

Pipworth Community Primary School



EARLY YEARS FOUNDATION STAGE POLICY

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PIPWORTH COMMUNITY PRIMARY SCHOOL EARLY YEARS FOUNDATION STAGE POLICY

Contents

Introduction	4
Staffing Policy	7
Admissions and transitions	7
Parental Involvement and Community Links	8
The School Day	9
Attendance, Punctuality & Absence	9
Aims for the Early Years Foundation Stage	10
Learning, Play and Interaction in the Early Years Foundation Stage	10
Assessment at the end of the EYFS	10
Behaviour Management	11
Equal Opportunities, Inclusion and Special Needs	14
Safeguarding and Child Protection	14
Observations and assessments	15

‘Our vision is for all pupils to receive quality early years education. Through a creative, inclusive and engaging curriculum, we aim to provide all children with the skills and motivation to become lifelong learners’.

Introduction

This policy is applicable to all children in Foundation stage 1 and 2. It precedes Key Stage 1 of the National Curriculum, and is a statement of the school's commitment to the principles of Early Years philosophy and practice in line with the Early Years Foundation Stage Curriculum guidance and Statutory framework for the early years foundation stage 2025.

The Early Years are a fundamental stage of development for every child. During this time children develop physically, socially, intellectually and emotionally. The Early Years Foundation Stage is about building on what children already know and learning key skills such as listening, speaking, concentration, persistence working together and co operating with other children.

The EYFS is based upon four principles from National Guidelines.

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

Learning, playing and interacting.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and 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 three areas, the prime areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development

The four specific areas are

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

Statutory Guidance 1.4

Aims for the Early Years Foundation Stage

EYFS practitioners strive to cover all areas of learning to deliver a broad and balanced curriculum. 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 modelling language 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. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Characteristics of Effective Learning describe the learning dispositions children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Statutory Guidance 1.2

A true understanding of these skills and processes will prepare children for their learning journey. The development within EYFS is to support children in how to learn, so they can build on knowledge and develop deeper understanding.

We aim to provide an Early Years Curriculum that is differentiated and challenging. By following the curriculum guidelines we ensure that we are able to provide the rich learning environment to engage and develop children's learning. The Early Years team meets regularly to plan and evaluate teaching and learning in the Foundation Stage. Individual children's progress is discussed within the team, and record keeping is shared.

We recognise that children have different learning styles and often need skills/ information presented in several ways before they are secure, therefore all practitioners observe, record, evaluate and use diverse methods of teaching. We change our teaching method to fit the learning style of the children.

We select equipment that is appropriate for the ages and stages of our children. It is chosen so that it offers challenges to their physical and social development as well as to their personal and intellectual skills. The equipment we provide features positive images of people, male and female, from a range of ethnic and cultural groups. All our equipment conforms to all relevant safety regulations.

At Pipworth believe that children perform at their optimum level when they are relaxed, happy and content. We have a respect for the research within the field of neuroscience which corroborates this need through which new learning can be retained in the long term memory.

We acknowledge and firmly believe that play is the most important part in the network of cross curricular learning. Opportunities within our setting are plentiful with:

- Well-equipped classrooms which are appropriate to age group.
- Indoor and outdoor plays areas including a hall and creative arts studio.
- We have safe outdoor areas, giving children plenty of opportunities to explore and investigate the environment.
- Opportunities for a balance of child initiated and teacher led activities.

The importance of play for children cannot be overemphasized. Teachers aim to make each session a rewarding and inspiring experience for the children through play, discussion and practical activities. The children are encouraged to explore and experience a wide range of resources and facilities, enabling them to enjoy varied, stimulating and absorbing activities.

All children are supported in developing at their own pace. Through appropriate play activities and a high level of individual adult input, we offer a curriculum which leads to the Early Learning Goals and prepares children to access the National Curriculum and progress with confidence in Year 1. The children have

the opportunity of both self-initiated tasks as well as directed, in order to develop their ability to make considered choices.

Staffing Policy

At Pipworth our Early Years Foundation Stage Department consists of a 26 place Nursery and two Reception classes.

Class sizes meet the requirements of 30 or below. With adult support from level 3 or above Teaching Assistants. Nursery has a 1:13 adult:child ratio in the presence of a teacher and 1:8 adult:child ratio in the teachers' absence. There are currently 3 members of teaching staff and 3 teaching assistants throughout the Early Years Foundation Stage. Our staff are highly qualified, dedicated, professional and caring Early Years practitioners who plan and work together to provide a high quality curriculum.

Statutory Guidance 3.25

Training is provided by in-service courses and benefits teaching and non-teaching staff alike. All staff involved in the care and education of children under five have received training in accordance with the Foundation Stage guidance.

