



Early Years Foundation Stage Policy and Procedures

Summer 2026

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Date: Summer 2026

Review Date: Summer 2027

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Policy Statement

At Bowmansgreen Primary School, we believe that every child deserves the best possible start in life and the opportunity to fulfil their potential. We recognise that children develop rapidly during their early years and that high-quality early education lays the foundation for future learning, wellbeing and success.

Our EYFS provision is designed to provide a safe, stimulating, inclusive and nurturing environment where children feel valued, secure and motivated to learn. We are committed to ensuring that all children develop the knowledge, skills and attitudes necessary to become confident, independent and resilient learners.

This policy outlines how Bowmansgreen Primary School implements the requirements of the Early Years Foundation Stage (EYFS) Statutory Framework and supports children's learning, development and welfare throughout their Reception year.

Our Vision and Aims

"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.."

"Statutory Framework for the Early Years Foundation Stage",
Department for Education, 2024

At Bowmansgreen Primary School, we value the importance of giving children the best opportunities to develop their learning as soon as they begin their education with us. We aim to teach children how to become excellent learners from the beginning of their education through a vibrant, exciting, and motivating Early Years curriculum.

Our school Vision is *'For all pupils to flourish, succeed and achieve their potential'* by providing a high-quality Early Years education which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We do this through:

- A mixture of adult-led activities and child-initiated activities
- Provision of opportunities for teaching and learning both indoors and outdoors
- Planning that is influenced by the children's interests and their development
- Herts Essential Maths
- Daily Phonics teaching (FFT Success for All)
- Daily stories and writing activities
- Reinforcing our school rules: *Be kind, be safe, be respectful*

Curriculum

At Bowmansgreen Primary School, our curriculum is at the heart of our learning journey. We plan in accordance with the Early Years Foundation Stage Framework (2024) which details the knowledge, skills and understanding that young children should have acquired by the time they reach the age of five and have completed their year in Reception.

There are 3 **Prime Areas**, which underpin children's learning and ability to engage well with the curriculum. They ignite curiosity and enthusiasm for learning and build children's capacity to learn, form relationships and thrive. They are:

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

There are also four **specific areas**, which focus directly on the curriculum and the skills, experience, and opportunities to broaden children's knowledge. These are:

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

Achievement of prime and specific areas of learning is achieved through the **characteristics of effective 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 develop their own ideas, make links between ideas, and develop strategies for doing things.

The curriculum is taught through a combination of adult-led, structured, and directed learning and child-initiated learning, which is directed by children, their play and their interests. We understand that each child is unique and how each child learns and makes progress is at the centre of our curriculum. We therefore give all children opportunities to learn in both the inside and the outside environment and plan activities to develop the children's learning and skills daily, identifying activities that interest them and excite them to learn.

Our curriculum entails:

- Challenging, engaging and real-life problems
- Learning that happens within a child-centred approach
- Providing challenges for all levels of learners
- Resources and apparatus are available to support learning at every stage of a child's development
- All areas of learning are regarded with the same level of importance and are interlinked
- Fundamental British values to teach children a sense of self and belonging, enabling them to learn and stay true to the values that make people good citizens
- Appreciating and celebrating the multicultural area in which we live in
- Daily Phonics, Maths, and stories linked to what the children are interested in and are currently learning.
- Whenever possible, we welcome visitors in to tell us more about our topics or we visit places in our local area
- Each child feels included, secure and valued

Planning, Teaching and Learning

Teaching is delivered in a range of ways, including to the whole class, in small groups and on a one-to-one basis. We encourage the children to play an active role in shaping their learning experience at Bowmansgreen. Play is essential for children's development, building their confidence as they learn to explore, think about problems, and relate to others. All our lessons and activities encourage the children to apply the characteristics of learning, learn through play and explore their environment. We teach through a mixture of child-initiated learning, which is directed and led by the children's interests, and adult-led learning which is pre-planned and directed by an adult.

