

GREAT CHART PRIMARY SCHOOL

Early Years Foundation Stage POLICY

September 2025



A Great Place to Discover and Learn

Vision Statement

A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement

Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect

Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

EYFS Vision statement 2025

Our EYFS vision is to provide a safe, nurturing and respectful learning environment for all.

We work together to create a rich and purposeful curriculum, promoting a sense of community, independence and a positive attitude towards learning. Giving opportunities to explore and investigate in a language rich creative environment. Encouraging our pupils to be inquisitive, motivated and engaged in their own learning and the outside environment, so they are ready for Year One and new challenges ahead.

Great Chart Primary School EYFS Policy September 2025

INTENT

At Great Chart Primary School, we intend for our curriculum to educate all children in the knowledge, skills, and understanding necessary to become effective, inquisitive, curious, independent learners, thereby influencing their broader thinking across all areas of the curriculum. We focus on the Prime and Specific areas of the new EYFS framework 2025, building a sense of team and community where children can learn to self-regulate in a safe, supportive, and caring environment. Our curriculum reflects the cultural capital and interests of the children, allowing them to explore and learn through play-based activities in a language-enriched environment. We provide an inclusive and diverse place to learn, enabling deeper-level thinking and learning opportunities for all children. Our core value is Respect, which forms part of our school rules. We also have termly values: Community, Ambition, Responsibility, Resilience, Kindness, and Independence.

IMPLEMENTATION

FOUNDATION STAGE STAFF

- Mrs Davies - EYFS Leader, DSL Deputy
- Miss Bennett - EYFS Teacher, Assistant Inclusion Manager
- Mrs Bissett - EYFS Teacher
- Mrs Shevlin- HLTA
- Mrs Holden - EYFS Teaching Assistant, Paediatric First Aider
- Mrs Shaw- EYFS Teaching Assistant Paediatric First Aider
- Mrs Garner- EYFS Teaching assistant

At times, the Foundation Stage may have visiting student teachers and students working alongside the staff. Other professionals may also contribute within the setting throughout the year. All parties will have appropriate DBS checks.

At Great Chart Primary School, we encourage children to demonstrate their attitudes and behaviours in learning through the Characteristics of Effective Learning. Our curriculum is designed to recognise their prior learning by providing first-hand learning experiences and allowing them to develop interpersonal skills, build resilience, and become creative, critical thinkers, enabling them to challenge themselves. We ensure that the content of the curriculum is taught in a logical progression, allowing children to build on prior learning.

We understand that to maintain high standards of quality first teaching, we must invest in our staff by providing high-quality CPD to meet the current needs of both staff and children. Teachers in EYFS create an environment tailored to the needs and skill levels of our children, utilising their own teacher assessments and gap analyses to inform their planning and the

quality of provision. We recognise that reading is key to all other learning and ensure that quality phonic sessions are taught daily, using the whole school approach of using systemic phonics , with children's reading books matching their phonic ability. We also prioritise reading aloud to children, sharing stories and rhymes. We encourage parents to read with their child and recognise the importance of daily reading to promote enjoyment and a love of reading. Furthermore, we understand that children need a vast range of vocabulary to succeed in life, which is taught explicitly through pre-teaching sessions and speech and language interventions, including NELI.

At this stage in a child's life, learning through play is vital. We use the environment to ensure their needs are met through continuous provision, enhanced provision, and by following their interests.

Staff teach objectives through whole-class teaching, small group teaching, and by observing children's play to move their learning forward. Staff engage and interact with the children, creating opportunities for new language and vocabulary to be modelled. Formative assessments take place within every session, assisting teachers in identifying children who may need more support to achieve objectives, as well as those who need further challenges.

Common Threads

Common threads will be taught throughout the EYFS as per the January 2024 Framework. Each thread will be incorporated into both teacher-directed and child-initiated activities.

The threads are as follows:

- **Knowledge and Understanding of the World**
 - Science: What makes it live, change, and grow?
 - History: Conflict and invasion, similarity and difference, cause and consequence, diversity and discrimination, civilisation and society, chronology and evidence.
 - Geography: Place, space, and scale; human impact and independence; culture and diversity.
 - RE: Christianity, diversity, culture, morality, debate, and faith.
- **Expressive Art and Design**
 - Music: Listen, learn, create, compose, practise, and perform.
 - Art: Knowledge and understanding, generating ideas, experimenting and making, evaluating.
 - DT: Design, make, evaluate, and the use of technical knowledge.
- **Fine Motor Activities**
 - Handwriting: See whole school policy
- **Gross Motor Skills**
 - PE: Head (thinking skills), Heart (social and emotional skills), Hands (physical skills).
 - PSHE: Living in the wider world, relationships, health, and well-being.

