



Early Years Foundation Stage Policy

September 2026

Review Date: September 2027

Approved by gov: September 2026

Our policy takes account of changes noted in the EYFS framework for 2026.

Aims in EYFS:

To give each child a happy, safe, positive, fun and educationally exciting start to their school life in which they can establish firm foundations to achieve and flourish as they develop a love of learning.

To offer a range of new and exciting experiences and opportunities to develop, explore, risk take and challenge, and learn new skills both in a group and individual basis.

To enable each child with support, encouragement and high expectations, to be the best they can be and reach their full potential.

To encourage children to be independent learners and set standards for this as they move along the school.

To support children in building secure and positive relationships with peers and adults through the development of social and communication skills.

To identify, support and make each child aware of their own strengths and achievements and to instil confidence in all to promote self-esteem from a young age.

EYFS Curriculum:

The Foundation classes follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document.

The framework includes seven areas of learning and development, with the three prime areas including:

Communication and Language – Listening, Attention and Understanding, and Speaking

Personal, Social and Emotional Development – Self-Regulation, Managing self and Building Relationships

Physical Development – Gross motor skills and Fine motor skills

The four specific areas include:

Literacy – Comprehension, Word Reading and Writing

Mathematics – Number and Numerical Patterns

Understanding the World – Past and Present, People, Culture and Communities, The Natural World

Expressive Art and Design – Creating with Materials and Being Imaginative and Expressive

Teaching Strategies:

As children enter Foundation Stage at Beckers Green there is a big emphasis on Continuous Provision for all children, encouraging their independence and free choice in accessing all areas of the classroom and learning environments. Children have free choice to move around the class and what they access and adults will encourage independence in this, ensuring there is a balance of child led and adult initiated activities and tasks across the day. Adults may ask children to complete a task with them and other times adults will join in with a child's game or play to support, build on and further their learning and understanding. Teachers and learning support assistants will carry out observations to assess children's learning, these take place during adult guided tasks and children's play within continuous provision.

More formal focus teaching for Maths and Literacy will start after October half term and will gradually increase so that by the end of the Summer Term the teaching will include full focus mornings and continuous provision in the afternoons in preparation for transition into year one.

Play:

Learning through play is an important part of the EYFS curriculum at Beckers Green. Children will learn best and in more depth through activities and tasks which are of interest to them and which excite and give desire for the children to use. Where possible, children's interests will be a starting point for learning and activities and experiences can be planned as a result of this. Children are also advised of new topics, asking for their prior knowledge so that teaching can be adapted for each child depending on their previous knowledge.

Through play, children build upon their previous knowledge and skills learnt, improve social and communication skills, develop problem solving and risk-taking skills and broaden their understanding of new topics and experiences. It is important that adults take an active role in child-initiated play by observing, modelling, scaffolding and being involved and extending children's play.

It is important that the activities on offer in the EYFS classrooms are inspiring, inviting, exciting and engaging, and we believe the opportunities should be hands on and exploratory, allowing children to become fully involved in activities as a way of ensuring they learn to their full potential. Children will engage in hands on practical activities such as peeling, cutting and tasting fruits and vegetables when learning about The Natural World, making lotions and potions when they become mini

scientists, and building their own obstacle courses to blow pompoms round when they become the Big Bad Wolf within the Traditional Tales topic.

Teaching:

Teaching includes both direct and indirect experiences and an appropriate balance of focus and continuous provision learning is carefully planned to support all needs of the children in the class. Focus tasks will be differentiated to meet learning needs and related to what areas and stages each child is working at within the EYFS curriculum. A daily timetable is set in each class with routines in place to ensure all children feel safe and secure in the classrooms, knowing what to expect and when. This will set times for certain activities and learning opportunities to take place, for example focus learning such as writing, maths and art and phonic sessions. These may be in small groups or as part of a whole class learning opportunity. These group sessions support learning habits such as sitting quietly on the carpet, learning as a group, listening to the teacher for example, all things needed as they move across the school, which can be built upon in EYFS.

Stories and books are shared throughout the day and at the end of each school day, we feel it is important to spend this time delving into a story book and exploring different tales. It is important that children have the opportunity to read and to listen to different stories, traditional, fiction and non-fiction and this will support a love of stories as a prelude to other areas of learning. Each child has their own book bag for taking home their reading book and sharing story book and we have a vast amount of books to enjoy in our designated reading areas in both classes, along with high quality picture books in the school library.

Reading and phonics:

Your child's reading journey begins in EYFS, firstly through sharing a love of books. Both classes have an open and inviting book corner for children to self-select books to read, share and enjoy. These consist of both fiction and non-fiction books, comics and magazines, aiming to widen children's experiences and love of reading material. Children will have a book read to them, at least once a day, often at lunch and home time, to share ideas together, learning basic words such as author, illustrator and title, and sharing ideas.

