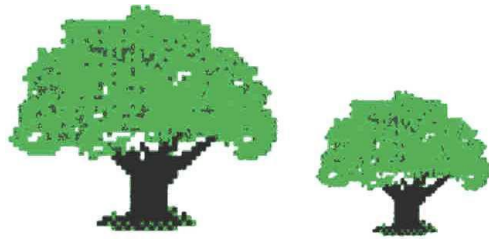


Green Park Primary School



EYFS Policy

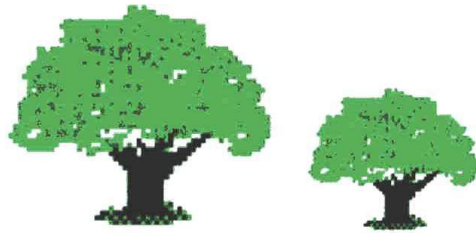
Approved by the Governing Body on _____

Signed _____ Chair

September 2026

Green Park School Community Primary School.

Early Years Foundation Stage (EYFS) Policy September 2026



School Core Values:

COMPASSION

HAPPINESS

COLLABORATION

BELONGING

RESPECT

SUCCESS

“Happily Learning together, Preparing for life”

Angela Bruce EYFS Lead. September 2026

Contents:

1. Aims
2. Legislation
3. Structure of the EYFS.
4. Curriculum
5. Assessment
6. Working with parents
7. Safeguarding and welfare procedures
8. Monitoring arrangements

Appendix 1: List of statutory policies and procedures for the EYFS**1. Aims**

This policy aims to ensure: That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind A close working partnership between staff and parents and/or carers Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Our Vision:

At Green Park we believe in providing children with a safe and enabling environment where children can flourish and be independent learners. We pride ourselves on listening to children and those who care for them. We value everyone equally regardless of their ability or background and have high expectations of pupils and staff in a supportive and caring atmosphere.

Learning is engaging and we believe in first hand learning experiences, valuing the importance of the outdoor environment to develop children's thinking, resilience, creativity and problem solving skills. In addition we believe that some learning experiences need to be planned for, to ensure their next steps are achieved – this may be done through some whole class and small group teaching.

We understand the importance of practical learning experiences and strive to equip children with a love of learning, reading and a natural curiosity. We are committed to giving our children the best possible start to their school life, teaching them skills

which ensure their well-being now and success in the future. In addition we monitor continuously to ensure improvement and evaluate practice.

Staff are encouraged to access training to improve on their subject knowledge and pedagogy to ensure highly skilled practitioners are working with our youngest children.

2. Legislation

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

3. Structure of the EYFS

In Green Park School, our Early Years provision includes a 30 place Nursery for 3 and 4 year olds on a full or part time basis and a 30 space Reception class. Our Nursery class has a large room for their sole use as well as a large outdoor classroom that the nursery share with the Reception class. Our Reception class has their own classroom which is connected by a shared area large outdoor learning area. Nursery are open term times only between the hours of 8.45am – 3.15pm offering different start and finishing times to access the 30 hours.

Option 1: 9am - 3pm

Option 2: 8.45am - 3.15pm with the additional cost of £10 per week to cover the cost of the extra hours

Option 3 8.45am - 3.15pm and drop a session.

Option 4 Part time (15 hours) either Monday, Tuesday and Wednesday morning or Wednesday afternoon, Thursday and Friday.

Reception are open between 8.45am -3.15pm.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework for group and school-based providers. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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; Physical development and Personal, social and emotional development. The prime areas are strengthened and applied

through 4 specific areas: Literacy, Mathematics, Understanding the world and Expressive arts and design.

Intent: Our Foundation Stage intent is:-

At Green Park School, we believe that the first years in education are a vital time for preparing children for their future learning journey. Children learn best when they are happy, safe, secure and have a high sense of wellbeing. Staff place a strong emphasis on providing our children with a safe and friendly environment both indoors and out, that promotes resilience, friendships and positive relationships. Through play experiences and purposeful teaching, our children become confident and independent to explore and are enthusiastic to learn. It is important that learning is accessible for all and that children's individual progress is valued and that the team works closely and collaboratively with parents in order to ensure we value home experiences and develop a true reflection of the whole child to prepare them for the next stage in their school life.

