



The Diocese of Ely  
**ACT** Multi  
 Academy  
 Trust  
**Agapé, Courage  
 Thankfulness**



## EARLY YEARS FOUNDATION STAGE POLICY

<b>Name of Policy/Procedure</b>	
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<b>Applicable to</b>	Burrough Green C of E Primary Academy and Great Wilbraham C of E Primary Academy
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## Intent

At Burrough Green C of E Academy and Great Wilbraham C of E Primary Academy we are committed to providing the best possible learning environment to allow every child to flourish and grow as they start their learning journey. We work closely with our families to develop strong relationships as it is our belief that, for children to learn, they need to be happy and feel safe. We use Tapestry, an online learning tool that allows us to communicate freely with our families, allowing them to feel fully involved in the development of their child.

Throughout the year we work towards the Early Learning Goals, with a strong emphasis on learning through exploration and play. Our classroom and outside area are well-resourced, giving children a challenge as well as the opportunity to practice and develop key skills in a way that is appropriate for where each individual is on their learning journey.

We have a mixture of Early Years (reception) and Year 1 pupils in Malala (BG)/Fieldmice (GW) Class. This enriches the experiences of both year groups – the reception children have role models to learn alongside and the Y1s develop confidence as they become experts.

Our older children are "buddies" to our Early Years children - we are a family, where our Christian vision and values are lived through all aspects of school life.

We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully built upon whilst understanding the learning journey they are on.

### 1. Aims

This policy aims to ensure:

1. That children access a broad and balanced curriculum that gives them the wide range of knowledge and skills needed for good progress through school and life
2. Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
3. Close partnership working between practitioners and families
4. Every child is included and supported through equality of opportunity and anti-discriminatory practice

### 2. Legislation

This policy is based on requirements set out in the 2025 [statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

### 3. Introduction to the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth until 5 years of age. Most of our children join the Reception class in September following their fourth birthday. However, compulsory schooling does not begin until the start of the term after a child's fifth birthday. Families who have children born in the summer months (between April and August), are able to defer entry into Reception.

The EYFS is based upon four principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and families;
- **Children develop and learn in different ways and at different rates.**

#### 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2025 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

**The prime areas are:**

- Communication and language
  - listening, attention and understanding
  - speaking
- Physical development
  - gross motor skills
  - fine motor skills
- Personal, social and emotional development
  - self-regulation
  - managing self
  - building relationships

**The prime areas are strengthened and applied through 4 specific areas:**

- Literacy
  - comprehension
  - word reading
  - writing
- Mathematics
  - number
  - numerical patterns
- Understanding the world
  - past and present
  - people, cultures and communities

- the natural world
- Expressive arts and design
  - creating with materials
  - being imaginative and expressive

## **Learning through Play**

Children explore and develop learning experiences through play, which help them make sense of their world. Practitioners model play and play sensitively with the children fitting in with their plans and ideas. Children are encouraged to try new activities and judge risks for themselves. We teach them that we can learn when things go wrong and that we get better at things by putting in more effort and practising. They practise and build up ideas, learning how to manage their behaviour and understand the need for rules. They have opportunities to think creatively with other children, as well as on their own.

In organising and implementing the Early Years curriculum, the school will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning:

### **1. Playing and Exploring**

Children investigate and experience things, and 'have a go'. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves and modelling by example. *Children are supported through planned play activities and by practitioners making informed decisions about when child-initiated or adult-led activities would provide the greatest learning opportunities*

### **2. Active Learning**

Active learning occurs when children are motivated and interested. We understand that children need to know that they have some independence and control over their learning. When children's confidence grows they learn to make decisions. Furthermore, as children take ownership of their own learning they feel a greater sense of satisfaction.

### **3. Creativity and Critical Thinking**

Children are given the opportunity to be creative through all areas of learning. Practitioners show genuine interest, offer encouragement, clarify ideas and ask open ended questions which supports children to think and make connections. Children can self-select any resources that they want to use in the indoor and outdoor classroom environment and can move resources around the classroom to extend their learning.

## **4.1 Planning**

We use our bespoke curriculum to achieve the ELG and to ensure children are making progress and are suitably prepared for the year 1 curriculum.

Staff plan challenging and enjoyable activities and experiences for children that enable all children to develop and learn effectively by taking into account the individual needs, interests, and stage of development of each child in their care. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

## **4.2 Teaching**

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 warm, positive interaction. Each day we provide a balance of between the following:

- Continuous provision – A constant environment that is safe for the children to explore independently whilst challenging their learning, allowing them the freedom to explore and become independent learners. Through this the children practice and develop skills that have been directly taught within their own purposeful play activities. Throughout the day adults will enter into children's play to add further challenge or to further develop skills.
- Enhanced Provision – themed resources that challenge learning added to the continuous provision.
- Adult Directed activities – children engage in planned activities that have a specific learning outcome with an adult.
- Adult Planned activities – adults provide the resources to stimulate and consolidate learning and skills that have been previously taught.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for year 1.

## **5. Assessment**

Ongoing assessment is an integral part of the learning and development processes. Staff observe and engage with pupils to identify their level of achievement and interests. These observations are used to shape future planning. Practitioners also consider observations shared by families.

Every half term the children are assessed within each area. This highlights any areas where it is felt the child is experiencing difficulties and may be in danger of not meeting the expected levels. This allows staff to plan activities designed to move these children on within the highlighted areas.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development ('expected')
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with families. The results of the

profile are then shared with families in a written report at the end of the academic year.

In September 2021, a new Baseline Assessment was introduced. This is an assessment used to track the children's progress from reception to Year 6.

<https://www.parentkind.org.uk/Parents/Reception-baseline-assessment-RBA>

## **6. Working with parents**

We recognise that children learn and develop best when there is a strong partnership between practitioners and families.

We understand that parents are children's first and most enduring educators and we value the contribution they make. We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Having a robust transition period where parents are given opportunities to meet with staff.
- Sending weekly whole school newsletters.
- Holding parents information events.
- Meeting parents at consultation evenings twice a year.
- Sharing observations through Tapestry
- Sharing a weekly learning update to inform parents as to what skills and knowledge has been covered. Activities are also suggested that are designed to enhance the learning from class.
- Inviting parents in for assemblies, followed by a visit to the class.
- Welcoming parent volunteers
- Sharing reading records
- Inviting adults to share skills and events that have happened at home via Tapestry.
- Arranging children to start in small groups over the first few days so that the staff can welcome each child individually into our school and get to know them better.
- Inviting parents into school for celebration events, fundraising activities and to help out on school visits.

There is a formal consultation meeting for parents in the Autumn and Spring terms in which parents discuss the child's progress in private with the teacher. Parents receive a written report on their child's attainment and progress at the end of the academic year.

## **Transitions**

When first starting school parents are offered an information session to allow them to gain the information that is needed before their children start. We have a very close relationship with the playgroup and share activities through the year. The playgroup will use our hall for activities and bring the children up to have lunch with us. During the second part of the summer term we hold sessions where the playgroup children come and play in the classroom and outside area so they get comfortable with the new space. Any children not attending playgroup are offered to join in with these sessions. The teacher will also visit the children in their settings. Children are then transitioned into school through a staggered approach so staff have the time to ensure everyone is settled in appropriately

We want all children to feel as comfortable and confident as possible during any transitions.

### **1. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.