At Beckers Green Primary School we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the *Little Wandle Letters and Sounds Revised* [progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Implementation

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the *Little Wandle Letters and Sounds Revised* [expectations of progress](#):
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult in small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'.
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

Home reading

- **Decodable reading practice** books are taken home to ensure success is shared with the family.
- **Reading for pleasure** books also go home for parents to share and read to children.
- **Daily keep-up lessons ensure every child learns to read** - Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

Outdoor Learning:

We are incredibly lucky to have a wonderful Copse on the school site, and children in EYFS have access to weekly sessions throughout the school year with our Outdoor

Learning lead. Children will go out in all weathers (aside from high winds as per risk assessments) and will take part in open ended, nature activities, which can include minibeast hunts, bird spotting, den building but also includes rolling down the muddy ditch, running across the bridge, climbing the tree house and swinging on the rope bridge! We ask that children bring in a change of clothes and wellies to allow them to become at one with nature and not worry about getting clothes or shoes muddy. At Beckers Green we say there is no such thing as bad weather, but rather bad clothing! We believe our curriculum sessions within the Copse and outdoor learning environments promote communication, resilience, problem solving, physical development and a love of the natural world.

Screen Use and Technology

At Beckers Green Primary School, technology is used purposefully to support children's learning and development. We recognise the importance of balancing technology with active, practical, play-based experiences and face-to-face interactions.

Children's use of screens is carefully monitored and is always purposeful, age appropriate and led by an adult. Screen-based activities will never replace opportunities for communication, physical activity, imaginative play, outdoor learning or social interaction.

We have regard to the Department for Education guidance on children's screen use and ensure technology enhances learning whilst supporting children's wellbeing, development and health.

Planning:

Topics are a great way of engaging children in their learning and to encourage them to reach their full potential, learning new information and to embed their current knowledge. Each half term the foundation classes have a new topic and these range from 'All about Me' to 'Once upon a time...' and 'All Creatures Great and Small' Children are encouraged to give ideas as to what they would like to learn about and teachers take these into account when planning, including any prior knowledge as a way of developing individuals, after all children learn best when they are involved and excited to learn.

Teachers plan for the indoor and outdoor classrooms on a weekly basis and this includes any observations and focus learning opportunities that will take place. Topic webs can be found on the school website and are available to parents to give information on what their child will be learning and experiencing within the half term to allow collaborative learning at home and at school. Input for planning is encouraged from all staff in the Foundation Stage team, including teachers, LSA's

and PE staff. A cross-curricular approach takes place, for example linking Outdoor Learning sessions to the weekly or half termly topic.

Visits and Visitors:

Where appropriate, we invite visitors into our school and plan school trips to support the topics we are learning about. This could include visits from a mother and baby within the 'Come Outside' topic, or a school trip out to a local farm to link with 'All Creatures Great and Small'. These opportunities help to support and widen children's experiences in the real world and supports learning through the use of concrete objects and real experiences. We may seek parental support on trips out to ensure we adhere to a ratio of 1:4. Trips out may be awarded as a reward within school, for good behaviour and PE awards for example. Prior notice is always given and parental permission will be needed before any child is taken off of school premises. Full risk assessments are carried out to ensure high quality safeguarding for all children and adults attending.

Classroom Organisation:

The foundation stage classes have defined learning areas within them and resources and equipment are clearly labelled to ensure they can be easily accessed by staff and children, to encourage independence in children's learning, and to ensure children develop respect for learning materials and the classroom. Each class is set up appropriately for the children's needs and includes well-resourced self select writing and maths area, art and craft areas, book corners full to burst with high quality materials, an engaging role play area linked to the half termly topic, a small world area, funky fingers and Practical Life area to develop fine motor and manual dexterity and construction area. The outside area also reflects the indoor classroom where larger scaled equipment is used to reflect indoor practice. Each day is planned for and different, high quality and exploratory activities and resources are set up in the different learning areas. Children are encouraged to be involved in the setting up of areas and activities, for example, role play and small world areas, and are encouraged to be responsible in keeping the classroom safe and organised for all to work in.

The outdoor area is a vital part of the EYFS curriculum and we believe it is important that children have ample opportunities to spend as much time outside as they can. We operate a free flow system where children can choose to be inside or outside for as long as possible and across the two classrooms via the bifold door. The outdoor area can be used to reflect the indoor classroom and the activities on offer, often using large scale materials and resources to widen knowledge and understanding and offer as many learning opportunities as possible, and most importantly, developing their gross motor movements and muscles, upper arm muscles for example needed for writing. Each child has their own labelled tray and coat peg

within the cloak room and we encourage children to take responsibility for keeping their items, clothing and book bags safe.

Assessments and observations:

Observations are an integral part of the daily routine in the Foundation Stage and play an important part of understanding each child's achievement, learning and development within all areas of the EYFS curriculum. Specific observations are set by the class teacher and include the teacher and LSA observing children on an individual and group basis within different areas of the classrooms, depending on the curriculum area being observed. The observations build up a picture of each individual child and these are uploaded to Tapestry, an online Learning Journey, in which parents have access to, and can add their own observations from home.

