



Langshott Primary School

Early Years Foundation Stage Policy

January 2026

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1. Introduction

The Early Years Foundation Stage (EYFS) is a vital and distinctive phase in every child's educational journey. At Langshott Primary School, we value this stage as the foundation for lifelong learning. Our EYFS provision allows children to explore, investigate, and engage with the world around them at their own pace. Through nurturing relationships, play, and high-quality teaching, children develop curiosity, confidence, and resilience. The EYFS underpins the development of key literacy and numeracy skills and establishes positive attitudes to learning.

All practitioners working within the EYFS setting share responsibility for implementing this policy. The term '*practitioner*' refers to all teaching and support staff within the EYFS setting, and the term '*setting*' refers to the Early Years educational provision at Langshott Primary School, available to children in the Reception Year — the final year of the EYFS.

2. Aims of the Early Years Foundation Stage

Our EYFS aims to provide every child with the best possible start to school life, ensuring that they develop intellectually, socially, emotionally, and physically. In line with the *Schools Inspection Toolkit (DfE, 2024)*, our provision is designed to be **ambitious for all**, inclusive, and responsive to each child's needs.

We aim to support each child's welfare, learning, and development by:

- Recognising and valuing that all children are unique and special
- Understanding that children develop in individual ways and at varying rates
- Providing a safe, caring, and stimulating environment where children feel secure and valued
- Fostering self-confidence, self-esteem, and independence
- Encouraging communication, language, and emotional literacy
- Supporting children to develop respect for others, regardless of background or belief
- Providing rich, play-based experiences that build on interests, curiosity, and prior knowledge
- Offering an ambitious, well-sequenced curriculum covering all seven areas of learning
- Ensuring quality and consistency in teaching and learning so that every child makes strong progress
- Working closely with parents and carers as valued partners in children's learning

3. The Early Years Foundation Stage framework

Our curriculum follows the **Statutory EYFS Framework (September 2025)** and aligns with expectations outlined in the *Schools Inspection Toolkit (DfE, 2024)*.

The curriculum is ambitious and coherently sequenced, ensuring that all children, including those with SEND or from disadvantaged backgrounds, have access to high-quality early education and achieve their full potential.

The EYFS framework identifies seven areas of learning and development, grouped into *prime* and *specific* areas:

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Learning takes place through a balance of adult-led and child-initiated activities. Practitioners skilfully adapt learning opportunities to ensure that children “**know more, remember more, and can do more**” over time.

All adults working in EYFS are first aid trained. A paediatric first aider is present at all times during the school day, including snack and outdoor sessions. All incidents are recorded and shared appropriately with parents.

4. Active Learning through Play

At Langshott Primary School, play is central to our approach to learning. We recognise that young children learn best when they are active, engaged, and intrinsically motivated. Play enables children to test ideas, risk take, be curious, solve problems, and make sense of the world around them.

Practitioners plan both structured and unstructured play opportunities, indoors and outdoors, that encourage exploration, collaboration, creativity, and curiosity. Through high-quality play, children develop essential skills in language, reasoning, imagination, and self-regulation. Our continuous provision is thoughtfully designed to ensure breadth, depth, and progression across all seven areas of learning.

5. Assessment and Record Keeping

Assessment in the EYFS is **ongoing, formative, and purposeful**. Practitioners observe, listen, and interact with children daily to understand their learning and development. Observations are used to identify priorities, plan next steps, and adapt teaching.

Within the first six weeks of school, children complete the **Reception Baseline Assessment (RBA)**. Internal baseline assessments are also conducted to inform planning and provide a clear picture of each child’s starting point.

It is vital that children develop appropriate knowledge and skills across the 7 areas of learning and development, relevant to their age and stage of development. All children achieve well from their starting points.

Staff use assessment well to make any necessary changes to teaching and/or the curriculum, including sharing information with Year 1 teachers when the children move to Key Stage 1.

Progress is tracked using **Juniper Sonar**, in line with the whole-school assessment pattern. Regular moderation (internal and with the Horley Learning Partnership) ensures consistency and accuracy.

At the end of EYFS, children are assessed against the **17 Early Learning Goals (ELGs)**, with outcomes recorded as either '*expected*' or '*emerging*'. These judgements are informed by observations, professional dialogue, and partnership with parents. Results are shared with parents and submitted to the Local Authority.

Children achieve a **Good Level of Development (GLD)** when they reach the expected standard in the three prime areas and in literacy and mathematics. Children are well prepared and their EYFS experiences pave the way for future learning in Year 1 and beyond.

6. Planning and Curriculum Implementation

Curriculum planning is led by teaching staff and informed by the EYFS Framework, children's interests, assessment outcomes, and whole-school topics. Plans ensure progression and balance between adult-led learning and child-initiated exploration.

