FROXFIELD
CE SCHOOL

Early Years Foundation Stage Policy

Review Cycle:	Biennial	Date of Next Review:-	March 2028
Approver:- Chair of Governors	Signed:- Date:- March 2026	Approver:- Head Teacher	Signed:- Date:- March 2026

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Froxfield CE School, children join pre-school from the age of 2 and move to the Reception class in the September following their fourth birthday. The EYFS is important in its own right, and in preparing children for later learning. The Early Years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs and interests of young children and activities that provide opportunities for learning both outdoors and indoors.
- It provides a rich and stimulating environment.
- It enables children to make an effective transition from home to school.

The Early Years Foundation Stage is based upon four guiding themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Children learn and develop in different ways

A UNIQUE CHILD

At Froxfield CofE 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

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 experiences and interests when planning for their learning. In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children so that they can meet as many of the Early Learning Goals as possible.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and
- develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;

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- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language
  and communication skills;
- monitoring children's progress and taking action to provide support as necessary.
- Communicating regularly with parents and carers.

LEARNING AND DEVELOPMENT

The Early Years Foundation Curriculum
Our curriculum for the Early Years Foundation Stage builds on the children's own experiences which is then developed to reflect the areas of learning identified in the Early Learning Goals.

The seven areas of learning are:
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

The curriculum also includes Religious Education and Worship. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning. None of the areas of learning can be delivered in isolation from the others, they are equally important and depend upon each other to support a rounded approach to the development of each child.

Play
Through play our children explore and develop learning experiences, which help them make sense of the world. They practice 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. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Active Learning
Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking
Children should be given an opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

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All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential. ('The Statutory Framework for the Early Years Foundation Stage.' DfE September 2025).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. All children join Froxfield CE School from the age of two.
The Statutory Framework for the EYFS seeks to provide:
• Quality and consistency in all early years settings, 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.

Our Values
At Froxfield CE School, our vision is to empower every child to take ownership of their learning and ensure each individual leaves Froxfield with the skills, awareness and confidence to adapt to a rapidly changing world. Froxfield pupils are highly motivated, independent learners who embrace challenges with resilience and enthusiasm. Within our caring Chritian community, underpinned by our Christian values of Love, Courage and Respect, children develop into happy, confident individuals who have a love of learning that lasts a lifetime. This starts with our children in the EYFS. Our values are embedded throughout our practice, driving our curriculum planning, relationships and approach to teaching and learning.

A Unique Child
At Froxfield, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their time in early Years, the children are introduced to different learning behaviours which are reflected throughout the rest of the school. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. The children are taught how to learn and how to become successful learners.

Inclusion
All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Froxfield CE School are treated fairly regardless of their protected characteristics or stage of learning. We do not group children based on notions of fixed ability. We teach the children that practice and effort lead to learning and improvement. Teachers plan low threshold, high ceiling tasks which enable all children to access the learning and to achieve as highly as possible. In Early Years, the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge. We give our children every opportunity to achieve their best by taking account of our

children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Equality Policy and SEND Policy. In the EYFS we have realistic but ambitious expectations and meet the needs of all our children through:
• planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment
• using a wide range of teaching strategies based on children's learning needs
• providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
• reflect on our learning daily to share achievements and to further next steps
• providing a safe and supportive learning environment in which each child's contribution is valued
• monitoring children's progress and taking action to provide support as necessary
• encouraging children to be independent and responsive to their physical needs, developing daily life skills

It is vital that all children in the school are safe. Through PSED, we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards both in the real and virtual world. All areas of the Early Years environments are changeable, adapted and risk assessed regularly.

Positive Relationships
At Froxfield, we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful relationships with the children and their families.

Parents as Partners
We recognise the important role parents play in educating the children. We do this by:
• talking to parents about their child before their child starts school
• inviting the children (and parent) to spend time in the setting before starting school
• inviting all reception parents to an induction meeting during the term before their child starts school
• encouraging parents to attend open classrooms, Meet the Teacher meetings and formal parents
• providing a written report at the end of each school year
• sharing the children's floor book half-termly
• inviting parents into school for special events and activities
• sharing key events and learning on Class Dojo
• encouraging parents to contribute observations for learning journeys and through proud clouds and home learning activities
• sharing our approach to learning through Meet the Teacher meetings
• sharing our half-termly learning on the website and Class Dojo

Our EYFS lead and Reception teacher visits pre-school regularly during the summer term to support transition. In addition, we have good links with the local feeder nurseries and phone calls or visits are undertaken by the EYFS teacher to meet with staff to discuss new intake children. Home visits are offered every September.