All members of staff working in the Foundation Stage have received Paediatric First Aid Training and staff who prepare snacks have a completed a Food and Hygiene course. When eating and drinking we follow the guidance 2025 and ensure that a member of staff with a full paediatric first aid certificate is present with children. This includes supervising FS1 in snack or dinner and FS2 in the dining pod.

Statutory Guidance 3.25

Admissions and Transitions.

Children are admitted to Pipworth Community Primary School in accordance with the LEA admissions policy.

Admission takes place in Nursery from the first term after a child's third birthday. Sessions are built up through consultation with parents for each individual child. Children who will turn five years old during the current academic shall begin FS2 in September. However, parents can currently delay their child's entry to January or Easter if they that their child is not ready for this next step.

We consider it to be of prime importance that each child should have the opportunity to build a sound and positive relationship with their teacher and develop confidence in their new surroundings. It is also important that the children should have the time and space to make sense of the school environment and its language.

New FS1 children are invited to a stay and play session which provides an opportunity for parents/carers to spend time supporting their child to settle into

their new learning environment. The 'Stay and Play' period operates outside of Nursery hours to provide a quieter, less bewildering time for the new starters to explore their surroundings.

Transition visits for children new to the school are also carried out by the FS2 teachers and teaching assistants. The FS2 coordinator arranges these visits. We find these visits invaluable in decreasing the time taken for children to establish a sense of trust and confidence within new settings.

The purpose of a transition visit is to:

- Give parents/practitioners the opportunity to talk about their child in their own surroundings.
- Allow the staff to begin to share their educational aims and beliefs with parents / practitioners.
- Enable the staff to develop an understanding/appreciation of a child's previous setting.
- Allow the child to meet with their teacher on their own territory – someone parents say is okay to know.

The school welcomes children into FS2 from other settings at any stage during the Early Years Foundation Stage. We strive to establish positive links between other settings by attending the SSELP transition meeting organised by the SSELP strategic leads at which information and records are shared through a collaborative practice to provide a smooth transition from one setting to the other. Children are welcomed into the school on a number of occasions prior to their start date along with a supporting adult.

Once the transition has been made, a member of nursery team will spend time for the first few mornings helping the FS2 teacher to settle the new children, if this is possible. New FS2 classes work mornings only for 2 or 3 days – children go home at dinnertime.

During the first term in school, new reception children are able to make visits back to nursery. These links are facilitated as appropriate for each unique child, and can vary from cohort to cohort.

Children joining our FS2 classes late in the academic year are invited to visit their new class and attend on a part time basis to enable a smooth transition into full time education.

Parental Involvement and Community Links

We aim to establish close links with parents and carers initially through home visits which take place just before the children start school. Any parent has the right to refuse a home visit. The school recognises that parents/carers are the prime educators of their children and works closely with parents/carers at all times to promote the following goals:

1. To value each child as an individual, and also to foster within each child an awareness of being part of a larger group and community.
2. To help children learn to respect others, to co-operate with others, and to tolerate differences.

We will ensure that:

- Parents/carers are involved on a daily basis.
- All parents are aware of the school's aims and policies
- Parents are encouraged to play an active part in the life of the school through PIPPTAC - a parent body who work together to enhance the life of the school.
- Parents are regularly informed on the progress of their child and are involved in the shared record keeping about their child.
- Regular parental workshops are organised so that parents can support their child's development at home.
- Effective and efficient communication links are maintained so that all parents are informed of forthcoming events via information boards, parents evenings (each term for fs1 and fs2 pupils) and termly newsletters.
- We welcome and consider all contributions from parents and this expertise is used to enhance curriculum work when applicable.
- We provide opportunities for parents to learn about the school curriculum through meetings held at the beginning of the school year.

Statutory Guidance 1.1

Outdoor Learning

Foundation Stage children have continuous access to outdoor provision in all weathers. There are facilities to allow the children free access to outside play in a small, secure area to meet their needs. Play in the outdoor area is closely monitored by the staff and equipped suitably. We encourage children to bring wellies and sun hats to school so that they may experience learning outside in most weathers. We also undertake more structured outdoor activities with clear learning objectives. We aim to provide an opportunity for outdoor activities each day in an environment that is safe and stimulating.

- Additional information regarding the risk associated with working in the sun will be shared with parents/carers and staff during the warmer weather
- Shaded will be identified and regular breaks will be taken away from direct sunlight.
- Work will be planned to avoid excessive exposure to the sun
- Employees and pupils are encouraged to keep skin covered during hot weather and use high factor sun creams
- Employees and pupils are encouraged to wear hats
- Pupils and employees will have access to water

- During hot weather the time outdoors will be reduced to ensure pupil safety.