Our provision reflects the *Schools Inspection Toolkit's* principles of **intent, implementation, and impact**:

- **Intent:** Our curriculum is ambitious, broad, and well-sequenced, designed to develop strong foundations for future learning.
- **Implementation:** Practitioners deliver high-quality teaching, responsive interactions, and targeted interventions.
- **Impact:** Children make measurable progress, demonstrating curiosity, communication, and confidence.

A strong emphasis is placed on communication, language, and literacy. Reading is central to our curriculum: children are immersed in a language-rich environment where stories, rhymes, songs, and high-quality texts are shared daily. We recognise reading as the foundation for lifelong learning and prioritise it throughout our provision. **Phonics** is taught daily using the **Twinkl Phonics** validated systematic synthetic programme. Reading is woven throughout the curriculum via stories, rhymes, songs, and high-quality texts. A love of reading is fostered through daily story time and continuous access to books.

Communication is best developed through a range of 'socially-meaningful' interactions with peers and adults. At Langshott, we use the ShREC approach to support language and communication development. ShREC is a series of 'specific, evidence-informed strategies' that all educators embed into everyday classroom practice.

Purposeful interventions are planned for individuals or groups at risk of falling behind, ensuring that children **keep up rather than catch up**. All interventions are monitored for impact and reviewed regularly.

Enabling environments play a key role in our practice. Both EYFS classrooms provide well-planned continuous provision for indoor and outdoor learning. “Discovery Time” allows children to explore, develop independence, and apply learning. Enhancements are added weekly in response to assessments and interests, all practitioners support with this planning process. Practitioners consider 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. Outdoor learning is highly valued for its contribution to physical development, creativity, and well-being.

7. Marking and Feedback

Feedback in EYFS is primarily **verbal and immediate**, supporting children’s understanding and next steps. Children are encouraged to reflect on their own learning through oral self-assessment, supported by adult dialogue.

When written work includes a learning intention, practitioners annotate with purple pen to highlight achievement against the success criteria. Feedback focuses on effort, progress, and next steps, reinforcing the principles of growth and reflection.

Has not met the success criteria	Has partially met the success criteria	Has completely met the success criteria
●	—	✓

8. Parents/Carers as Partners

Strong home–school partnerships are central to our EYFS ethos. Parents are children’s first educators, and their involvement is key to success.

We offer regular opportunities for engagement, including:

- Curriculum workshops at the start of the year
- Summer journals
- Parent consultations in Autumn and Spring
- Sharing home learning and celebrations through “Magic Moments”
- Marvellous Me updates to communicate about the children’s days
- Regular communication with parents as/when needed
- Home learning for writing and reading
- Updated year group page on the school website and Google Classroom
- Communication via emails

Parents are encouraged to contribute to learning by sharing achievements, supporting reading at home, and engaging in open dialogue with practitioners.

9. Admissions and Induction

Parents and carers are invited to an information evening in the term before entry. Children attend “stay and play” sessions and receive a **home visit** from their class teacher and learning mentor. These early interactions help staff understand each child’s background, interests, and needs. Information is gathered from previous settings and shared with parents to ensure continuity of learning.

Entry in September is staggered to ensure a smooth transition. All children are full-time by the end of the first week, with flexibility where appropriate.

10. Inclusion and Special Educational Needs

In line with the Schools Inspection Toolkit (DfE, 2024), inclusion is central to our EYFS provision. All children, regardless of gender, ability, ethnicity, culture, or social background, access a curriculum that is ambitious, adaptive, and equitable.

Where progress gives cause for concern, the advice of the SENCO is sought. Individual Support Plans (ISPs) are implemented, and external agencies engaged as needed.

Children exceeding expectations are challenged through enrichment and extension opportunities.

We are committed to identifying and supporting additional needs early, using the assess–plan–do–review cycle to remove barriers and enable every child to thrive. We use the SEND assessment tool to identify areas of need and monitor children’s progress regularly.

11. Equal Opportunities

All practitioners at Langshott Primary School uphold positive attitudes to diversity and inclusion. Children learn in an environment that values fairness, respect, and representation. Resources, stories, and experiences reflect a range of backgrounds, cultures, and abilities, ensuring that every child feels seen and valued.

12. 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 and purposeful
- Curriculum intent, implementation, and impact are evident in practice
- Assessment informs planning and tracks clear progress for every child
- All children make at least expected progress across all areas of learning
- Interventions are well-planned, targeted, and demonstrably effective

13. Monitoring Arrangements

This policy will be reviewed and updated every three years, or sooner if required. The EYFS Lead, SENCO, and Senior Leadership Team will monitor its implementation through learning walks, moderation, and analysis of pupil progress. Feedback from staff, parents, and children informs continuous improvement.