ORGANISATION

The Foundation Stage staff work as a cohesive team, allowing children from both classes to collaborate during structured and child-initiated activities, accessing shared continuous provision. EYFS staff plan and work collaboratively to ensure continuity and progression, providing age and stage-related activities to suit all children. Children are also taught within their own class groups, using a variety of instructional methods: whole class groups, small group work, pairs, and one-on-one instruction. We are dedicated to providing excellent pastoral care and education for all children in our care.

The Foundation Stage facilitates a smooth transition from home to school, offering stability for younger children. In all classes, children are provided with an environment that allows them to express themselves using a variety of materials to stimulate and extend their imagination and

understanding. Through planned play and conversation, young children learn about themselves and the world around them. They are given opportunities to socialise, make friends, and therefore develop personal, social, and emotional skills, building confidence.

In the Foundation Stage, we recognise the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children can flourish, learning to make sense of the real world. We ensure children feel valued and give them the confidence to become active learners. Our activities provide first-hand experiences through play and discussion, encouraging children to interact with others and explore a wide variety of learning situations. There are well-planned areas of provision within the diverse range of activities, resources, and materials available. Opportunities are provided for sustained activity, continuous provision, and spontaneous, self-chosen activities. It is essential that children experience success, have fun, and enjoy themselves while learning.

LEADERSHIP

The leadership of EYFS is the responsibility of the EYFS leader and the Headteacher. The EYFS leader has a clear role and responsibility for overseeing the progress of all children and will gather evidence through regular monitoring activities, which will inform the development of the School Strategic Plan and EYFS Action Plan.

ASSESSMENT

Feedback on learning aligns with the EYFS section of the feedback policy. Formative assessment within each session ensures teachers identify children who may require additional support and those who need more challenging tasks through carefully structured interactions and changes in provision. Summative assessments of children's learning are conducted using the new Development Matters ages and stages throughout the year. Early Learning Goals are employed to make year-end judgments, and these assessments are communicated to parents in end-of-year school reports.

Pupils are assessed upon entering the Foundation Stage with the statutory baseline assessment. They are continuously assessed throughout the Foundation Stage, and PPM meetings are held to discuss progress and concerns. At the end of the Foundation Stage, the EYFS Profile is completed and reported to parents.

OUTSIDE

We have an outdoor learning space to which children have daily access. An all-weather area is available to protect children and eliminate barriers to learning. The outdoor area serves as an extension of the classrooms, offering a variety of resources to facilitate independent and deep-level learning, enhancing gross motor skills.

PHOTOGRAPHS/VIDEOS

At the beginning of the year, parents/carers are asked to give permission for their child to be photographed or videoed during their time at school through Arbor. We use these images in the classroom, on displays, in the children's individual records, and on the school website. We also use these images on Class Dojo.

PARENTS/CARERS AS PARTNERS

We value parental involvement in school. Engagement begins before children start, with an invitation to visit the school and meet their child's teacher. Parent consultation meetings are held in the Autumn and Summer Terms, inviting parents to discuss their child's progress. A report is sent at the end of the Summer term, and parents are welcome to discuss this report in school if they wish. It is important to stress that if parents have any concerns regarding their child, they should telephone or visit the school to schedule an appointment to discuss their concerns with the class teacher. Parents receive updates on school happenings through a weekly planning sheet sent home, along with updates via the website, emails, letters, newsletters, etc. Parents

are invited to workshops to observe phonics, maths lessons, and school activities throughout the year.

SAFEGUARDING CHILDREN

The school takes its child protection responsibilities very seriously. Any concerns will be documented and, if deemed necessary, reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if desired. There is a whole-school approach to safeguarding, ensuring that safeguarding and child protection are integral to all relevant aspects of process and policy development. Ultimately, all systems, processes, and policies should operate with the best interests of children and learners at their core. The full Safeguarding Policy is available in school for parents to read if desired. Supervision is conducted on all members of staff within the EYFS team on a termly basis.

