

Aldbrough Primary School

Early Years Foundation Stage (EYFS) Policy (2021)

Reviewed Sept (2025)

1) Introduction

This policy is written to reflect current practice in the Aldbrough Primary EYFS. However, we continually reflect on our current practice and systems dependent on current research and guidance to ensure that we are providing the best possible start to our pupils. This policy will be updated annually to reflect such changes.

2) Admissions

The EYFS Curriculum applies to all children from birth to the end of their first year at school full time. Children will be offered a place the term after their 3rd birthday. All 3 to 4-year-olds in England are offered 570 free hours childcare per year. Through the academic year, this equates to 15 hours a week for the 38 weeks of the year. Some parents will be eligible to 30 hours free childcare per week dependent on current government criteria. Hours can be split between up to three approved childcare providers (only 2 providers per day).

Children will then begin their Foundation 2 year (sometimes referred to as Reception) in the September of the academic year of their 5th birthday.

3) Home/School Liaison

In the half term before the child attends the provision, a home visit is arranged. This ensures staff see the child in their own comfortable environment. This allows information sharing from both staff and parents/carers. The child will then be invited to 2 taster sessions in which the parent/carer has the chance to attend with the child, or leave them for the short period.

The EYFS unit work in line with the school to offer parent's evenings 3 times a year (2 consultation evenings/one work share/discussions evening and an annual report is provided.

Weekly updates of the learning in the unit are provided weekly on tapestry. Parents/carers are encouraged contribute to the Early Years Foundation Stage Profile (EYFSP) through Tapestry.

4) Aims and Fundamental Principles

At Aldbrough Primary School Foundation Stage, in line with the Statutory EYFS Framework (2025), we follow:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The four main fundamental principles which we believe in, as outlined in the statutory framework are:

- 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.18). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND)

As practitioners, in line with the framework, we follow the seven areas of learning which are as follows. Personal, Social and Emotional Development (Prime)

- Physical Development (Prime)
- Communication and Language (Prime)
- Literacy (Specific)
- Maths (Specific)
- Understanding the World (Specific)
- Expressive Arts and Design (Specific)

(Statutory Framework, 2025)

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

As practitioners, in planning and guiding what children learn, we constantly reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning which we promote 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 (Statutory Framework, 2025)

The seven factors of effective practice which we follow are:

- The best for every child
- High- quality care
- The curriculum: What we want children to learn
- Pedagogy: helping children to learn
- Assessment: Checking what children have learnt
- Self- regulation and executive function
- Partnership with parents

(Development Matters, 2023)

5) Curriculum and Practice

To enable the best outcomes for our pupils, our curriculum is carefully planned to ensure we cover all areas of learning in our Statutory Framework as well as preparing them for KS1.

We develop the skills/knowledge that will enable our pupils to move through the school as confident, independent and enthusiastic learners. We believe that a carefully planned curriculum and engaging and challenging learning environment, enables all our pupils to develop.

As well as the Statutory Framework (2025), we are guided by the Non- Statutory Curriculum ‘Development Matters’ (2023). We use these to create our long term plan (curriculum map- separate for nursery and Reception). From these objectives (skills and knowledge), we create ‘medium term’ plans with an overview of the learning for that term. This includes planning focus and the key texts. Planning is centred around these key texts. The plan also includes key dates including whole school events, parental involvement events and religious/world celebrations. Staff are also aware that the focus may change dependent on children’s interest and this is where ‘in the moment’ planning occurs, or planning is adapted based on these interests. As long as the key skills and knowledge planned for that half term/ is covered, theme/topic foci, can be adapted based on interest.

We use our medium term plans/ termly overviews and assessment of children throughout the week, to create our ‘short term’ weekly plans, which includes which adult led activities will take place as well as enhancements to the provision. These plans reflect individual needs/ focus for that week, for example, if we see that a range of children are needing further support with scissor control around a curve, scissor activities will be added to the provision that week as well as ensuring an adult can guide the children in this. Plans can also

change during the day depending on the needs of our children, (change of interest or a teachable moment).

Children experience a range of short, whole class and/or group taught sessions daily. However, the majority of their learning time is spent through 'play'. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

The types of play offered is appropriate to the individual children's needs and includes:

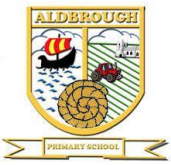
- Adult led – adults interact with the play to influence and guide its outcome
- Adult directed – where the child engages in activities set up by the adult
- Child led – where the child makes their own decisions about the kind and outcome of the play from a given range
- Child initiated – where the child has complete decision making and directional control of the play

Adults use play to support the progression of children. For example, when seeing a child paying for items in the role-play shop, if they do not do so already, an adult may suggest that the child needs a receipt for her items (encouraging writing and maths into the play). They may need support with this, an adult will therefore enter the child's play to support.

