



Charlestown
Primary School



Early Years Foundation Stage Policy

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Introduction

The Early Years Foundation Stage (EYFS) is the statutory framework in England that sets standards for the learning, development, and care of children from birth to five years old. The EYFS aims to ensure children learn and develop well, are kept healthy and safe, and are prepared for school readiness.

During their time at Charlestown Primary School every child will be given the best possible start to their education. Our school's vision statement is *"Inspire, Enrich and Enlighten"*. We aim to provide all pupils with opportunities that inspire, enrich and encourage the development of skills that will enable them to become independent and successful learners.

Charlestown Primary School is a two-form entry school. There are spaces for 60 children. Each Early Years class has a full-time teacher and Teaching Assistant.

EYFS Aims

- To give each child a positive and meaningful start to their school life, in which they establish solid foundations on which to develop into confident and independent lifelong learners.
- To offer a broad and balanced curriculum that gives children a broad range of knowledge and skills needed for good progress through school and life.
- To support children to build positive relationships with others.
- To promote a working partnership between staff and parents and/or carers and the wider community.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- To enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential.
- To ensure that children are kept healthy and safe and achieve the knowledge and skills to start school successfully.

Legislation

This policy is based on requirements set out in the **statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021**.

The Early Years Foundation Stage has four specific themes:

- A Unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

This policy explains how our curriculum practice is underpinned by these four themes.

A Unique Child

At Charlestown School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in



individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards to encourage children to develop a positive attitude to learning.

The Unique Child and Inclusion

We value the diversity of individuals. All children and their families at Charlestown School are valued and treated fairly, regardless of race, gender, religion or ability. We give our children every opportunity to achieve their best by taking account of their life experiences when planning for learning.

In the Early Years Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, 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.

We meet the needs of all of our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Monitoring children's progress and taking action to provide support as necessary.

Positive Relationships

At Charlestown School we recognise that children learn to be strong, confident and independent from being in secure relationships. All staff involved with the EYFS develop caring, respectful, professional relationships with the children and their families. This centres on developing good relationships with all children, interacting positively with them and taking time to listen to them.

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Offering both parents and children the opportunity to spend time in the Early Years Foundation Stage before starting at school.
- Offering communication visits to new parents at home or school to get to know families and children prior to their start.
- Operating an open-door policy for parents with any queries/ concerns about their child.
- We provide parents with half termly curriculum newsletters detailing learning.
- Regular learning updates on our weekly newsletter and social media
- Weekly sharing the class 'Learning Journey' via Class Dojo and valuing contributions to these from parents.
- Inviting parents and families in regularly to share in their child's learning through 'Sharing' afternoons.
- Offering two parent/teacher consultation evenings per year.



- Sending a more detailed report on their child's attainment and progress early in the Summer term which is then followed by an opportunity for parents to meet teachers to discuss targets and areas for development.

Enabling Environments

At Charlestown School we recognise that the environment plays a key role in supporting and extending children's development. Through observation of learning and interactions with others, we assess the children's interests, stages of development and learning needs, before planning challenging learning opportunities. The planning in EYFS is shaped by the educational programs of the statutory EYFS framework. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children and this is indicated on weekly planning. This fostering of the children's interests develops a high level of motivation for the children's learning.

The Early Years Foundation Stage classrooms are organised to allow children to explore and learn securely, safely and independently. The Early Years Foundation Stage has outdoor areas and children are able to free-flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active.

Learning and Development

At Charlestown School we recognise that children learn and develop in different ways and have their own learning styles. There are seven areas of learning and development that must shape educational provision in the Early Years Foundation Stage. We value all areas of learning and development equally and understand that they are often inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are:

• Prime Areas:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied. These are:

Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

There are three characteristics of effective teaching and learning which help us to focus on and understand how children learn. These are:

• Playing and exploring – Observing how children engage with their learning

- Finding out and exploring new ideas
- Playing with and exploring familiar objects
- Willingness to try new things

• Active Learning - Observing how children are motivated to learn

- Being focused and engaged in learning



- Keep trying even when task are difficult
- Enjoying and achieving what they set out to do

- **Creating and Thinking Critically– Observing how children are thinking**

- Creating their own ideas.
- Making links across their learning.
- Developing their ideas.

The adults working in the Early Years Foundation Stage support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are encouraged to use the indoors and the outdoors to extend their learning.

From a very early age, our children are encouraged to learn the skills they need to take on the challenges they will encounter in their life. They are taught and learn important life skills. They are encouraged to investigate, to take risks and to be creative and critical with their learning.