At Bowmansgreen, we have created a curriculum which is exciting, engaging and allows us to be led by what the children are interested in. Our topics are directed by the children's interest and helps us to link stories, role play and a range of exciting activities to what the children find interesting, making it possible for us to broaden their knowledge and understanding. Our continuous provision is influenced by the observations we make of the children in their play. The staff in the EYFS use their observations to identify achievements and next steps so that the children are constantly challenged, and their learning is always progressing through questioning, participation or problem-solving.

We understand that some learning must be directed by the adults and so, alongside planning by the children's interest, the teachers will plan lessons and activities that are adult led. These lessons aim to either introduce something new to the children, provide a broad and balanced curriculum, or challenge and extend the children's skills.

Phonics

Phonics is taught through daily lessons using Fisher Family Trust (FFT). FFT Success for All Phonics is a systematic synthetic phonics teaching programme, validated by the Department for Education. The daily lesson plans cover all the main Grapheme–Phoneme Correspondences (GPCs) and Common Exception Words (CEWs) to provide children with the phonic knowledge and skills required for success in Reception and in the Year 1 Phonics Screening Check. Success for All Phonics is divided into 68 Steps (36 in Reception), each lasting one week, with opportunities for regular review and consolidation of learning. Each Step has corresponding GPCs and a fully decodable Shared Reader that the children will read.

Writing

Writing is taught daily in our Phonics lessons, but also through the stories we learn about. It is modelled by the teacher. The children will take part in an adult-led writing activity every other week and in between these activities the staff encourage the children to practice writing independently so that they can practise and improve their skills. The focus of this activity is that:

- The children use their phonics knowledge
- The children develop and practise their skills in writing words and sentence structure
- The sentence sometimes will be pre-planned by the teachers and includes words that can be written phonetically and high-frequency words that have been taught so far
- Work is written in the children's Learning Log book

Maths

We plan Maths using the Herts Essential Maths resources. The scheme focuses upon the use of language and the application of Mathematical skills through practical activities, which include the use of different resources to reinforce skills. The teachers use and adapt the resource each week to plan differentiated lessons and activities which are delivered daily to the children. We use a Floor Book to share our learning.

EYFS Learning Log

All children in Reception have their own Learning Log. This is used to record or store pieces of independent work that the children create across the curriculum. In this book, the children carry out their writing activities each week. For some pieces of work children are encouraged to reflect on their learning or to talk about their work, this is when the adult scribes what the child has said.

Floor Book

Together as a whole EYFS unit, we have a floor book. A floor book is a valuable tool in an Early Years Foundation Stage (EYFS) classroom, serving multiple purposes that enhance children's learning and development. We add photos and capture our thoughts about activities we have completed throughout the year. It promotes discussion and communication skills as children share their thoughts with peers, as well as being shared with parents during meetings to provide insight into the children's experiences and progress.

Short Term Planning

Short-term planning and continuous provision are evidenced in a weekly planning grid. These plans show the learning opportunities that will be available over the week including differentiated adult-led experiences for all curriculum areas, as well as showing how the learning

environment will be enhanced in response to the previous weeks or day's observations of the children. When activities have been influenced by children's next steps, child-initiated activities or the children's interest, the names of the children are written beside the activity.

Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. We encourage pupils to take ownership of their classroom and take responsibility for their learning, equipment, and resources. Practitioners regularly evaluate the effectiveness of the learning zones and make adaptations as necessary. They ensure that signs and labels are clearly displayed for the children to see and that the resources are regularly restocked to enable independent choice.

There are areas where the children can be active, independent, collaborative, loud, or engage in more quiet, independent activities. The classroom is organised into learning and activity areas which are well organised and clearly labelled where children can find and locate equipment and resources independently.

All pupils engage in outdoor learning – it is an essential part of the Bowmansgreen curriculum. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children develop in all seven areas of learning. Children are encouraged to use the outdoor area for learning in all areas of the curriculum and in all weather. It is expected that parents provide suitable clothing (and spares) for all types of weather.

Observations and Assessments

At Bowmansgreen, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also encourage observations shared by parents and/or carers. All observations are documented on Google Classroom, an online learning journal, personalised to each child with access for all parents and carers. Any pieces of work produced on paper is stuck in each child's workbook with a scribed comment from an adult of what was said and achieved by the child. This combination provides us with a rounded and well-informed picture of what each child can achieve each term in Reception.

