



Early Years Foundation Stage Policy

This policy was approved and adopted
by the Headteacher
in July 2026

It will be reviewed in Summer 2028



RATIONALE

The Early Years Foundation Stage is a distinct stage of education for children aged from zero to five years. The earlier stages will be covered in nurseries, through child minders and our own nursery at Crawley Ridge Infant School. The final year of this stage is covered while children are in reception classes, from the age of four.

‘Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.’ (Development Matters)

‘Children develop in the context of relationships and the environment around them. This is unique to each family and reflects individual communities and cultures’ (Development Matters).

At Crawley Ridge Infant School we greatly value the importance of the EYFS in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children’s readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Learning for young children happens everywhere, not just in planned activities but also in everyday tasks such as when children wash their hands, play in the playground and have their snacks. The curriculum in the Early Years Foundation Stage cannot be organised into neatly packaged sections: opportunity for learning exists everywhere. It is at this early stage that children begin to develop characteristics, such as persistence and independence, to enable effective learning.

The children have an opportunity to access different learning environments, both inside and outside. The learning can take different forms of child-initiated activities, adult led and guided activities.

At Crawley Ridge Infant School the children have opportunities to develop the following skills

- respect others
- listen to others and respond appropriately
- talk effectively to others
- explore new objects/ideas
- take part in new experiences
- practise newly acquired skills



- recreate experiences
- apply skills
- experience challenges
- learn to take risks
- develop persistence
- develop independence
- begin to form strategies to solve problems.

PRINCIPLES (EYFS STATUTORY GUIDANCE)

The EYFS is based upon four principles:

A Unique Child - every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships - children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. It focuses on respect, supporting learning, and partnership with parents.

Enabling Environments - the environment plays a key role in supporting and extending children's development and learning. The focus is on observation, assessment and planning, the learning environment and transitions.

Learning and Development - children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

At Crawley Ridge we recognise that:

- Every child is unique and therefore needs to develop as an individual, in his/her own way and at his/her own pace
- Children need to make choices and experience success, risk and failure
- Children need to learn to understand and cope with emotions
- Children learn from first hand experiences (active learning)
- Children need to develop socially and emotionally with others to be able to:
 - Make good relationships with others
 - Develop consideration and respect for others
 - Learn a sense of responsibility
 - Gain self-confidence, independence and learn self-control.

THE EARLY YEARS FOUNDATION STAGE CURRICULUM

Intent

At Crawley Ridge Infant School, we aim to provide a broad, balanced and ambitious curriculum that meets the needs of all children, including those with SEND and those from disadvantaged



backgrounds. We ensure all children develop the knowledge, skills and attitudes needed to succeed in their next stage of education.

Implementation

We achieve this through:

- A high-quality play-based curriculum
- Skilled adult interactions, modelling and questioning
- Careful observation and assessment to inform next steps
- A balance of adult-led and child-initiated learning

Impact

Children make good progress from their starting points and develop the characteristics of effective learning. They leave the EYFS confident, independent and well-prepared for Key Stage 1.

Prime areas:

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

Specific areas:

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

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning, and teachers plan activities with these in mind. The characteristics highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics 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.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.



One of the most important ways in which children in the Early Years Foundation Stage acquire new skills, knowledge and understanding is through play. All the areas must be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities. When children can choose activities, they can become responsible for their own learning. The appropriate intervention by adults skilled in questioning the children enables learning to move forward.

The Learning Environment

The EYFS indoor classrooms are organised in learning areas which allows children to explore and learn independently. These areas include role play, small world, writing, creative, maths, construction, malleable, reading and investigation. Each area is clearly labelled and organised to allow children to easily access a wide range of rich resources. Children have access to both the inside and outside environment throughout the day. The outdoor area is equally important with many children choosing to learn outside. The children have access to a range of activities including construction, role play, a mud kitchen, sand pit and water. There is also opportunity to develop gross motor skills using the trim trail, bikes, scooters and more. This 'continuous provision' is supplemented with additional resources throughout the year to stimulate and motivate the children and take learning forward.

Staff

At Crawley Ridge we acknowledge the need to observe and respond appropriately to children, informed by knowledge and experience of how children develop and learn. The Reception and Nursery Teams consist of skilled teachers and classroom support assistants, all working closely together with parents.

Planning

Careful planning of the curriculum is crucial. With effective planning we recognise the importance of:

- The whole child: spiritual, emotional, physical, intellectual, and moral development are interrelated
- Self-motivation, self-esteem and the nurturing of learning behaviours
- Young children learn best through experiencing things and trying them out
- Previous knowledge as a starting point
- The potential of every child
- The adults and the children with whom a child plays and works are of central importance
- Children learning continuously whether from planned events or through spontaneous experiences
- Making education exciting and developing a love of learning

At Crawley Ridge, the Reception and Nursery Staff plan and produce:



- Long term plans - ensuring full curriculum coverage as indicated by the Early Years Foundation Stage Curriculum.
- Medium term plans - usually topic based with suggested activities for each half term.
- Short term plans - detailed timetables and specific objectives for each week.

