The Federation of Boskenwyn & Germoe Schools

Early Years Foundation Stage Policy 2026-27

Introduction

The EYFS applies to children from three years of age to the end of the reception year. In our schools, some children join us at the beginning of the term in which they are five (compulsory schooling begins at the start of the term after a child's fifth birthday and most at the beginning of the school year in which they are five). The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

The EYFS is based on the following principles:

- It builds on what our children already know and can do.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points.
- Has content that matches the needs of young children.
- Activities that provide opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.

EYFS Areas of Learning

The Prime Areas of Learning:

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

The Specific Areas of Learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

The EYFS Curriculum

We have developed our curriculum giving communication and language skills a high priority. This is in line with Development Matters update in 2023: "*The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.*"

A high priority is also given to the teaching of reading. We aim to teach children to read and develop a love of books as soon as they arrive at our schools, books are used to teach topics and to enhance our whole curriculum and are used to enhance mathematical language and development. In Maths we follow the NCETM maths mastery program to ensure we have a secure grounding from which to build upon throughout key stage 1 and into key stage 2.
We follow a systematic approach to Phonic Coding based on the Sounds Write program.

We underpin our curriculum with the Personal Social and Emotional Development of all our children. We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time. The Early Years Curriculum is based around cross-curricular topics. Each topic planned is included in the curriculum for specific reasons and we want to ensure that all children leave the Reception year ready to start the KS1 curriculum. Topics can be introduced with a good quality storybook or age-appropriate non–fiction text, or through Play Projects, where children use their imagination and creativity as part of the learning process. Children explore topics through continuous and enhanced provision and through teacher led activities.

The EYFS curriculum is ambitious and aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.

Teaching and Learning Style

The features of good practice in our school that relate to the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that teachers have of how children develop and learn, and how this affects their teaching.
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations, which are regularly shared with parents.
- The good relationships between our school and the settings that our children experience prior to joining our school.
- The clear aims for our work, and the regular monitoring to evaluate and improve what we do.
- The regular identification of training needs of all adults working within the EYFS.

Play in the EYFS

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build upon ideas and learn how to control themselves and understand the need for rules. They have opportunities to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Inclusion in the EYFS
In our settings we give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning (see our policy on school inclusion).

In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of all, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Transition in the EYFS
Transition for EYFS pupils into school.
Previous reports or profiles will be read through by the child's new teacher to understand every child's needs. Handover meetings take place amongst old and new teachers to share information about the children. Children are also invited to a transition morning in the summer term before they are due to start, to get to know their child's teachers as well as to get to know the school's routine
Our aim for children on this day is
● To meet their classroom teacher
● To meet the teaching assistant associated with their class
● To meet their peers
● To become familiar with their classroom surrounding
● To have fun and become increasingly excited about the upcoming year!
Once term starts there is a welcome meeting with all parents early in the autumn term which is an opportunity for the teacher to talk about the provision, timetable, learning and also for parents to ask questions and to tell the teacher about their child.
At the start of each half term an overview of the Topic and learning is sent out to parents on the school website and on Seesaw. A weekly school newsletter is sent to all parents giving lots of information and upcoming dates about what is happening in school. Daily learning is shared with parents about what is happening in class which offers ways in which learning could be supported or applied at home.

Safeguarding
Children learn best when they are healthy, safe and secure, when their individual needs are met and have positive relationships with the adults caring for them. We educate children on the importance of boundaries, rules and limits and we encourage them to become responsible for their own behaviour by supporting them to make the right choices. We teach the children how to recognise and manage risks in a supervised learning environment. We aim to protect the physical and mental well-being of all our children.
As a school, we have stringent policies, procedures and documents in place to ensure children's safety. Our provision operates in line with whole school policies and with regard to the Statutory Framework for the Early Years Foundation Stage (effective 1 September 2026), safeguarding and welfare requirements, which are:

- Whistleblowing procedures
- Child absence monitoring
- Safer recruitment references
- Whole school safeguarding training
- Paediatric first aid training
- Safer eating practices
- Toileting and intimate care practices

- Safer sleeping arrangements
- Screen use
- The clarity of the EYFS framework to improve safeguarding procedures.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident. Please see our separate policies and procedures on Health and Safety, Child Protection, Intimate Care.

Assessment
From the child's starting point, we make regular assessments of children's learning through a mixture of statutory **government baseline assessment** and also through teacher observation, we use this information to ensure that future planning reflects identified need. Assessment is ongoing and takes the form of observations, phonic and word checks and writing assessments. This involves the teacher and other adults as appropriate.
At the end of the year, we record each child's level of development, using the **Early Years Profile** we record whether each child is on track or not on track to meet a Good Level of Development.

Parents receive an annual report that offers comments on each child's progress and development. It highlights the child's strengths and developmental needs and gives details of the child's general progress. We complete these in June and send them to parents in July each year.

The Role of Parents
We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating their children. They are expected to contribute to the assessment and learning framework on Seesaw and read with their children at least 5 times a week.
EYFS Policy – Usage, Monitoring and Review
This policy will be used as guidance by all teaching staff, monitored by the EYFS Leader and reviewed in line with the Governors agreed policy schedule.

Early Years Foundation Stage Policy Adopted: Autumn 2026
Early Years Foundation Stage Policy Review: Autumn 2027

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