

Federation of St Martin's and Seabrook CEP School Early Years Foundation Stage Policy

Contents

1. Aims
2. Legislation
3. Curriculum
4. Assessment
5. Working with Parents
6. Transition from EYFS to Key Stage 1
7. Safeguarding & Welfare
8. Monitoring Arrangements

1. Aims

This policy aims to ensure:

- 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, preparing them for the next stages in their education
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between staff and with parents/carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on the statutory requirements set out in the Early Years Foundation Stage (EYFS) Statutory Framework (September 2025).

It should be read in conjunction with:

Keeping Children Safe in Education (2025)

Working Together to Safeguard Children

The federation's safeguarding, SEND and health and safety policies

3. Curriculum

Reviewed: Term 2 2025

Review Term 2 2026

Our early years settings follow the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework (updated in September 2025). We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupils' personal development, prepare pupils for their next stage of education and develop the whole child. We align our EYFS curriculum with schemes that are used throughout the school (such as White Rose maths, Pathways To Write, PE Passport and Kapow) to ensure consistency and to equip the children with the knowledge and skills needed for moving up into Key Stage One.

The EYFS framework includes 7 areas of learning, that are broken down into Prime and Specific areas.

PRIME AREAS

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

SPECIFIC AREAS

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

The curriculum is also underpinned by the Characteristics of Effective Teaching and Learning which are detailed in the Framework.

- Playing and exploring (engagement).
- Active learning (motivation).
- Creating and thinking critically (thinking)

Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas of learning, as well as offering them opportunities to develop their cultural capital. Staff take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enriching curriculum. Where a child may have an additional 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 learning, staff reflect on the different ways that children learn and include these in their practice. They also show ambitious intent for all children. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through positive interactions.

Where a child has an identified SEND need or may require additional support, staff work with our Inclusion Lead and external agencies as appropriate.

4. Assessment

Assessment and recording systems

Ongoing formative assessment is an integral part of the learning and development process. It involves staff knowing children's stages of progress, achievements and interests, in order to shape teaching and learning experiences for each child. Children are observed in all areas of the curriculum and evidence of personal achievements is recorded in 'Learning Journey' books. Staff regularly track each child as to whether they are 'on track' or not track' throughout the year. When assessing whether a child is at the expected level of development, staff draw on their knowledge of the child and their own professional judgement against age related expectations (Development Matters). Assessment draws on the EYFS framework guidance, including updated 2025 clarifications of developmental progress.

Statutory Assessments

Children will complete the statutory Reception Baseline Assessment (RBA) within the first 6 weeks of joining Reception, regardless of when they join the class (unless they have been assessed in their previous school). The RBA is an assessment of mathematics and literacy, communication and language that is linked to the learning and development requirements of the EYFS. The purpose of the RBA is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.

On entry to our Reception classes, the staff use their professional judgement, based on observations of individuals and transition information from pre-school settings, to record the starting points for the children's level of development.

Children are assessed across the seven areas of learning using the Development Matters age and stage of development bands. In the final term of the year in which the child reaches age five, the Early Years Foundation Stage Profile is completed for each child. Teachers indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels (emerging) across the seven areas of learning contained in the curriculum guidance for the Foundation Stage. Each child's level of development is recorded as 'Emerging' or 'Expected' against the 17 Early Learning Goals.

5. Working with parents/carers

Reviewed: Term 2 2025

Review Term 2 2026

We recognise the vital role that parents/carers play in children's early learning and know that children learn and develop well when there is a strong partnership between staff and parents/carers.

We encourage parent/carer partnership through:

- Showing respect and understanding for the role of the parent/carer in the child's education
- Listening to accounts of their child's development and any concerns they might have
- Having an effective summer term/September transition programme which involves parents/carers in getting to know the class/staff and feeling welcomed into our school community
- Being flexible in arrangements for settling children in September where necessary
- Maintaining an on-going dialogue throughout the year and being available to discuss any concerns/questions
- Meeting with parents of Reception children regularly to discuss progress
- Inviting parents in to share their child's Learning Journey books
- Information sessions for parents (eg phonics)
- Involving parents/carers in ways such as sharing stories with 'Rocket The Reading Rabbit' at home and challenges/activities linked to current learning
- The use of WOW moments and questionnaires etc to share the children's interests/achievements outside of school

6. How the transition from EYFS to Key Stage One is managed

In our federation we ensure that the transition from Foundation Stage to Key Stage One is as smooth as possible, to support every child as they move on to the next stage in their education.

The EYFS and Year One teachers work closely together in both the Summer and Autumn Terms to support the transition in the following ways...

- The EYFS children have taster sessions in Term 6, where they are able to get to know the class routines and class environment and become familiar with the adults in the class.
- The EYFS children also take part in 'change over day' in July, where all children move up to their new classes for the day.
- EYFS data and contextual information is shared with the Year One teacher.
- The Year One curriculum reflects the needs of the children and builds in Child Initiated Learning time into the timetabled week.

In Term 6 the EYFS and Year One staff meet to discuss the end of Foundation Stage data. As well as looking at whether the children are emerging or expected in each of the Early Learning Goals, they also discuss the Characteristics of Effective Learning for each child, along with any other additional information that may be useful. At this point

Reviewed: Term 2 2025

Review Term 2 2026

the EYFS and Year One teachers also agree/benchmark entry data to Year One, to ensure consistency of judgements.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years through our curriculum, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth and visiting the dentist

We teach online-safety in age appropriate ways and staff are trained in online safety and the safe use of technology in EYFS.

In line with the updated guidance in the September 2025 EYFS framework, we ensure that there is a paediatric first aid trained member of staff with reception aged children when they are eating.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy, which is fully compliant with KCSIE 2025.

Monitoring and review:

This policy was reviewed in October 2025 by the Early Years team/SLT to reflect the changes to federation practice.

References:

Please see: Health and Safety policy, Equal Opportunity policy, Keeping Children Safe In Education 2025, Teaching and Learning policy, the Early Years Foundation Stage (July update came into effect 1st September 2025).