



Langshott Primary School

Early Years Foundation Stage Policy

September 2025

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1. Introduction

The Early Years Foundation Stage is a special and important part of every child's 'learning journey'. It allows time for children to explore and engage with the world at their own pace. It supports children as they make connections, build relationships and become confident in themselves and their skills. It provides new experiences and challenges. It encourages children to develop their own ideas and follow their own initiative. It also lays the foundation of key literacy and numeracy skills necessary for future learning.

The implementation of this policy is the responsibility of all practitioners working in the EYFS setting. In the policy, the term 'practitioner' refers to the members of teaching and support staff working with children within the setting.

In the policy the term 'setting' refers to the Early Years educational provision at Langshott. This is available to children who enter school in the September following their fourth birthday. These children are in the final year of the EYFS. In the National Curriculum this is referred to as the Reception Year, or YR.

2. Aims of the Early Years Foundation Stage

In the EYFS setting at Langshott Primary School, we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential. We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them
- Fostering and nurturing children's self-confidence and self-esteem
- Teaching them to express and communicate their needs and feelings in appropriate ways
- Encouraging children's independence and decision-making, supporting them to learn through their exploration
- Developing children's social skills and an understanding of the values and codes of behaviour required for people to work together harmoniously
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions different to their own
- Understanding and valuing the importance of play in children's learning and development
- Providing learning experiences which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn

- Providing experiences which build on children’s existing knowledge and understanding in order to challenge, stimulate and extend their learning and development providing a range of effective learning opportunities, inside and outside
- Offering children access to a broad and balanced curriculum that gives them the broad 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
- A close working partnership between staff and parents and/or carers

3. The Early Years Foundation Stage framework

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2025.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 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 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

All the areas are delivered through a combination of planned, purposeful activity and opportunities for free play, with a balance of adult-led and child-initiated activities. We aim to harness children’s natural curiosity and motivation, and to capitalise on their strengths and interests in order to promote positive attitudes to learning. We encourage all children to be independent, confident and resilient and to develop effective communication skills. These attributes will provide a strong foundation for future learning.

4. Active Learning through Play

At Langshott Primary School we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

In the EYFS setting at Langshott Primary School, practitioners provide both structured and unstructured play opportunities, inside and outside. These activities are designed to engage children in practical, first-hand experiences to support children to discover, explore, investigate, develop their personal interests and areas of curiosity and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

5. Assessment and Record Keeping

Members of the Reception team make systematic observations and assessments of each child's achievements, interests and learning styles. These observations and assessments are used to identify learning priorities and plan next steps for each child. Evidence, including photographs and examples of learning, are collated in each child's Learning Folder, Writing Folder, Maths Folder or via Target Tracker.

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

Internal baseline assessments are carried out during the child's first half term of school to inform future planning and support. Judgments made are based on practitioners' evidence of the child's independent learning behaviour.

Foundation Stage teaching staff attend termly moderation meetings led by Surrey consultants to ensure consistency with local and national expectations.

Foundation Stage teaching staff also maintain progress and attainment records in line with other year groups, for example reading levels, knowledge of phonemes and high frequency vocabulary (reading and writing).

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 ('expected')
- 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.

To achieve a Good Level of Development (GLD) at the end of the Foundation Stage children must reach the expected level in the three prime areas as well as in literacy and mathematics.

6. Planning

Curriculum planning is led by the teaching staff and supported by learning mentors. Planning is informed by the Early Years Foundation Stage curriculum, whole-school cross-curricular topics, seasonal events and the interests of the children.

Regular activity sheets provide detailed information about learning objectives, activities, resources and assessment opportunities to inform all of the adults leading or supporting a particular learning opportunity- Individual needs are addressed,

Practitioners also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, teaching staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

7. Parents/Carers as Partners

Strong links between home and school are an important part of the ethos of Langshott Primary School. There are frequent opportunities for informal discussions with the Reception team, and formal opportunities during the Autumn, Spring and Summer terms.

Teachers offer a curriculum workshop for parents / carers at the beginning of the Reception year. This are designed to be informative, but also to encourage parents / carers to form supportive relationships, share strategies and genuinely contribute to 'building a picture' of their child. Related materials are included on the school website.

Parents are encouraged to send in "Magic Moments" that capture what children have done at home.

We also send home messages via "Marvellous Me" to celebrate the learning that has taken place in class.

8. Admissions and Induction

Parents and carers are invited to an information evening in the term before their child starts school. The children are invited to come to school for a 'stay and play' session. Parents come into the classroom to 'settle' their child, then attend a meeting with our Headteacher, Mrs Mackintosh about the induction process.

Information is gathered from pre-school settings both before and after entry. Records are transferred, a transition meeting takes place and visits to pre-school settings are made.

The Summer term before children join school, the Reception team carry out home visits. Children are visited at home by their class teacher and a learning mentor. This is an opportunity for staff to begin to establish a trusting relationship with the child and the family and for parents/carers to share information about their

child's development, interests and individual needs. Surrey 'Learning Journey' documentation is used to frame the conversation.

Entry in September is staggered during the second week of term, with the Summer-born children beginning first, followed by Spring-born children and then Autumn-born children. All children are full time by the end of the first full week, with the possibility of flexible attendance if it is agreed that a full week would be inappropriate.

9. Equal Opportunities

All practitioners at Langshott Primary School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting. All children, irrespective of gender, ability, ethnicity, culture or religion, language or social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting.

10. Special Educational Needs

Where progress or attainment in any area gives cause for concern, the advice of the SENCO is sought, Individual Support Plans are implemented, parents and carers are consulted and the support of outside agencies may occur. Intervention programmes, which meet additional, individual needs are actioned. Similarly, children who exceed expectations are provided for through enrichment and extension activities, and may be placed on the Gifted and Talented register.

11. Success criteria

We will know this policy is effective when:

- The learning environment is rich, challenging and supportive
- Links between home and school are strong
- Effective planning is in place and evident in classroom practice
- Learning Folders and tracking systems represent ongoing evidence of each child's learning journey, and inform next steps
- All children make at least expected progress in all areas
- Intervention programmes are well-planned and targeted to meet the needs of specific children evidenced in provision maps.

12. Monitoring arrangements

This policy will be reviewed and updated every 3 years.