The breadth of our curriculum is designed with three goals in mind:

- 1) To give pupils appropriate experiences to develop as confident, responsible citizens who love to learn;**
- 2) To provide an enriching experiencing enhancing children's 'cultural capital';**
- 3) To provide a progressive, ambitious, academic curriculum**

Implementation

Teaching and Learning: Across the year, we explore our school values and a strong focus is placed on nurturing children to become resilient, confident and independent learners. Personal, social and emotional development, alongside the teaching of communication and language skills, underpin the foundations for learning at Green Park. We consider social skills and positive interactions with adults and peers crucial for children to be able to learn and thrive as they develop. The exploration of number is planned for daily, in a series of progressive lessons, so that by the end of Reception, pupils are fluent with the value of numbers up to twenty and have strong mental recall of number bonds to ten, giving them the foundations to support their learning as they enter Year One and beyond. Developing a love of reading and the skills to be able to read, is a high priority in our EYFS. Carefully sequenced reading progression and systematic phonics using the Little Wandle Program, teaching lies at the heart of our learning foundations. Daily writing sessions build on the

knowledge acquired in reading and phonics, and through a range of high-quality texts, linked to our themes, the children begin to explore and develop a love of writing.

The learning journey begins by weaving personal, social and emotional developmental skills into all that we do, in order to create pupils that are ready to learn. We cultivate an ethos where pupils are emboldened to 'have a go', we model how to embrace new challenges and guide children to celebrate their achievements and relish new goals. Self-belief and positive attitudes underpin our foundations for learning and from here we support all pupils to achieve their full potential. PSED is taught through our scheme One decision and indirectly throughout the whole week, in the language we use, stories we read, assemblies, circle times, class attitudes and the values that we promote. Through progressive planning and teaching, we ensure that all our pupils are 'school ready' academically, personally, socially and emotionally. High expectations and aspirations are set for all children to achieve their full potential and to become competent in the basic skills of reading, writing and number, so that many possibilities are made available to them as they progress through the school.

Unique Child: Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

We build on children's prior learning from previous settings and from home, to ensure that learning is meaningful, relevant and tailored to individual needs, interests and learning styles. We strive to promote the holistic development of all children in order to build a solid and broad foundation for lifelong learning.

Enabling Environments: 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 parents and carers.

Positive Partnerships: We work closely with parents and carers to provide a personalised and supportive curriculum for each child. We offer transition meetings, meet the teacher, workshops and stay and play as well as the annual parents evenings and reports.

Impact

Our work in the EYFS enables our pupils to develop:

- Communication skills
- A strong awareness of their own and others' physical and mental health needs and how best to support these
- A strong sense of belonging

- A love of learning
- Independence
- Strong foundations in the basic skills.

Our curriculum meets the needs of our children, including our disadvantaged pupils and those with SEND, and we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Every member of staff uses ongoing assessment and knowledge of the whole child to identify children's starting points and plan experiences which ensure progress.

4.1 Planning

The EYFS at Green Park provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do. Staff at Green Park look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. 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.

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. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Our outdoor provision mirrors the opportunities available to the children inside offering a mix of adult-led and child-initiated learning.

5. Assessment

At Green Park, 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 take into account observations shared by parents and/or carers. Within

the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021). 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 Not yet reaching expected levels ('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. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

Key to ensuring high quality early years experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At Green Park, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings that the children of Green Park attend. At Green Park we also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning. We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents of Reception children regularly to discuss progress
- Inviting parents in to talk about their child's Learning
- Through the use of Tapestry, an online learning journal which parents can access at home
- Inviting parents in the school to share their specialised skills
- Inviting parents to accompany staff on trips.
- Invite parents to stay and play sessions in both classes

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Each child in the foundation stage is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home.

7. Safeguarding and welfare procedures

It is important to us that all children in the school are 'safe'. Staffing is fully compliant with EYFS Paediatric First Aid requirements and statutory staffing ratios. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers. Staff have access to a class ipad/iphone. Pictures and videos of children can only be taken on the school ipads/iphone and they must not be shared with any other devices. Once images/videos have been uploaded they must be deleted. Staff working with children in the early years must not use their own devices to take images or record children in the class. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed by the Early Years Lead every 2 years. At every review, the policy will be approved by the governing board.

EYFS Statutory Policies:

Procedure for responding to illness

See whole school policy

Parents need to inform the school when a child is not going to be in; school will follow up any children in EYFS who have not attended with a phone call. First-day absence checks are conducted for vulnerable or unaccounted-for children, regardless of statutory age. If a child is displaying symptoms in school then

parents/carers will be contacted and reminded of any public health guidance should the child need to stay off.

Administering Medicine policy

Both prescription and non-prescription medicines can only be administered where written permission has been obtained from the child's parent or carer. Medicine is stored securely at the office. Please see whole school policy for more information.

Emergency Evacuation Procedure

See Whole school policy

Procedures for visitors

All visitors sign in using the electronic system at the school entrance.

Procedures for a parent failing to collect a child and for Missing children

We will call both contacts on the registration forms and wait with the child. If no one has been able to be contacted by 4.30pm then we will seek advice from Social Care. Any missing children then we have a duty to inform the LA.

Procedure for dealing with concerns and complaints - see whole school policy on the website.