EQUALITIES and DISABILITIES

All pupils in this school are entitled to a broad, balanced, and relevant curriculum regardless of ability, gender, race, or social circumstances. Both gifted, talented, and able children, as well as those with Special Educational Needs, are considered, and the curriculum is adapted to suit all levels of ability. We have a full Equal Opportunities policy available in school.

SPECIAL EDUCATIONAL NEEDS

Care is taken to assess each child's needs. If a child has any special needs, the parent will be informed at an early stage. Group and individual support is provided within the school whenever possible. We maintain links with various agencies, and their involvement may be required to support specific children. Parents/Carers are always informed if an outside agency assists in supporting their child. We have a full Special Educational Needs (S.E.N.D) and Gifted and Talented policy available in school.

HEALTH AND SAFETY

We have a Health and Safety policy with which all staff and students are familiar, and designated individuals are responsible for first aid in school. Staff trained in paediatric first aid are present. Children are taught the safe and appropriate use of equipment and materials, and they are encouraged to be mindful of safety when moving around the school. Risk assessments are conducted before after-school activities and outings. A full Health and Safety Policy is available in school.

ALLERGIES

Parents/carers are asked to inform us of any food allergies their children have or any food they do not wish their child to eat. This information is recorded in the kitchen area and all adults involved are informed.

MEDICAL NEEDS

We keep a record of any medical needs, allergies, and children who require inhalers, Piriton, or EpiPens on the medical board. Health Care Plans are created when applicable, ensuring everyone is aware of individual needs.

FRUIT/ VEG and MILK TIMES

We view fruit/veg and milk time as a social event where children enjoy a drink of milk and a piece of fruit/veg together. This time of day is an ideal opportunity to develop and enhance the children's social skills and encourage interaction and conversation with their peers as they sit together.

IMPACT

The EYFS curriculum ensures that the needs of individual children, including those with SEND and disadvantaged children, as well as small groups, can be met within a high-quality teaching environment supported by targeted interventions when appropriate. In this way, it can have a profoundly positive impact on pupil outcomes and prepare them for the next phase of their education. We teach our children to believe in themselves, belong to the school and wider community, and aspire to become anything they wish.

At Great Chart, we value the importance of developing the children's knowledge alongside their skills. As a result, our pupils achieve well, attaining excellent results that prepare them for future schooling. We measure the impact of this achievement in various ways.

QUALITY OF TEACHING

Teaching is monitored throughout the academic year, and observations are conducted to ensure consistency in teaching across the EYFS. These observations may take the form of formal evaluations or learning walks but serve as beneficial methods of assessing what occurs within the setting to promote children's learning. EYFS staff are fully aware of our high expectations, ensuring that the quality of teaching remains consistent across the year group. Staff are also provided with numerous opportunities to develop their practice by observing others within other EYFS settings and seeking guidance on specific matters. To ensure our curriculum is progressive, all teachers are invited to attend CPD training, which occurs during INSET days attended by the whole school or through external agencies.

PUPIL/PARENT VOICE

At Great Chart, we value the opinions of our children and actively promote British Values of liberty and democracy. Through pupil voice, we encourage children's thoughts to be heard, enabling us to develop our curriculum to reflect their skills and interests. Home Link Books foster both child and parental voice. At the end of every topic, children are encouraged to illustrate what they enjoyed, while parents are able to scribe for them. Parents also have the opportunity to voice their thoughts. During every Parents' Evening, parents are invited to share their perceptions regarding their child's progress.

EVIDENCE OF WORK SCRUTINY

Children's books, floor books, and profiles serve as effective tools for assessing learning across the Phase. EYFS teachers and subject leaders regularly monitor books throughout the year. Additionally, we meet with other schools within our CATs group to assess progress in their profiles. Through this collaboration, we can confidently assess children's progress and levels of attainment.

SCHOOL STRATEGIC PLAN

At Great Chart, we recognise the importance of curriculum development to foster our pupils' future success in an ever-changing world. The SSP is collaboratively developed by all staff and shared during our planning and visioning days with everyone, including the governing body. Specific targets are developed by the EYFS Leader as part of their role, but everyone shares the responsibility of ensuring these targets are met.

MONITORING and REVIEW

It is the responsibility of the EYFS staff to adhere to this policy. The Senior Leadership Team will conduct monitoring of the EYFS as part of the whole-school monitoring system. This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.