The unit consists of 4 indoor areas and a shared outdoor area. Areas for continuous provision include:

- Reading
- Mark- making/writing
- Maths
- Roleplay
- Dough area
- Funky fingers
- Sand
- Water
- Construction
- Small world
- Investigation
- Creative
- Outdoor

These areas of provision are enhanced periodically to reflect diverse interests/topics and maintain engagement.



6) Literacy Phonics/Writing/Handwriting

High quality systematic phonics is taught daily. We teach phonics through the 'Little Wandle letter and sounds revised (2021).

Reading

FS1/Nursery children, take part in 5 phonics sessions a week in addition to daily listening and attention activities.

Foundation 1 follow' Foundations in Phonics (Phase 1)

It is taught through 3 areas

- Foundations for the love of reading (including story time)
- Foundations for Phonics (including tuning into sounds and activities and oral blending games)
- Foundations for language (interaction techniques)

These areas are the fundamental to allow progression to Phase 2 in Foundation 2.

5 and 4 term children who benefit from additional terms in Foundation 1, begin their phonics journey with 'Super Sounds', which is a 'pre-phonics' programme that provides games and listening attention activities to become attuned to sounds in preparation for 'Foundations- Little Wandle'. Children can be moved between these 2 groups depending on Assessment by staff.

Children in Reception, take part in daily phonics sessions lasting around 25 minutes. All children take part in the daily session as recommended by the scheme. Children have 3 guided reading sessions a week with an adult trained in the scheme. The sessions have a specific focus (decoding, prosody, comprehension). Children read 3 times a week with a trained adult and then on the Friday, take this book home and keep this for the week. Children are asked to read 3 times a week with the specific focus taught just before in school. The children are exposed to repeated practice throughout the day (e.g. flashcards recaps when lining up, stickers with new sounds on, placed on their jumper) as recommended by the scheme.

Children are expected to be secure up to 'Phase 4' by the end of reception (Foundation 2).

Early writing

Children in FS1/ Nursery, take part in daily fine motor tasks (1 adult led, 1 independent) which the aim is to build the hand muscles needed to progress to good pencil control in preparation for Reception. These include activities such as dough disco, threading, scissor control.

Nursery children also follow the early writing programme 'Squiggle while you Wiggle'. This programme develop crucial pre-writing skills in young children through fun, active

movements linked to music, strengthening gross motor skills and brain-body connections for better fine motor control needed for writing letters and drawing. It uses large, dance-like movements with materials (Flipper Flappers) to build arm/shoulder strength and control, then transfers these motions to paper with pens/crayons to form shapes and letters, making learning to write exciting and physical.

Children in Foundation 2 have a daily 'Literacy input' linked to phonics/key texts. We teach out Literacy inputs through 'Drawing Club'. Drawing Club is an initiative that integrates drawing activities into the learning curriculum, particularly aimed at young children. It leverages the natural inclination of children to express themselves through art, using this as a bridge to develop their writing skills. We have adapted this approach to follow guidance from the 'Writing Framework 2025'. Each day has a specific focus and incorporates oral composition of words, captions and sentences as well as modelled drawings of characters, settings and adventures. Children also experience adult- modelled writing. Children must include the writing focus as a 'code' in their own drawings/writing and bring their picture to life!

In the summer term, once children have built confidence in their writing ability, our inputs are based more on text types and tasks are based around this and the skills planned in the curriculum map, such as sentence level features. This supports their transition into Y1.

Handwriting

In the Autumn term, children learn a sound per day for 4 days a week in their phonics session and the teacher models the formation of the new sound. Children complete a handwriting sheet based on this new sound as well as take part in separate fine motor/gross motor daily sessions to build posture and hand muscles for fluent handwriting.

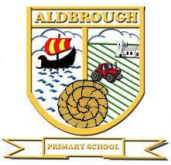
They also begin the 'Little Wandle Handwriting' programme in the autumn term. This begins with pre-handwriting patterns and then moves onto letter formation through the programme. This is completed daily. We guide our handwriting with the '4 Ps' (Posture, Pencil Grip, Paper Position, Pressure).

Foundation 1 begin their handwriting journey with pre-handwriting matters/mark making. Each half term has a different pattern focus and progresses throughout the year. Children support this with 'Squiggle while you wiggle' and daily fine motor tasks with an adult.

7) Mathematics

Maths in the unit is taught through the mastery approach throughout the unit, which then continues throughout the school. Teaching and opportunities in play provides a deep and secure understanding of core concepts like number pattern shape and measure.

In Nursery/FS1, children have 3 maths sessions a week. Children are taught maths in short sessions using mastery maths principles from 'White Rose Maths', including resources from 'Master the Curriculum' to support this teaching.



Foundation 2 follow NCETM 'Mastering Number' programme. These number sessions continue throughout KS1. In addition to this, we use resources from 'White Rose' to support 'shape, space and measure' teaching.

