The Greville Primary School

Early Years Foundation Stage Policy

Last Update: May 2026

Governors' Committee Responsible	Learning & Teaching
Policy Originator	Tina Edwards
Next Review Date	May 2029

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1. Aims

At The Greville Primary School, we believe that every child deserves the best possible start to their education. We recognise that children learn best when they feel safe, secure, valued and supported within positive relationships and enabling environments.

Our EYFS provision aims to:

- Provide a broad, balanced and ambitious curriculum that develops children's knowledge, skills and understanding
- Ensure children make good progress from their starting points
- Foster curiosity, independence, resilience and a lifelong love of learning
- Promote high standards of teaching and learning through purposeful play and carefully planned adult-led experiences
- Develop positive partnerships with parents, carers and external agencies
- Ensure every child is included, supported and valued through equality of opportunity and anti-discriminatory practice
- Support children's personal, social and emotional development so they are ready for the next stage of education
- Create a safe, stimulating and inclusive learning environment where all children can thrive

2. Legislation

This policy is based on the following legislation and statutory guidance:

- The Early Years Foundation Stage Statutory Framework for Group and School-Based Providers (effective from January 2024 and updated November 2024)
- The Childcare Act 2006
- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (KCSIE) 2025
- The Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015)
- The Equality Act 2010

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Relational Policy
- Teaching and Learning Policy
- SEND Policy
- Attendance Policy
- Health and Safety Policy
- Online Safety Policy
- Intimate Care Policy
- Administering Medicines Policy

3. Structure of the EYFS

The Early Years Foundation Stage applies to children from birth to the end of the Reception year.

At The Greville Primary School, the EYFS consists of two Reception classes with an intake of up to 60 children. Staffing includes two class teachers and learning assistants to support learning and development.

We recognise that children develop rapidly in the early years and that every child is unique. We follow the four overarching principles of the EYFS:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

We strive to provide:

- A high-quality and inclusive curriculum
- Rich learning opportunities indoors and outdoors
- Skilled practitioners who understand how young children learn
- Strong partnerships with families and outside agencies
- An environment that promotes independence, communication and exploration

4. Curriculum

Our EYFS curriculum follows the statutory requirements of the Early Years Foundation Stage Framework (2024 updates).

The EYFS curriculum is organised into seven areas of learning and development.

Prime Areas

The prime areas are fundamental to children's development and underpin all future learning:

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

Specific Areas

The specific areas strengthen and apply the prime areas:

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

Teaching and learning in the EYFS are delivered through a balance of:

- Child-initiated play
- Carefully planned adult-led activities
- High-quality interactions
- Practical and engaging experiences
- Continuous provision indoors and outdoors

Practitioners carefully observe children and respond to their interests and next steps in learning.

Communication and Language

At The Greville, we place a strong emphasis on developing speaking and listening skills. Adults model high-quality language and vocabulary throughout the day. Storytelling, singing, conversations, role play and high-quality texts are used to develop children's communication skills.

Early Reading and Phonics

The school follows the Read Write Inc. phonics programme to support the teaching of early reading and writing. Children participate in daily phonics sessions and regular reading activities matched to their phonic knowledge and stage of development.

Writing

Children are encouraged to develop early writing skills through meaningful opportunities across the learning environment. Fine motor development, mark making and oral storytelling are prioritised to support writing development.

Mathematics

Children develop mathematical understanding through practical exploration, adult modelling and problem-solving opportunities. We encourage children to develop confidence with number, pattern, shape, measure and mathematical language.

Outdoor Learning and Forest School

Children have regular access to outdoor learning opportunities. Forest School experiences may include den building, tool use, fire safety learning, nature exploration and collaborative activities led by trained staff.

Enabling Environments

Learning environments are organised to promote independence, creativity, exploration and sustained engagement. Resources are carefully selected to support children's interests and developmental needs.

Practitioners consider the needs of all learners, including those with SEND and English as an Additional Language (EAL), adapting provision where necessary.

Learning and Development

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through positive interaction.

As children grow older, and as their development allows, the balance gradually shifts from continuous provision to more adult-led activities to help children prepare for more formal learning, ready for year 1.

We have provision for the children to take part in forest school activities which are led by a trained member of staff. The school has adopted the Read, Write, Inc approach to teaching and learning of phonics. Children take part in four discrete sessions of reading each week to develop and build their reading, fluency and writing.

Positive Relationships

In the Foundation Stage, we aim to develop caring, respectful relationships with the children and their families. Reception staff plan a considered transition including nursery and pre-school visits, a stay and play session to explore the new environment and time to visit individually with teachers in the new classrooms. There are regular opportunities for parents to talk to staff about their child's learning journey and regular updates are posted through SeeSaw.