We use *Development Matters (non-statutory guidance, 2021)* to support planning and assessment. Assessment is ongoing and primarily formative and is used to inform teaching and next steps, rather than as a checklist.

Our long-term planning ensures coverage so that all children have opportunities to work towards and achieve the Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS. Each week our learning is based around a high-quality texts which links to a topic/theme. These themes are constantly reviewed to ensure they are relevant and exciting for the children.

The Organisation of the Early Years Foundation Stage

In Reception

We have two Reception classes each with a mix of gender and ages. Each class has their own class teacher and shares a team of teaching assistants. The two class teachers plan and work together across the year group. Children will have opportunities in all areas of the EYFS to provide a rich environment. We aim to deliver a broad and balanced curriculum. By the end of the summer term, it is our aim to have children confident and fully prepared for Year One, no matter what their age.

In Nursery

We have one mixed gender class with ages ranging from two-and-a-half-year-olds to 4-year-olds. The children attend various patterns throughout the week, consisting of part time and full-time hours. Children will have opportunities in all areas of the EYFS to provide a rich environment. We aim to provide a broad and balanced provision, our main focus being the prime areas of the curriculum, with a high focus on the learning being led by the children and their interests. By the end of the summer term, it is our aim to have children confident and fully prepared for Reception, if they are due to start the next term.



SAFEGUARDING AND WELFARE

- We recognise that safeguarding and promoting the welfare of children is paramount.
- All staff adhere to the school's Safeguarding and Child Protection Policy and statutory guidance including *Keeping Children Safe in Education*.
- All EYFS staff receive safeguarding training and understand procedures for identifying and reporting concerns.
- At least one member of staff with a current paediatric first aid certificate is present at all times.

We ensure children are kept safe through:

- Daily risk assessments of indoor and outdoor environments
- Appropriate staff deployment and supervision
- Clear procedures for accidents, incidents and administration of medication

SUPPORTING BEHAVIOUR AND EMOTIONAL DEVELOPMENT

- Positive behaviour is promoted through:
 - Clear, consistent routines and expectations
 - Modelling appropriate behaviour and language
 - Supporting children to understand and manage emotions
- Staff support children to:
 - Develop self-regulation
 - Build resilience
 - Form positive relationships

EQUALITY, DIVERSITY AND INCLUSION

- We promote equality of opportunity and ensure all children have full access to the curriculum regardless of background, ability, gender, ethnicity or disability.
- Resources and experiences reflect a diverse range of cultures, families and communities.
- We actively challenge stereotypes and promote inclusive attitudes and respect.

ORAL HEALTH

We promote good oral health by:

- Encouraging healthy food and drink choices
- Teaching children about dental hygiene (e.g. brushing teeth)
- Sharing information with parents about oral health routines

ATTENDANCE (NEW SECTION)

- Good attendance is essential for children's learning and wellbeing.
- Staff monitor attendance closely and follow school procedures where concerns arise.

ONLINE SAFETY

- Children are taught how to use technology safely where appropriate.



- Digital devices are used under adult supervision and in line with the school's Online Safety Policy.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

- Children are identified through ongoing assessment and careful observation.
- We follow a graduated approach of **Assess – Plan – Do – Review**.
- Staff work in close partnership with parents and external agencies where appropriate (e.g. Speech and Language Therapy, Educational Psychology).
- Adaptations and targeted interventions are put in place to support individual needs.
- Practice is in line with the SEND Code of Practice (2015).

Further details can be found in the school's SEND Policy.

Parental Involvement

At Crawley Ridge we recognise that parents are a child's first educators. Parents have a key role to play once their child starts school. There needs to be:

- Regular contact between home and school
- Shared understanding of boundaries and behaviour strategies
- Consistency between home and school
- An understanding of the stage of development their child has reached
- Opportunities for parents to be involved in school life (e.g events, volunteering)
- Weekly newsletter

Assessment and recording in Reception

Assessment in Reception is ongoing throughout the year. It is used to inform planning, track children's progress and identify next steps in individual children's learning and development. Within the first three weeks of school, the Statutory Reception Baseline Assessment (RBA) is completed with all children. This is a statutory requirement. The staff also complete their own baseline assessments alongside the RBA to identify children's starting points in all seven areas of the EYFS curriculum.