The School Day

School starts at 8:40am for Foundation Stage 2 children. We have an open door policy which welcomes adults into their child's classroom in order to settle their child and to engage with their child's learning by looking at displays, sharing a book or completing a morning task. Helping the child to start the day off well and providing an opportune time to discuss any matters with the teacher.

Lunchtime is 11:45am-12:45pm, where children are expected to be a part of the normal school lunchtime routine. Packed lunch children also eat their lunch in the hall. After eating their lunch they go outside to play in the key stage one playground.

All children have access to free school meals and select their dinner option with their parent every morning. Our school has accreditation as a 'Healthy School' and as such we encourage parents to consider the health requirements of growing children when preparing packed lunches. (For safety reasons, we do not allow glass bottles or cans for drinks).

School ends at 3:10 pm.

Nursery sessions run from 8.30am – 11.30am then from 12.00pm to 3.00pm. FS1 children can either attend the universal 15 hours or apply for the extended 30-hour provision. There is always a member of staff who is paediatric first aid trained within the EYFS base.

Attendance, Lateness & Absence

FS2 children are expected to be settled in school by 8:50am. Registration closes at 9:10am. Anyone arriving after 9:00am is given a late mark. Anyone arriving after 9:10am is given an unauthorised absence mark.

Cases of persistent lateness, unauthorised absence or attendance rates of less than 95% will be investigated by the Education Welfare Officer and could lead to legal proceedings.

All absences must be explained. Parents are informed that they must ring school before 9:30am of each day of illness. If they do not, then it is recorded as an unauthorised absence. Holidays or leave of absence will not be granted in term time unless there are exceptional circumstances.

Similarly, children attending nursery are expected to attend for the full government funded hours (usually 15 per week) following the signed declaration

and admission of the child. It is explained to parents that to secure the funded hours, parents/carers need to inform the Nursery of any reason for absence as continued absenteeism may result in a loss of funding and therefore a withdrawal of the child's nursery place.

Please see the Attendance Policy for further details.

Planning

Our play-based approach employs careful planning with clear aims and intentions which provides a structure whilst allowing for individual needs to be met. The Foundation Stage teachers use an objective-led planning format which enables all children developmental needs to be met through their own learning interests. Our planning takes into account the different needs of pupils and activities are adjusted to meet those needs through the task itself, the expected outcomes, the resources and the group in which the children work.

Planning for the Foundation Stage classes:

- Includes all FS staff to maximize ideas and expertise.
- Covers all the Early Learning Goals.
- Provides adequate time for exploring, experimenting, repeating, enforcing, consolidating and internalising
- Has a balance between activities with a clear focused learning objective and those which are to provide enrichment and consolidation.
- Promotes healthy lifestyles and oral health.

All adults working in the unit are made aware of:

- The purpose of an activity they are working with.
- The need for balance between self-initiated and directed activities.
- The need for observation.

Assessment at the start of the reception year – the Reception Baseline

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. This will be completed by the child's class teacher informally within a play based provision.

Statutory Guidance 2.7

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting;

discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Statutory Guidance 2.9

Behaviour Management

Foundation Stage coordinator Sharon Mitchell is the named person that oversees management of behaviour across the Foundation Stage.

Positive behaviour management ensures good discipline through the school. Praise, clear feedback, rewards and rules rather than punishment help to create a positive environment where children are encouraged to become increasingly responsible for their own conduct. Consistent standards of behaviour are expected throughout the F.S and we follow the same code of conduct as the whole school following (refer to our schools Behaviour Policy).

Agreed Procedures when dealing with unacceptable behaviour to promote deterrence, protection and improvement.

Teachers' will:		
Step 1	Give a verbal reminder of the classroom code / expectations / school values.	Deterrents
Step 2	Give a direct warning (one) with clear consequences if the behaviour continues	
Step 3	Direct a pupil to work at another table/different carpet area.	
Step 4	Remove a privilege – for example minutes from playtime. This needs follow up discussion, ask four questions <ol style="list-style-type: none"> 1. What happened and how do you feel? 2. What school value have you affected? 3. What can you do to fix things-what could you have done differently? 4. What have you learnt from this? 	Improvement
Step 5	Refer the pupil to the Learning Mentors in the first instance, then SLT (or if LMs are not available), where behaviour is dangerous, aggressive or persistent. It may also be appropriate to discuss behaviour with family members when appropriate at any step.	Protection
Step 6	Removal from a class by a member of the Senior Leadership Team <ul style="list-style-type: none"> • Pupil's must be supervised and provided with work so that they can continue their education • Pupil's will return to their mainstream classroom when they are able to regulate and engage with learning 	

Statutory Guidance 3.53

Equal Opportunities, Inclusion and Special Needs

All members of our community are expected to ensure that we have a fully inclusive school, are committed to equality and treat diversity in a positive manner. Thoughtful and respectful attitudes will be expected by and from everyone. Any form of harassment will be reported and recorded and will not be tolerated. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The Early Years Foundation Stage will be taught in accordance with the present policy for Equal Opportunities. Children will be encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. We will provide:

- A disabled toilet is available for children with physical disabilities.
- A curriculum which respects a child's ethnic faith and cultural heritage and the special needs of each child by ensuring that these areas are covered within our indoor/outdoor/group time provision.
- The expertise of a SENCO and EAL champion.
- Endeavour to identify and support those children with special educational needs including gifted and talented children.

