GREAT CHART PRIMARY SCHOOL

Early Years Foundation Stage POLICY

September 2026



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 2026

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.

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 Thomas- EYFS Leader
- Mrs Bissett - EYFS Teacher and EYFS Co Leader
- Miss Jeffree- EYFS Teacher
- Mrs Shevlin- HLTA
- Miss Thomas - EYFS Teaching Assistant, Paediatric First Aider
- Mrs Shaw- EYFS Teaching Assistant Paediatric First Aider
- Mrs Sinden- EYFS Teaching assistant
- Mrs Creed- 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 September 2026 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. The school has a separate, comprehensive Equal Opportunities Policy which should be read alongside this policy.

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 AND DIETARY REQUIREMENTS
Parents/carers are required to inform the school of any food allergies, intolerances or dietary requirements their child may have and to ensure this information is kept up to date on Arbor. Any changes must be communicated to the school as soon as possible. Information is recorded and shared with all relevant adults, including kitchen staff, class staff and lunchtime supervisors, to ensure children's safety.
Children with identified allergies or specific dietary requirements wear a yellow lanyard, clearly identifying their individual requirements to staff in the lunch hall. Relevant allergy and dietary information is also displayed in the kitchen area to ensure staff preparing and serving food are fully aware. Staff take appropriate precautions when preparing and serving food, checking ingredients and preventing cross-contamination. Individual allergy action plans and emergency procedures are followed where required, and all relevant staff are aware of how to recognise and respond to an allergic reaction. *The school has a separate, comprehensive Allergy Policy, which outlines our procedures and responsibilities for managing allergies and dietary requirements and should be read alongside this policy.*

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.

PERSONAL (Intimate) CARE AND TOILETING
We promote children's independence and encourage them to manage their own personal hygiene and toileting needs wherever possible.
Children are encouraged and supported to clean and change themselves as independently as possible, with staff providing assistance when necessary. Any staff member supporting a child with personal care will wear appropriate disposable PPE, including gloves, follow the school's hygiene and safeguarding procedures and ensure the child's dignity, privacy and wellbeing are maintained at all times. Children will never be made to feel embarrassed or ashamed following an accident, and staff will respond sensitively and reassure them.
Any assistance provided will be appropriate and proportionate to the child's needs and recorded in accordance with school procedures. If a child has a significant toileting accident and is heavily soiled or requires a shower, parents/carers will be contacted to attend school and support their child.
Parents/carers are asked to ensure their child has a spare change of underwear and socks in their book bag at all times.
Where a child's personal care needs change or they require regular support with intimate care, this will be discussed with parents/carers and an individual intimate care plan will be agreed and put in place where necessary. This will include appropriate arrangements for staffing, parental consent, safeguarding, recording and regular review.
The school has a separate Personal/ Intimate Care Policy, which outlines the procedures, responsibilities and safeguarding arrangements for supporting children with personal care and intimate care needs. This should be read alongside this EYFS policy. All staff must follow the school's Personal Care Policy and relevant safeguarding procedures when providing support.

FRUIT, VEGETABLE AND MILK TIME

We view fruit, vegetable and milk time as a valuable part of the children's daily routine. Children enjoy a drink of milk and a piece of fruit or vegetable whilst sitting together on the carpet, facing an adult to ensure appropriate supervision. During this time, an adult may read a story to the children, providing an opportunity to develop a love of books and stories, encourage listening skills and support language and communication development. We encourage children to sit calmly, concentrate on eating and drinking safely and listen to the story. Children are encouraged to talk and share ideas once they have finished eating, allowing opportunities to develop their social skills and relationships with their peers.

SAFER EATING AND CHOKING PREVENTION

We promote safe eating practices and ensure children are appropriately supervised by staff during all snack and mealtimes. Children sit on the carpet, facing an adult, so that staff can maintain clear supervision and observe children whilst they are eating. Children are encouraged to remain seated, eat calmly and not talk, play or move around with food in their mouths. Whole fruits are prepared and cut into suitable slices before being offered to children, and grapes are always cut lengthways into quarters to reduce the risk of choking. Staff are aware of individual dietary requirements, allergies and any specific feeding needs. Paediatric first aid-trained staff are present within the setting, and staff remain vigilant and understand the importance of recognising and responding promptly to choking incidents.

SAFER SLEEPING AND REST

We recognise that children may become tired during the school day and provide opportunities for rest when needed. Children may rest or sleep on a firm, flat classroom rug, with a lightweight cellular blanket for comfort. Mats are placed in a safe, suitable area away from hazards, and children are positioned comfortably with their faces and heads uncovered. Staff ensure children are appropriately supervised at all times, remain within sight and hearing, and regularly monitor their comfort, breathing and wellbeing. Any child who falls asleep is monitored in line with current safer sleep guidance and our setting's procedures. Parents and carers are informed of any concerns regarding a child's sleep or unusual tiredness. We work in partnership with families to support individual children's rest needs.

SCREEN TIME AND DIGITAL DEVICE USAGE

In line with the EYFS framework and current guidance, we take a balanced and considered approach to children's screen use. For children aged 2–5 years, screen time is limited to a maximum of one hour per day, and less wherever possible. Within our setting, screens are used purposefully to support children's learning and development and are always age-appropriate and supervised by staff. Screen-based activities do not replace opportunities for physical activity, outdoor learning, creative play, reading or meaningful interactions. Staff encourage a healthy balance between technology and other learning experiences.

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.