Baseline:

In September, the teachers spend a long time settling the children in their new school and reinforcing our rules and routines. Each child will also take part in a Baseline Assessment which is carried out by a teacher on a one-to-one basis. The Reception Baseline Assessment (RBA) is a statutory assessment from September 2021 onwards. It provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school.

Termly Assessments

Each term, teachers reflect upon the observations and the work that has been produced for each child to level and identify how much progress they have made. These are then discussed with a Senior Leader during Pupil Progress Meetings.

The results of the termly assessments are shared with parents and carers and there are opportunities for them to meet their child's class teacher to discuss this information throughout the term. This information is also shared with the Year 1 class teacher to ensure a smooth transition into Year 1 and to assist with the planning of Year 1 activities.

Early Years Profile

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

- Working at age related expectations (Expected)
- Working towards age related expectations (Emerging)

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. EYFS profile data is submitted to the Local Authority.

Working with Parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. It is essential that your child is happy at Bowmansgreen, and we want to work with you to ensure that this happens. We encourage parents to visit Google Classroom regularly to see what their child has been learning but to also share events and learning from outside of school.

Parents and carers are kept up to date with their child's progress and development throughout the year. As well as attending the formal parent consultation meetings, there are many opportunities to meet with staff more informally. Parents are invited to the termly Story Café or Maths Café to work closely with their child in the classroom setting, as well as having the opportunity to read a story to all the children as part of our 'Secret Reader' programme. The EYFS profile helps to provide parents and carers with a well-rounded picture of their child's knowledge, understanding, progress and achievements and to identify key areas for children to develop.

Home Learning

Please refer to our Home Learning Policy.

Inclusion and Safeguarding

At Bowmansgreen we recognise that our children's diverse backgrounds are a highlight. We ensure that our pupils show a positive attitude towards diversity and difference and support all children's backgrounds and needs. We ensure that:

- All children have access to a well-planned curriculum

- All children are challenged and extended in their learning
- Visual pictures are used to support our pupils' language development
- Many opportunities for open-ended activities and open-ended questions are planned
- Children's challenges are discussed regularly with the EYFS Phase Leader and supportive strategies are introduced
- Each child will feel included, secure and valued
- No child will be excluded or disadvantaged because of ethnicity, culture, home language, family background, special educational needs, gender or ability.

(Please refer to our school's Inclusion and SEND policies)

Accident and Injury

Our staff are trained to deal with illness and injury and there is always a first aid box accessible with appropriate content for use with children. We keep a written record of accidents or injuries and first aid treatment given and will also inform parents and carers of any accident or injury sustained by their child on the same day, or as soon as reasonably practicable, and of any first aid treatment given. In addition, a daily risk assessment is carried out outside to reduce the likelihood of any accidents and injuries occurring.

Food and Drink

At Bowmansgreen, we have snack time daily where the children can access healthy and nutritious snacks and drinks during the session. Snacks are usually a fruit or vegetable and there is milk available to drink for those who order it. Fresh drinking water is always available and accessible. From time to time, the children take part in cooking activities as part of their learning experience and will then be able to taste the foods that they prepare. Before children start at the school, we will ask parents and carers for information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements.

The Foundation Stage as part of the whole school and wider community

Over the year, the children will begin to join in with assemblies which are appropriate to their ages and take part in performances and whole school events at Christmas. To ensure continuity into Key Stage One, there is a transition plan in place which details actions to be taken across the school year to ensure a smooth move through the key stages. Teachers handing over and teachers receiving children, meet during the summer term to discuss academic and pastoral information, as well as share each child's EYFS profile. Foundation Stage teachers and staff seek out opportunities for children to become more aware of their local environment and the community that they belong to. This includes visits to the community (shops, woodlands etc.) and to local places of interest, as well as inviting members of the community in to speak with the children.

At Bowmansgreen, we value the early years of learning very highly, believing that if we can maximise the potential of our children, they will receive a secure grounding, which will stand them in good stead for the rest of their years in education.