When children start at school, a baseline assessment is completed to gauge their entry level within the EYFS curriculum and helps to plan for all children's individual needs, understanding what stage of development they currently are at and how they can be fully supported to develop during their time in EYFS. At the end of Foundation stage, all children are assessed against the Early Learning Goals according to statements set by the Government. This information is passed on to the next teacher to allow a smooth transition and understanding of their educational needs, to ensure individual learning needs are met and continued as they move throughout the school.

Safeguarding

All staff, volunteers and visitors are subject to appropriate safeguarding and suitability checks in line with current statutory guidance. Staff are required to disclose any information which may affect their suitability to work with children. Safeguarding training is updated regularly and all staff understand their responsibility to report concerns immediately to the Designated Safeguarding Lead.

Parents and Carers:

We believe that a strong and positive relationship with our parents is key to supporting each child in school and we encourage parents to be involved in their children's learning, progress and development within the Foundation Stage. Teachers and LSA staff are available at the beginning and end of each day to communicate with parents, pass messages on and give information on each child, but are able to communicate via the telephone for those parents who are unable to drop off or pick up their children. Tapestry is also used to communicate appropriately with parents and allows parents an insight in to their child's learning and development during their days at school. Parents are encouraged to take an active role in their child's time in EYFS and visits in to school and uploads to Tapestry by parents and carers are encouraged.

Transition meetings are held before starting the school, along with nursery and home visits to meet the class teacher to ensure a positive relationship is forming from the start - starting school can be an exciting but apprehensive journey for parents and carers and so supporting adults is something we feel is as important as supporting children to settle. This allows children and parents to feel comfortable and at ease as they join Beckers Green, allowing a smooth transition in to school and the first part of their educational journey.

We encourage parents to join their child in class each half term for Outcome Afternoons, when time is given for them to take part in the daily routine with their child, sharing activities and resources and having the opportunity to look at their children's books and meet with teaching staff in an informal manner. All parents, carers, grandparents and family members are encouraged to attend these afternoons.

Parent's evenings are held twice a year to discuss the learning and progress of each individual child and these are arranged at a time to meet the needs of all parents. Parents and Carers are encouraged to attend sporting events, Christmas shows and Fayre's throughout the school year.

Health and Safety/Safeguarding and training

To meet their full potential in school, it is vital that children are learning in a safe environment and this is something which we take very seriously at Beckers Green.

Risk assessments are carried out within the school to ensure that any potential risks and hazards are taken into account and appropriate safety measures are put in place to safeguard the children and staff within the Foundation Stage team. We encourage children to risk take both inside and outside, and this is done under supervision to ensure children are kept safe at all times.

Staff training - Staff receive regular updates and training in safeguarding, online safety, allergy awareness, safer eating practices, paediatric first aid and any statutory changes within the Early Years Foundation Stage Framework. Staff are supported to maintain high levels of professional knowledge and expertise through continuous professional development. We use the Handsam system to ensure staff training in health and safety is up to date.

Members of staff do not use their mobile phones in the classroom. Staff take photos of the children on the class Ipads to support observations and assessments. These photographs are used within their individual learning journeys and class displays. All parents are asked to give permission for their child's photos to be used on the school website for example on entry to the school. Photographs are not used elsewhere without consent from parents.

Our school is a healthy school and this is reflected in the snacks on offer to the children. In Foundation Stage – to reflect guidelines within the EYFS Framework, all

children will eat snack together inside before going out to break. This is to ensure children eat safely and lower the risk of choking. All EYFS staff are paediatric first aid trained. Practical skills are taught as children start at school, such as pouring their own drinks, cutting their own fruit and spreading their own crackers and bread and independence in these skills are encouraged by all members of staff. Children are shown how to use equipment safely and appropriately, and the skills needed to keep themselves safe, cleaning up spillages for example. Children take such pride in their own successes of making their own snack and this is delightful to see.

A staff member with paediatric first aid training will also be on hand in the hall when the children are eating to supervise carefully and avoid choking. They will monitor all children until they have finished their lunch. Staff are also trained in allergy awareness.

We take accidents seriously and parents are informed via phone call or a school ping if a child bangs their head. We have named first aiders in both EYFS classes, including both EYFS teachers, and they are always available throughout the day in case of an emergency.

If a child has a toileting accident they will be changed in an appropriate space with support from a staff member – another staff member will be nearby to ensure all are safeguarded. Parents are informed of any accidents.

Play and learning equipment are checked daily to ensure it is of high quality and safe for all children to use and access. Materials and resources are replaced when needed.

Fire drills occur regularly to ensure children understand the routine in case of an emergency. Children are supported and encouraged to become aware of the fire drill routine to keep themselves and others safe.

We follow a separate policy for Child Protection and all members of staff are trained in this. Staff also conform to the Staff Code of Conduct.

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