All pre-school staff and support staff in reception are paediatric first aid trained and have undertaken food hygiene training. There is a first aid box accessible at all times and accidents are recorded. Key members of the lunch team are paediatric first aid trained and are with the EYFS children during lunchtimes to ensure safety and good routines when eating. All staff receive annual safeguarding and Prevent updates from the DSL. Staff attend relevant training from county's services for young children and Headteacher briefing updates led by Hampshire County Early Years Team.

Enabling Environments
At Froxfield we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child-initiated activities reflecting the topic, where children can undertake learning opportunities across all areas of the foundation stage curriculum. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. In reception, a daily visual timetable is visible and shared to ensure all children are aware of the routine and structure for the day.

Observation, Assessment and Planning
The curriculum within pre-school is child-led with adults skilled at planning 'in the moment' following children's interests and using modelling, questions or resources to enhance learning opportunities for children. In reception planning clearly identifies the knowledge and skills children will learn across the curriculum, both within adult-directed and child-initiated opportunities. First hand experiences are provided with opportunities for challenges appropriate to the development of the children.

In the EYFS, assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded in a variety of ways including the floor books, through Class Dojo and the children's written outcomes. Daily conversations take place with the class teacher and staff within EYFS. Termly judgments are moderated in Pupil Progress meetings with the headteacher.

Assessment
Assessment is purposeful and used to inform teaching. We follow:

Progress Check at Age Two – Between the age of 2 and 3 years a progress check is carried out and practitioners provide parents with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners will develop a targeted plan to support the child's future learning and development involving parents and/or carers and the school SENCO.

On entry to Reception, our pupils are assessed using an online Government Reception Baseline Assessment (RBA) tasks (Literacy and Maths), alongside in-school observational assessments. Baseline observations are discussed, moderated, recorded and used to help staff understand children's achievements, interests and learning needs, inform planning and to predict future outcomes. It also aids the early identification of pupils with additional or special needs.

In line with EYFS guidance, no excessive data tracking or written evidence is required, However, we work closely with the EYFS 'Development Matters' document and the NECTEM for maths to ensure progression, curriculum coverage and to identify the children's next steps. We work closely with parents to share progress and next steps.

Assessment at the end of the EYFS – In the final term of the Reception school year the Early Years Profile is completed by the class teacher identifying a rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. Each child's level of development is assessed against the Early Learning Goals by indicating whether children are meeting expected levels of development, or if they are not yet reaching expected levels. This is reported to parents in the children's annual school report.

The Areas of Learning and Development
At Froxfield we recognise that children learn and develop in different ways and at different rates. All areas of learning and development are treated equally, and it is understood that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning.
The EYFS is made up of seven areas of learning:

Prime Areas
• Communication & Language
• Physical Development
• Personal, Social and Emotional Development

Specific Areas
• Literacy
• Mathematics
• Understanding the World
• Expressive Arts and Design

These areas are delivered throughout each topic and linked closely together. All areas are delivered through planned, purposeful play and a mix of adult led and child-initiated activities. Planning opportunities also reflect the different ways that children learn. This is through the Characteristics of Effective Learning where we prioritise how children learn over what they are learning.

The Characteristics of Effective Learning are:
• Playing and Exploring
• Active Learning
• Creating and Thinking Critically

Our Early Years spaces have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together. Learning also regularly takes place on the playground area, the field and the woodland at the top of the field.

There are weekly Forest School sessions in pre-school and a block of Forest School sessions in the summer term for reception.

Play
Children's play reflects their wide ranging and varied interests. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world. They learn communication, co-operation and teamwork alongside the ability to negotiate and assess and manage risk. Adults model play and play sensitively with the children, fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practise and build up ideas learning how to control themselves and understand the need for rules. They have the opportunities to think creatively alongside other children as well as on their own.

Nutrition and Mealtimes
We adhere to the DfE Nutrition Guidance for Early Years Providers (April 2025).

We provide:
• healthy, balanced meals and snacks
• menus based on four food groups: starchy carbs, fruits/vegetables, proteins, and dairy
• portion sizes appropriate to age and activity level
• safe food preparation practices and allergy management
• opportunities to model and teach healthy choices
• children to apply their skills daily during a rolling snack with a variety of nutritious foods given
• children are able to chop, cut, slice, spread what they eat using a child safe knife under adult supervision