Throughout the year staff observe children while they are engaged in a range of child initiated and adult led activities, this is used to plan children's next steps. These observations with specific pieces of work are collected to build a picture of whether children are on track or not on track in relation to the Development Matters statements and at the end of Reception, to assess against the early learning goals (ELGs).



Assessment and recording in Nursery

Assessment in Nursery is ongoing throughout the year. It is used to inform planning, track children's progress and identify next steps in individual children's learning and development.

Staff regularly observe children during both child-initiated and adult-led activities. These observations, together with examples of children's work and other evidence of learning, are used to build a holistic picture of each child's development and help to decide whether children are on track or not on track in relation to the Development Matters statements for 2-3 and 3-4-year-olds. Key pieces of children's work are collected in their Learning Journals.

Tapestry (an online learning journal) is also used to share observations, achievements and 'wow moments' with parents, enabling them to contribute to and celebrate their child's learning journey.

Reporting

We strive to have an open-door ethos in the Early Years Foundation Stage and all parents are encouraged to discuss with us any matter relating to their child throughout the year.

More formal reporting times are as follows:

Reception:

- October and February: Parent discussions to talk about progress and to set targets for the rest of the year.
- July: End of Year Reports – After receiving their child's end of year report, parents are welcome to arrange a meeting with their class teacher, if they have any queries.

Nursery:

- October and March: Stay and Play sessions; informal sessions where parents attend to see their child within the setting, look through their child's Learning Journal and discuss their child's progress with staff. If a more detailed discussion is required, a separate meeting will be arranged in addition to the Stay and Play session.
- July: End of Year Reports – After receiving their child's end of year report, parents are welcome to arrange a meeting with their class teacher, if they have any queries.

Special Educational Needs and Disability

It is through such tasks as assessments and careful observations that children with special needs are identified as needing additional support. The Special Educational Needs Coordinator will be made aware of such children and, with the class teacher, will monitor their progress and needs within school.

Further details of special educational needs can be found in our SEND policy.



Induction/ Transition for new children starting Nursery or Reception

At Crawley Ridge Infant School we recognise that starting school can be a challenging time for children and parents. We therefore plan this time carefully to support children and families to ensure it is as smooth as possible for each child and that they settle quickly and happily. To ensure the best transition we:

- make contact with nurseries/pre-schools to discuss essential information on every child and visit where possible
- hold a series of parent meetings to share information and help prepare and support families
- offer a 'stay and play' session for children to visit the classrooms with an additional story time session with the children's new teacher
- provide parents with guidance to help prepare children for school through documentation and through information on our website
- stagger entry from part to full time over the first three weeks in the autumn term
- discuss any individual needs or important information by offering 'Teacher- Parent' meetings within first two weeks of term

Transition from Nursery Reception

Towards the end of Nursery, children are given several opportunities to meet with their new teachers in their classrooms in order to allow a smooth transition into Reception. At the end of each school year, teachers share their knowledge of each child's strengths, understanding and targets, including end of year assessment data, with their next class teacher to ensure that all teachers have a well-rounded picture of the children prior to the new school year. Once the children are informed of their new classroom and teacher, they are encouraged to visit with their parent in the summer term.

The children who are likely to find the transition challenging are highlighted and have the opportunity for additional visits and are given a child friendly booklet with pictures and information to help them become familiar with their new environment.

Transition from Reception to Year 1

At the end of Reception, children are given several opportunities to meet with their new teachers in their classrooms in order to allow a smooth transition into Year One. At the end of each school year, teachers share their knowledge of each child's knowledge, understanding and achievements, including end of year assessment data, with their next class teacher to ensure that all teachers have a well-rounded picture of the children prior to the new school year. Once the children are informed of their new classroom and teacher they are encouraged to visit with their parent in the summer term.

Throughout the Reception year, the children are gradually introduced to whole school activities/facilities such as assemblies in the hall, the Key Stage 1 playground, and the field. The children who are likely to find the transition challenging are highlighted and have the



opportunity for additional visits and are given a child friendly booklet with pictures and information to help them become familiar with their new environment.

MONITORING, EVALUATION AND REVIEW

The Senior Leadership Team are responsible for monitoring the quality of provision for the children. This policy is monitored, evaluated and reviewed by staff and headteacher on a 2-year cycle.

Monitoring includes:

- Learning walks
- Observation of teaching and learning
- Scrutiny of learning journals/floor books
- Discussion with staff and pupil voice (where appropriate)

LINKS WITH OTHER POLICIES/DOCUMENTS

- Early Years Foundation Stage Booklet
- Admissions Procedure and Induction
- Learning Policy
- Curriculum Policy
- Assessment Policy
- Marking and Feedback Policy
- Single Equality Policy
- Special Educational Needs and Disability Policy
- Behaviour Policy
- Anti-Bullying Policy
- Health and Safety
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Attendance Policy