



Early Years Foundation Stage Policy July 2025

Working together for a successful future



EARLY YEARS FOUNDATION STAGE POLICY
Queensgate Foundation Primary School

Policy Review

This policy will be reviewed in full by the Governing Body on a regular basis.

The policy was last reviewed and agreed by the Governing Body on 22nd July 2025

It is due for review on *July 2028* (up to 36 months from the above date).



Signature: Head Teacher Date: 22nd July 2025



Signature: Co-Chair of Governors Date: 22nd July 2025

Policy Control

Date	Amendments / additions	Reason
July 2022	Positive relationships section - reworded	
	Learning and development section – the use of Dojo added	Change from Tapestry
	Early Year Curriculum – Four Specific Areas – wording added	Update
	Assessment section reworded	
	Behaviour section reworded	



The staff and governors at Queensgate Foundation Primary School recognise the importance of Early Years Education. We strive for each child to reach their full potential, making good progress and meeting the Early Learning Goals by the end of Reception. We promote the characteristics of effective learning to encourage children to become independent and self-motivated.

The Early Years Foundation Stage is based upon four themes outlined in the Statutory Framework. The four themes are:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Queensgate Foundation Primary School, we recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

All children and their families are valued at Queensgate Foundation Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their best and planning is adapted to meet the needs and interests of all children. Early identification of any additional needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Inclusion Manager is called upon for further information and advice. We have a Nurture Suite to support children who are unable to access the mainstream curriculum. Interventions are also carried out throughout the year to support children's individual needs.

We aim to provide a positive transition process to new entrants, prior to September. We do this by offering small group sessions during the Summer Term, home visits and Pre-School meetings.

Positive relationships

All children are allocated a Key Person during Reception and specific time is allocated to work with these groups regularly. Developing a positive relationship and secure attachment with their Key Person enables them to feel safe, and have their emotional needs supported. We recognise parents/carers are the child's first and foremost educators and we firmly believe that the EYFS cannot function successfully without the enduring support of parents. We aim to develop strong links with parents, we do this by:

- Visiting the family at home before their child starts school
- Inviting parents into school to spend time with their child and attend the celebration assembly when their child is a 'Focus Learner'
- Holding parent workshops such as Meet the Team, Phonics, Maths and ClassDojo.
- Running our Foundation Stage as an open plan unit
- Providing a termly report and Parent's Evenings
- Using ClassDojo so that parents can view their child's learning from home and add their own observations to it

We promote British values by offering the children opportunities to learn about the community in which they live-in as well as other communities, traditions and beliefs around the world.

Enabling environments

We aim to create a stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with continuous provision and planned opportunities. Effective planning is informed through observing the children to ensure we follow their current interests and experiences building on their prior learning and next steps. We believe that play based learning is vital and children direct their own learning from carefully planned opportunities and resources. Play based activities encourage enquiry and offer the opportunity for children to consolidate their learning. Staff support play by extending and modelling as needed to further children's knowledge and understanding. We encourage children to develop their problem solving skills and be confident to take risks. Children in Reception have an opportunity to access our Forest School Area, the benefits of outdoor learning are:

- Engaging in open ended activities
- Embrace challenges with a can do attitude

- To equip children with love and respect for the outdoors
- To provide real life opportunities and create independent learners
- Taking risks, engaging in new experiences
- Using their senses to explore the world around them

Learning and development

At Queensgate Foundation Primary School we recognise children develop and learn in different ways. Effective learning and teaching is supported by:

- Staff having the knowledge of how children develop and learn, and how this must be reflected in their teaching
- Delivering interventions that are tailored to the children's individual needs, extending and developing the children's play, talk or other means of communication
- Carefully planning a curriculum that helps children to achieve the ELGs at the end of the EYFS
- Motivating children to take part in activities that build on and extend their prior knowledge, interests and skills
- Encouraging children to communicate and talk about their learning and to develop independence
- Offering a stimulating EYFS environment both inside and outside as well as specialised areas and equipment around the school such as a cookery suite, music room, Forest School, varied sporting equipment and ICT resources
- Using a variety of assessment tools some of which are shared with parents via ClassDojo and parents evenings.
- An ELKLAN trained staff member to carry out speech and language support in EYFS

The Early Years Foundation Stage Curriculum

Within The Early Years Foundation Stage Curriculum there are seven areas of learning. These include:

Three Prime Areas

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

Four Specific Areas

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

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and use what they already know to learn new things, and develop strategies for doing things.

Assessment

We work with our feeder pre-schools to discuss children's progress and achievements prior to them starting school in September. We also moderate with the Local Authority and other primary schools across the Island throughout the year to ensure our judgements are accurate.

Ongoing assessments are made throughout the year for each child's Foundation Stage Profile. These observations and assessments support us to extend children's learning and plan for their next steps, so they have the best opportunity to meet the Early Learning Goals by the end of the Reception Year. Parents/carers

are able to view their child's learning on ClassDojo and are encouraged to contribute. This helps us to gain a holistic view of each child and value the support from home.

In the summer term, the Reception team meet with Year 1 teachers to discuss each child and to ensure a smooth transition between year groups.

Planning and Teaching

The teachers plan and teach a balanced range of activities and offer experiences that cover all seven areas of learning, with some whole class and small group teaching taking place each day. Planning is based on the children's interests and their next steps in learning.

Behaviour

The children in Reception learn our School Code, which is reinforced and clearly displayed around the school. We use ClassDojo to reward and encourage positive behaviour within Reception.