Characteristics of Effective Learning

The Characteristics of Effective Learning underpin teaching and learning in the EYFS.

Children are supported to develop:

Playing and Exploring

Children investigate, explore and ‘have a go’ through active learning experiences.

Active Learning

Children are encouraged to concentrate, persevere, develop resilience and take pride in their achievements.

Creating and Thinking Critically

Children are supported to develop their own ideas, make links in their learning and choose ways to solve problems.

These characteristics are embedded across all areas of the curriculum.

5. Assessment

Assessment in the EYFS is ongoing and informs future planning and teaching.

Staff observe children during play and adult-led activities to identify achievements, interests and next steps.

Assessment methods include:

- Observations
- Professional discussions
- Interactions with children
- Samples of learning
- Information shared by parents and carers

Reception Baseline Assessment

Within the first six weeks of starting Reception, children complete the statutory Reception Baseline Assessment (RBA) in line with government requirements.

EYFS Profile

At the end of the Reception year, practitioners complete the EYFS Profile for each child.

Children are assessed against the Early Learning Goals and judged as either:

- Expected
- Emerging

Assessment outcomes are shared with parents and carers through end-of-year reports.

Moderation takes place internally and with local schools to ensure consistency and accuracy of judgements.

6. Working with parents

We recognise that parents and carers are children’s first and most enduring educators. Strong partnerships between home and school are essential in supporting children’s learning and wellbeing.

We support successful transitions into Reception through:

- New starter meetings
- Stay and play sessions

- Transition visits
- Communication with nurseries and pre-schools

Throughout the year, parents and carers are kept informed through:

- Parent consultations
- Curriculum workshops
- Online learning platforms such as Seesaw
- Informal discussions with staff
- Written reports

Parents and carers are encouraged to contribute to their child's learning journey by sharing achievements and experiences from home.

Where additional support is needed, staff work closely with families, the SENDCo and external professionals.

7. Safeguarding and welfare procedures

The safety and wellbeing of children is paramount.

The Greville Primary School follows the safeguarding and welfare requirements outlined in the EYFS Statutory Framework and Keeping Children Safe in Education.

We provide a safe, secure and welcoming environment where children can learn and develop confidently.

Our safeguarding procedures include:

- Staff safeguarding training and regular updates
- Clear procedures for reporting concerns to designated safeguarding leads
- Appropriate supervision of children at all times
- Promotion of good health, including healthy eating and oral health
- Risk assessments for indoor, outdoor and off-site activities
- Online safety education
- First aid procedures in line with statutory requirements

Children are taught how to keep themselves safe through age-appropriate discussions, routines and the PSHE curriculum.

All safeguarding concerns are managed in line with the school's Child Protection and Safeguarding Policy.

8. Inclusion and Equal Opportunities

At The Greville Primary School, we are committed to ensuring that all children are valued and included.

We believe every child should have an equal opportunity to achieve their full potential regardless of background, ability, culture, religion, gender or disability.

Practitioners:

- Identify and respond to individual needs
- Work closely with parents, carers and outside agencies
- Adapt provision to support all learners
- Promote positive attitudes towards diversity and inclusion
- Ensure children with SEND receive appropriate support and reasonable adjustments

The school follows the SEND Code of Practice and Equality Act 2010.

9. Monitoring arrangements

This policy will be reviewed annually by the EYFS Lead and approved by the Learning and Teaching Governors.

Monitoring of EYFS provision includes:

- Learning walks
- Observations
- Pupil progress discussions
- Moderation activities
- Review of planning and assessment
- Feedback from pupils, staff and parents/carers

The governing body will review this policy in accordance with statutory requirements.

Appendix 1. List of statutory policies and procedures for the EYFS

The following policies and procedures should be read alongside this EYFS Policy:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Health and Safety Policy
- SEND Policy
- Equality Information and Objectives
- First Aid Policy
- Administering Medicines Policy
- Online Safety Policy
- Attendance Policy
- Whistleblowing Policy
- Intimate Care Policy
- Educational Visits Policy
- Data Protection Policy

This policy reflects the statutory requirements of the EYFS Framework for Group and School-Based Providers and current safeguarding guidance as of May 2026.

For the most up-to-date statutory guidance, refer to the Department for Education: EYFS statutory framework

Review Schedule

Committee/Date	**Approval**	**Reviewed/Updated**
Learning & Teaching	T and L	9.11.26