The continuous provision has permanent maths resources and is enhanced by incorporating the maths focus for that week/ day into the provision across the unit. Daily routines also incorporate the use of maths to extend the children's learning further (for example counting children when lining up for lunch, counting book votes).

4 and 5 term children begin their Maths Journey with a pre-loading maths scheme which focuses on mathematical language and skills in spatial and positional awareness to prepare them for Maths in September. This also supports and builds their listening and attention skills.

8) Other areas of learning

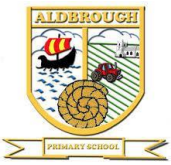
Other areas of the EYFS curriculum are taught within taught sessions and within provision through a thematic approach. We use 'Jigsaw' to support our PSED teaching, 'Charanga' for music teaching and 'Get set for PE' for our weekly PE sessions.

9) Observation, Assessment and Planning

The observation, assessment and planning cycle is integral to EYFS practice. Adults *observe* children in a range of areas and situations as well as complete baseline *assessments* to inform planning/teaching. The adult makes an assessment based upon the observation of the child using our own assessment checkpoints. Observations inform the next stages of *planning* for the child (Next Steps). These next steps are a working wall within the unit to ensure all staff (as well as any cover staff) are aware of children's next steps for development. These next steps are shared with parents through parent's evenings, Tapestry and ongoing daily feedback discussions.

Moderation meetings are held termly between all EYFS staff and the child is assessed against the our own 'assessment checkpoints' (built from our own curriculum map) using information from all staff. In Foundation Stage 2, these judgements are used to report progress towards the Early Learning Goals at the end of the academic year.

Throughout the week, evidence of learning is collected on iPads and an entry to our class learning journey is made and added to the wall. This includes photos and a summary of learning achieved and what has been taught within the week. This is shared on tapestry weekly with parents/carers. This is added to our learning journey wall. At the end of each half term, this is taken from the wall and added to a floor book, to allow a collective evidence of the year. Parents/carers are encouraged to contribute to their child's EYFSP, by uploading/adding their own observations to the online journal.



At the end of the EYFS (end of Foundation 2) each child's level of development must be assessed against the 17 early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging') - this is the EYFS Profile. This information is sent to the Local Authority in the summer term.

10) Baseline

Children are observed during their first half term for baseline assessment. Children also complete a baseline paper-based assessments 1:1 with staff. This has been devised as a staff team, who have decided what specific areas need assessing at the beginning of nursery and Foundation 2 based on current framework/requirements as well as current national climate.

Foundation 2 pupils also complete the Reception Baseline Assessment (RBA) from Sept 2021 and this information is processed by the DfE and shared by us to parents.

These booklets/ assessments and observations in conjunction allow us to assess where the child is in their development and inform their next steps for progression.

11) Liaison with other settings

We liaise with all settings where a child comes from to ensure a smooth transition. Any new pupils are visited in their home setting prior to 2 transition sessions in the setting. The EYFS Lead also visits settings where a Reception pupil is transitioning to us, in addition to the home visit. We moderate and share data with nurseries where pupils may have split their hours between both settings.

12) CPD

The Foundation Stage Team have a commitment to constantly reviewing their practice and striving to improve. Both teaching and support staff attend CPD courses when appropriate. The EYFS Lead attends courses such as the annual 'EYFS Lead updates' and termly 'EYFS updates' with the East Riding Local Authority Team to ensure the unit is aware of changes to National and East Riding Policy. The EYFS lead also networks with other EYFS leads in the area to share good practice between settings. These take place termly. The EYFS teachers attend annual moderation meetings with the local authority to ensure consistency and accuracy in assessment for submitting the EYFS profile as well as regular cluster Moderations with the rest of the school.

13) Safeguarding

As a unit, we follow the school's Safeguarding policy. See 'Additions to Aldbrough Primary Safeguarding Policy specific to the EYFS' for additional information.

14) Summary of Legislative Framework

2020 Early years foundation stage assessment and reporting arrangements (ARA)	2025
The Early Years Foundation Stage Profile Handbook Handbook	2025
Early Years Foundation Stage (EYFS) Statutory Framework, DfE	September, 2025

15) EYFS Documentation and up to date research essential to our practice:

- Development Matters- revised (2023), DfE
- Little Wandle Letters and Sounds Revised (2021) Wandle's Learning Trust and Little Sutton Primary School- Validated by the DfE
- **Education Endowment Foundation (EEF)**: Education Endowment Foundation (2020) Improving Mathematics in Early Years and Key Stage 1, Guidance Report, London: Education Endowment Foundation
- **Education Endowment Foundation (EEF)**- Improving communication, language and literacy in the early years, Guidance Report, London: Education Endowment Foundation
- The reading framework, DfE (2023)
- The writing framework, DfE (2025)
- Planning in the moment with young children- A practical guide for Early Years practitioners and parents - Anna Ephgrave (2018) Routledge.
- A Fair Start Report- Sutton Trust (2021)
- Sutton trust publications