With very young children it can be difficult to distinguish between immaturity and genuine learning difficulties. It is therefore important that good communications are established between agencies (such as Health Visiting and Speech and Language Services) and a positive and supportive relationship is developed with parents.

The school's Special Needs Policy is appropriate to the children in F.S classes and record keeping reflects this. Maria Jackson-Brown is the SENCO in Foundation Stage and Key Stage 1. She is responsible for organising regular informal liaison and planned formal liaison between outside agencies and the staff in school, including times of transition.

Planned formal liaison:

There needs to be a meeting at the end of each term to pass on SEN information from FS staff to the SENCO.

FS2 staff need to be aware of any outside agencies involved, names, Telephone numbers etc. They must be aware of how each child on the SEN Register was identified and what has been done in Nursery to meet these identified needs. SEN support plans and written information must be transferred to staff in school – the SENCO will set up the FS2 SEN Register.

Safeguarding & Welfare

Foundation Stage staff follow the same procedures as those set out in the Safe Guarding and Child Protection policies in school.

All staff have attended basic safeguarding training and aware of who the Child Protection Officer in school is and the procedure for reporting any safe guarding concerns.

Senior staff are trained to and advanced level in Safeguarding. Foundation Stage Coordinator Sharon Mitchell and Deputy Head / CPLO Maria Jackson-Brown have both attend Under 5s safeguarding training. Mark Udall is trained to support staff in a supervision role.

Under 5s safeguarding

Statutory guidance for Under 5s sets out the following:

- Staff must inform a manager of any illness or medicines that they are taking which may affect their capacity to care for pupils. Staff medication is stored in a locked cupboard on a high shelf.
- As a duty of care staff are expected to support children on hot sunny days to apply sun cream when they are outside for long periods of time. Staff must only use the sun cream provided by the child; if they do not have any then they must spend most of the session indoors. (Parents will be asked to sign that they acknowledge that staff will support with sun cream but when possible the parents are responsible for applying it before the session starts.)
- Staff will follow the school's Intimate Care Policy for children who still need support with toileting.
- Online safety is embedded within the provision. Staff follow the Acceptable Use policy.
- Children who fall asleep during the session will be laid on a sleeping mat. The mat will be located within sight and hearing distance of staff at all times.
- Children are supervised when eating and drinking. LTS support nursery children between 11:30- 12:00. A member of staff with paediatric first aid is remains on the EYFS corridor at all times.
- Fresh drinking water is available at all times.

Statutory Guidance 3.1 and 3.4

Missing Child Procedure

In EYFS a head count must be done when children have moved to and from a different area (PE, assembly, dinner, garden). If a child is presumed missing the following procedure must be followed immediately.

- Immediately alert another member of staff to ensure continuous supervision of other children.
- Check all learning areas and ensure safety perimeters are safe (gates locked and magnetic locks).
- Inform EYFS Lead and inform office staff to not open any external gates and check CCTV.
- Allocate roles for staff to check (call upon all available staff).
- Inform Head teacher.

OBSERVATIONS AND ASSESSMENTS

Progress throughout the Early Years Foundation Stage is monitored through observations and assessments. These are used to inform planning, contribute to meeting the learning needs of the unique child and to provide information for parents/carers.

- Communication between teachers, classroom assistants and parents
- Termly parent evenings where reporting to parents takes place.
- Individual children's records completed annually to be passed on to the child's next teacher.

Statutory Guidance 2.1

The role of observation is effective to learning. We assess and record and report in the following ways.

Statutory Guidance 2.3

Over the academic year children will receive:

- RBA Baseline Assessments
- OTRACK assessments
- Snap shot observations – pinnacle moments of learning recorded through short statements or annotated photographs. These will be shared with parents via the online learning platform Class Dojo.
- A floor book to document the learning journey of the class.
- At the end of FS2 a summary sheet will be added to inform Y1 staff of pupil levels.

Children will also have:

- Guided Work Book
- **Phonics Assessment**

Monitoring Assessment

Termly moderation will happen with the FS1 and FS2 Termly.

FS staff will engage in SSELP and LA Moderation sessions.

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