school we:

- Offer a welcome meeting to Reception parents and carers to meet with staff to discuss school routines, expectations and to answer any questions.
- Invite parents and carers and children for three taster sessions before starting school.
- Arrange, where possible, visits by the teacher and teaching assistant to all families and their children in their home setting prior to them starting school.
- Operate an open door policy for parents and carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them. Parents can also contact the teachers through the school office, Tapestry or the children's contact books and arrange appointments that are convenient to them.

- Invite parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Use the Reception Class page on the website to show information about the class.
- Give parents access to their child's Tapestry profile so they can comment on observations and add their own observations.
- Give curriculum updates and reminders through a weekly, class newsletter.
- Offer two parent/teacher consultation meetings per year at which child's progress is discussed.
- Send a written report on their child's attainment and progress at the end of their time in Reception, including their child's results in each area of learning.
- Invite parents to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc.
- Offer opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers.

7. Effective transitions

We work hard to ensure an effective transition between Pre-School and Reception by:

- Building relationships with pre-school settings.
- Arrange, where possible, a visit to the pre-school setting to see the child in situ and a meeting with their Keyworker. If this is not possible, a phone call with the pre-school staff will take place to discuss the child.
- Run taster sessions for children in the school setting.
- Arrange home visits before the children start school.
- Have a part-time introduction for the first week of school.
- Ensuring every child has a Year 6 buddy that they meet when they start school. The Year 6 children write a letter to their buddy before they start school, then visit them when they start school, help them on the playground and sit with them during lunchtimes.

The transition between Reception and Year 1 is another key transition for the children and we support them with this by:

- Ensuring strong communication between EYFS and Year 1 – teachers observe and moderate together.
- A moving up morning in July for the children to meet their new teacher and classroom.
- Pupil progress interviews (PPI) to discuss ELG and focus areas for children.

8. Safeguarding and welfare procedures

Every member of staff is fully trained in safeguarding children and our safeguarding and welfare procedures are outlined in our safeguarding policy. We also have 'Supervision Guidance' – see appendix.

Key EYFS staff have Paediatric First Aid, and a member of staff with this qualification is always present when the children have their snack and during lunchtime in the hall.

There is an accident book and basic first aid kit within the classroom and a full first aid kit is available in the Medical Room. A visual risk assessment and check of equipment is made every day by a member of staff. There are risk assessments for both the indoor and outdoor learning environments. The weekly Staff Meeting provides a further opportunity for any further safeguarding or health and safety issues to be raised.

In line with new EYFS Statutory Guidance, children who fall asleep at school will be laid flat on the floor without any soft furnishings near them. Access to screen time will be limited to 60 minutes per day.

9. Monitoring arrangements

This policy will be reviewed and approved every year.

Appendix 1 – see Supervision guidance

Appendix 2 - List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Safeguarding Policy
Procedure for responding to illness	See First Aid Policy/Allergy Safety Policy
Administering medicines policy	See Supporting pupils with medical conditions policy
Emergency evacuation procedure	See Health and Safety policy
Procedure for checking the identity of visitors	See Safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See Safeguarding policy/Missing Child policy
Procedure for dealing with concerns and complaints	See Complaints policy