



Copnor Primary School

Early Years Foundation Stage (EYFS) Policy

Governing Body approval gained in January 2026 Next review January 2027	
Policy proposed for adoption by Matt Johnson, Headteacher	
Headteacher's signature:	Chair of Committee signature:

Rationale

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. Within this document, the term EYFS is used to describe children within the Reception Class.

Aims

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 age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Reception year must provide every child with a feeling of security, being valued and the confidence to explore new learning. The Reception year is unique in that it can set the tone for later school life.

The EYFS seeks to provide:

- Quality and consistency so that every child makes good progress and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS is based on four overarching principles:

- 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in different ways and at different rates.

Aims and Principles

- Reception practitioners should ensure that all children feel included, secure and valued.
- To provide a relevant curriculum with tasks that make sense to the children and are both practical and purposeful.
- To provide opportunities for children to engage in activities planned by adults and those that children plan or initiate themselves. Practitioners must consider the individual needs and interests of each child, and use this information to plan a challenging and enjoyable experience in all areas of learning and development.
- Practitioners acknowledge the holistic nature of young children's learning and natural links will be made between different areas of the curriculum, with the emphasis on learning through play and the importance of developing speaking and listening and communication skills.
- Practitioners will create a learning environment that develops children's imaginations and encourages children to explore and express their ideas and feelings.
- Practitioners must respond to each child's emerging needs and interests, guiding development through positive interaction.
- Involve parents and carers.

Planning and organising the curriculum

There are seven areas of learning and development that must provide a framework for planning, teaching and assessing in the school's early years setting. All areas of learning and development are inter-connected.

The three prime areas are:

- **Communication and Language** – children will be given lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.
- **Physical Development** – children will be provided with opportunities to be active and interactive; to develop their co-ordination, control and movement. Children will be taught the importance of physical activity and to make healthy choices in relation to food.
- **Personal, Social and Emotional Development** – help children develop a positive sense of themselves and others; forming positive relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and have confidence in their own abilities.

There are also four specific areas, through which the three prime areas are strengthened and applied:

- **Literacy** – children will be taught to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials to ignite their interest.
- **Mathematics** – children will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- **Understanding the World** – Children will make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** – Children will explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The curriculum is planned through a series of themes that reflect and respond to the children's interests, offering experiences in all areas of the curriculum and which carry equal importance to provide a broad and balanced curriculum with opportunities for play and child-initiated activities.

- The long term plan is the Foundation Stage curriculum. This is an overarching framework that informs all other stages of planning. It shows the range of experiences and learning opportunities that are available while children are in the early years.
- Planning takes the form of a theme. It is evaluated weekly to respond to other emerging interests that the children may have. The plans select activities and learning objectives to meet the needs and interests of the children. Plans are extended and differentiated accordingly.
- Planning should provide a clear balance between challenging the most able children in some cases to exceed Early Learning Goals whilst recognising that an attempt to implement the more formal work before a child is ready could damage a child's disposition to learn.
- By the end of the Reception year, the Numeracy and Literacy lessons will be in place in preparation for children entering Year 1.

The Three Characteristics of Effective Teaching and Learning

In planning and guiding what children learn, teachers must reflect on the different rates at which children are developing and adjust their practice appropriately.

The three characteristics of effective teaching and learning are:

- **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

Classroom Organisation and Resources

The organisation of the classroom reflects the importance that is placed on children learning through play and first-hand experience, developing independence and having opportunities to initiate their own activities.

The Reception class provides the following areas, through a mixture of indoor and outdoor resources:

- Small world resources for retelling stories
- Role play area
- Large and small construction
- Sand and water
- Book corners with a range of fiction and non-fiction books
- Writing areas with a range of writing resources
- Creative area with access to a choice of natural and man-made resources
- iPads and laptops
- Interactive whiteboard
- Malleable materials
- Musical instruments
- Painting and creative equipment
- Maths games and equipment

The Reception class has a set of boots in order to make full use of the outside classroom.

Use of Whole School Resources

- The Reception class use the hall for dance, drama, physical education and assemblies, where appropriate.
- The use of outside field, playground, MUGA, Grizedale and Pirate Ship.
- The Galley (Cookery Room) for a range of cooking activities.
- Large range of musical instruments.
- Library.

Transition from Pre-School to Copnor primary School

Please see the Liaison- Transfer Policy for detail of induction and transition

Involving Parents/Carers

Parents/carers are the child's first and most enduring educators. When Parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Outlining how the EYFS is being delivered to Parents/carers during the new parents meeting in July, to enable them to understand the value of supporting their child's learning at home and how they can access more information.
- Curriculum letters are sent home periodically to keep parents/carers informed of their child's current curriculum and learning needs, with an outline of activities which could be undertaken at home to support this.
- Operating an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner, and also to view children's work.
- Sharing progress at school through annotated photographs and observations in 'Learning Journeys' which are seen by the parents/carers in the Tapestry App. Parents/carers can also upload photographs and observations of activities the children have completed at home.
- In the Autumn term, there will be an evening meeting for parents/carer to further explain the curriculum, with a particular focus on phonics, reading and maths and to share ideas on how parents can be involved.
- Discussing individual next steps and progress with parents/carers at parents' evenings and via the child's school report.
- All parents /carers will be invited to join the Parents' School Association, which exists to facilitate social occasions so that families can get to know one another and feel part of the school, to raise money to provide extras that enhance the education of all children in school and to contribute to the ethos of the school by providing support for staff e.g. on special occasions by organising refreshments and making new-comers feel welcome.
- Any concerns over special needs will be discussed with parents and the Special Needs Co-ordinator (SENCO) for the school.

Reading at Home

- Early in the first half term at school, children will begin to bring home a reading book so that parents/carers can support their child with the sounds they have learnt at school. This will be explained in detail at the Autumn meeting for parents/carers
- The first books that children bring home to share with parents/carers will be picture books and then books with simple repetitive text and rhymes. They will also bring home a book which can be read to them (a book which the child is unable to read themselves known as Sharing Books / Discovery Books) to develop a love of reading.

- During the year, each child will take home reading books that will also be shared at school. They also have the opportunity to bring home other books (from the library) to share at home, where an adult reads most/all of the book.

Key Person

Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents/carers. This will be the teacher (or teachers in the case of a job share).

Assessment

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. This will be shared with parents/carers and is based upon the 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

Roles and Responsibilities beyond the Class Teacher

Teaching Assistant (TA)

A TA is assigned to each class. It is the TA's role to assist and support the Reception teacher as fully as possible. The TA will work with individuals and groups of children under the direction of the Reception teacher. The TA will be proactive in encouraging development in all areas of learning as well as aiding assessment, administration and enhancing the learning environment. Input and feedback to the Reception teacher is seen as a vital element in the education of the children

Head Teacher and Head of Key Stage 1/EYFS

Their role is to support and challenge the class teachers and TAs in order to secure the highest quality education to the children.