Teaching and Learning

At Charlestown Primary School we recognise and are guided by the Ofsted definition of teaching. This definition includes modelling language; explaining and demonstrating; encouraging and questioning; facilitating; setting up the environment and providing resources, taking account of children's interests, setting boundaries and routines; assessing what children know, understand and can do; and monitoring progress.

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.

As children grow older, and as their development allows, the balance gradually shifts towards more/longer adult-led activities to help children prepare for more formal learning, ready for year 1.

At Charlestown School we place great emphasis on the importance of keeping our practice up to date. We ensure that **all** staff are kept up to date with changes to the Early Years Foundation Stage as well as current practice and pedagogy. Staff regularly attend external and in-house training updates.

Play

We believe that all children have the right to play and that play is important and fundamental to their development. Through play, children need to feel safe to make mistakes and have the confidence to try out and test their ideas in order to develop confidence and self-esteem. We understand that it is vital to treat all children with equal respect. Each child has his/her individual needs and practitioners aim to meet the needs of all children in an inclusive way. We encourage a culture of listening to children, respecting and valuing their needs and interests. Children are given time and space to become engrossed, work in depth and complete activities. We use risk assessments on a daily basis as a positive tool to enable children to develop their responses and understanding of the world around them.

Assessment

Our assessment of pupil progress through the Early Years Foundation Stage is based on adults knowledge children through observations as well as questioning, listening and discussion. We make professional judgments about what children have learnt and what their next steps need to be.



Assessments are recorded formally four times a year: on entry/Baseline, Autumn 2, Spring 2 and the End of year Statutory Assessments. On entry to school, we make initial assessments of what children already know, The Reception Baseline Assessment is a statutory report that must be completed in the first six weeks a child starts Reception. All EYFS children are screened through the program Language Link in the first half term.

The Foundation Stage Profile, the end of year assessment of children's achievements in all areas of learning, is a statutory report. Observational evidence and samples of work is used to assess children as 'emerging' or 'expected' on their understanding and achievement of the Early Learning Goals set out in the EYFS statutory guidance. Parents and Carers receive a report in the Summer term which indicates if the child has met the ELG.

Safety

We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Guidance and adhere to the schools Safeguarding Policy.

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. Risk assessments are in place and shared with all members of staff. Staff assess risks daily and monitor the environment and resources to ensure the safety of the children.

In most instances it is the Class Teachers who are key workers for all children. Although this is flexible to meet the needs of the individual children and families.

We promote the good health of the children in our care in numerous ways, including the provision of a nutritious snack and lunch. We follow set procedures when children become ill or have an accident and keep an intimate care log of children who cannot manage their own personal hygiene. Children who wear nappies have an Intimate Care Plan which is shared with and signed by parents.

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding of children is everyone's responsibility and all staff take the necessary steps to keep children safe and well. Any concerns are logged and shared with the Safeguarding Team.

Please see our separate policies and procedures on Health and Safety and Child Protection.

Community Partnerships

Our school has close links with the local pre-school/playgroup/nurseries. They are:

- Naturally Learning Nursery
- Happy Days Nursery
- Baby Bugs Nursery
- Local small pre schools
- Local Childminders

Transition into school

We have a well-planned transition package for new children and families to ensure a successful transition.

Parents are invited to a welcome meeting to ensure they know about the school and how to support your child starting school. Children are visited in their childcare setting in the summer term and a communication visit is conducted at home or school. Children and parents are invited to three stay and play sessions to explore the environment and meet staff. Children who require additional support will be offered a more tailored transition to



meet their need including extra stay and play sessions and nursery visits. We work in collaboration with the EYFS Inclusion service who support specific children's transition into school

In addition to this we provide children and social story of photos of Charlestown School and ask families to complete an All about Me book at home to bring to school.

Transition to Year One

During the summer term the EYFS profile is completed for each child. The profile is shared with parents and Year One teachers, It provides a well-rounded picture of a child's knowledge, understanding and abilities. It shows children's progress against expected levels and their readiness for Year One. This information is shared with Year One Staff.

The transition from the Foundation Stage to Year One is part of a broader whole-school approach to achieving good curricular continuity and progression in pupil's learning. Children with additional needs receive a more personalised transition package to support their transition into Year 1.

This policy links with the following policies

Anti bullying and Behaviour

SEND

Child Protection and Safeguarding

E- Safety

Equality and Diversity

RSE