



Early Years Foundation Stage (EYFS) Policy 2026-27

Aims

At Greenhaugh School we aim to provide the highest quality care and education for all our children, giving them strong foundations for their future. We aim to ensure that all our children develop into independent and lifelong learners.

“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.”

Development Matters Sept 2020

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

Curriculum

Our Reception children follow the curriculum as outlined in the [Early Years foundation stage statutory framework](https://www.gov.uk/government/publications/development-matters--2). The EYFS is based on seven key features of effective practice as set out in <https://www.gov.uk/government/publications/development-matters--2>

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those who need additional support

- Work in partnership with parents and where needed, outside agencies
- Plan challenging learning experiences for all our children, based on the individual needs of the child
- Provide opportunities for our children to engage in adult led learning and self-initiated learning
- Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning

The Areas of learning:

Our Early Years Curriculum continues planning for breadth, balance, relevance and differentiation supporting the three characteristics of effective teaching and learning which are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Learning experiences and opportunities are tailored to the reception class cohort of children incorporating the seven areas of learning supported by the New Development Matters non-statutory curriculum guidance for all reception children.

Developmentally appropriate activities are provided for all children which enables them to progress towards the Early Learning Goals.

The early learning goals are focused on the main factors that support child development at age 5.

The 7 areas of learning and development are:

3 Prime areas-

Communication and Language:

Interactions,
Exploring language,
Listening and understanding

Personal, social & emotional development;

Emotions,
Sense of self,
Relationships

Physical development;

Core strength and co-ordination,
Gross motor skills,
Fine motor skills

4 Specific areas

Mathematics;

Numbers,
Patterns and connections,
Spatial reasoning

Expressive arts and design;

Imagination and creativity,
self expression,
communicating through arts

Literacy;

Comprehension,
Pre-reading,
Pre-writing

Understanding the world;

Personal experiences,
Diverse world,
Widening vocabulary

These early learning goals summarise the knowledge, skills and understanding that all young children should have gained by the end of the academic year in which they turn 5, the reception year, through a broad curriculum developed specifically for our children .

All seven areas of learning and development are important and interconnected.

At Greenhaugh, children are provided with a range of rich, meaningful first hand experiences, in which children can explore, think creatively and are active. We provide a well –balanced, progressive curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child initiated learning.

THE LEARNING ENVIRONMENT

Particular attention has been paid to make our joint Early Years and KS1 classroom as welcoming and stimulating as possible. In planning our use of time, space and resources we aim to offer the children:

- opportunities to mix with other children
- opportunities to interact with adults and children
- sufficient time and space to allow for activities and reflection, for talk and for listening.
- equipment and resources which are safe and suitable for the children's learning requirements.
- equipment which is stored in such a way that they can see it, access it, use it and put it away themselves.

- well planned provision for different kinds of learning through play and first hand experience.
- opportunities to choose and consider alternatives.
- an environment where their work, process and product, is valued and, where appropriate,
- attractively displayed.
- opportunities to solve their own problems with the help of supportive adults.
- access to a safe outdoor environment which is used to stimulate and to support learning.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this where children have been identified as having a specific need intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator.

Assessment, Recording and Reporting

The Early Learning Goals are not used as a curriculum but as an assessment during the summer term of the reception year (before June 30th)- **Early Years Foundation Stage Profile (EYFSP)**. This is a separate assessment from the **Reception Baseline Assessment (RBA)**.

The Reception Baseline Assessment (RBA) is a short and simple check of a child's early literacy, communication, language and maths skills when they begin school (within the first 6 weeks of entry to reception) and is statutory for all schools from September 2021.

Regular assessments are made by staff to ensure future planning reflects each child's needs. This is done through ongoing observations and assessments in the seven areas of learning. We use the Northumberland School Readiness checker to monitor progress during Reception.

- Assessments are made in line with the EYFS
- All children will complete the statutory '[Reception baseline assessment](#)' within the first 6 weeks of starting Reception
- Daily practice includes observations of children's development and progress
- Discussions are held with all adults in EYFS about individual children's development and next steps
- Significant observations of children's' achievements are recorded in their books and /or on their Class Dojo portfolio, which is shared with parents
- We offer two parent/carers consultations throughout the year when we discuss children's progress and parents/carers are able to look at the child's achievements and books in school
- At the end of Reception children are assessed against the Early Learning Goals for each area of learning
- An end of year written report is provided to all parents/carers on their child's development against the seven areas of learning

Transition

At Greenhaugh School we recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children. To this end we have established a strong set of procedures for transitions to be smooth as possible. We invite parents/carers into school for an informal information meeting and chat where they meet Reception staff and can ask questions and share information about their child. Prior to children attending Reception, Reception staff receive Children's records of development (Northumberland Passport). Children will be invited into school for several transition morning sessions in the Summer term prior to them starting Reception.

Children in Reception are part of Class 1, alongside children from Year 1 and 2. This supports their transition into year 1 as they remain in the same learning environment, usually with the same class teacher and TA. They will also begin Year 1 with an awareness of routines and expectations for Year 1 children. Teachers are able to use the understanding of a child from their reception year to support them in Year 1.

Health and Safety and Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance. We participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. Fresh water is readily available for all children and we provide a water bottle for each child. Children are taught the importance of keeping clean and washing their hands correctly.

Home and School Links

We believe that parents/carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our settings. Working in partnership has a very positive impact on a child's development.

We develop this working relationship between the school and parents/carers as follows:

- We hold a parent/teacher consultation early in the year to establish how a child is settling into the school environment.
- We use Class Dojo or the Home School Diary, which is accessible to both parents and staff to enter observations of what a child knows/can do and to provide next steps in learning.
- We operate an "open door" policy that will allow parents/carers to discuss concerns and developments in an informal manner. Conversely, if we have concerns about the progress of a child, they will contact parents/carers to discuss them.

- We provide regular opportunities for parents/carers to come and visit our school for events, sharing of work, workshops on how to support your child's learning at home etc.
- We publish information about planning, homework and children's learning experiences on different media – monthly newsletters, Class Dojo, Facebook and our school website (subject to parental permissions).

Complaints Procedure

Please refer to the Greenhaugh Primary School Complaints Procedure as required.

Policy created: Approved by Governors Nov 21, reviewed Nov 22, Nov 23, Nov 24, Nov 25, Nov 26

Next review date: Nov 27

Signed: Leanne Dotchin, Headteacher

Signed: Sarah Barnes, Chair of Governors

Date: