Farnborough Road Infant School

Early Years Foundation Stage Policy

"Learning, Caring and Achieving Together"

Introduction

At our school, the Early Years Foundation Stage starts from the age of two and ends when children leave their Reception year.

Children may join Caterpillar Nursery from age two, subject to available places, eligibility for funded childcare and the school's published admissions arrangements. Funded entitlements, eligibility and any paid sessions are explained to parents using current government and local authority information; arrangements are reviewed when funding rules change.

Children attend our Nursery provision, Butterfly and Ladybird classes, in accordance with their age, available places and current 15- or 30-hour funded entitlements where eligible. Any additional paid sessions are explained transparently to parents. The school will update published class and age arrangements as provision develops.

Entry into Reception is in the September before the children are five.

The Early Years Foundation Stage is important in its own right, and also in preparing children for later schooling. The Early Learning Goals set out what is expected for the majority of children to achieve by the end of the Early Years Foundation Stage.

Many children who join our school in Reception have been learning in one of the various pre-school settings that exist in our community. Prior to the children starting at Farnborough Road we aim to visit the children in their home setting or visit their pre-school providers to meet the child and their parent/guardian or key worker.

This policy is informed by the EYFS statutory framework for group and school-based providers effective 1 September 2026, Keeping Children Safe in Education 2026, the SEND Code of Practice and the Equality Act 2010. The school implements the statutory requirements through this policy and linked operational procedures.

Our early-years education is based on the following principles:

- it builds on what our children already know and can do;
- it includes personalised learning through children's experiences and interests
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating, fun environment.

Aims and objectives

The curriculum of the Early Years Foundation Stage underpins all future learning by promoting and developing a range of skills through the 7 Areas of Learning:

The Primes:

- Communication and Language: Listening, Attention and Understanding; Speaking
- Personal social and emotional Development which includes Self-Regulation, Managing Self and Building Relationships
- Physical Development which includes Gross Motor Skills and Fine Motor Skills

The Specifics:

- Literacy skills of Comprehension, Word Reading and Writing
- Maths including Number and Numerical Patterns
- Understanding the World including Past and Present, People and communities and The Natural World

- Expressive arts and design including creating with materials and Being imaginative and Expressive

Teaching and learning styles

Teaching and learning in EYFS actively promotes 'The Characteristics of Effective Learning'. These are:

- Active Learning
- Creating and Thinking Critically
- Playing and Exploring

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Early Years Foundation Stage just as much as they do to the teaching and learning in Key Stage 1. In EYFS all adults encourage children to have a Growth Mindset, to persevere, to keep on trying and embrace mistakes that help learning develop and flourish.

The more general features of good practice in our school that relate to the Early Years Foundation Stage are:

- the partnership between teachers, parents and carers plus information from pre-school provider that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- a carefully sequenced curriculum which develops knowledge, skills and understanding across the seven areas of learning; the Early Learning Goals inform statutory end-of-Reception assessment;
- 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 space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- sharing age-appropriate learning with children through sensitive feedback, modelling and encouragement;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Early Years learning environments.

Play in the Early Years Foundation Stage

Through play, our children explore and develop the learning experiences that help them make sense of the world. Play, both indoors and outdoors is essential for children's wellbeing and development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and 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. Through relevant and structured play, the children are given opportunities to continue and build on their previous knowledge and skills.

Adults observe play closely and intervene with purpose: joining children's thinking, introducing language, modelling new possibilities and providing time for sustained, uninterrupted exploration. Screen use is considered against DfE early years guidance and will not be used in school.

Inclusion in the Early Years Foundation Stage

We believe that all our children should have every opportunity to achieve their full potential. We do this by taking account of our children's range of life experiences when we are planning for their learning.

We have high expectations for every child and plan ambitious, developmentally appropriate learning, recognising that progress is individual. The Early Learning Goals are statutory end-of-Reception assessment expectations and are not used as targets for every Nursery child.

both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering safe and supportive learning environments, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping

Inclusive universal provision anticipates barriers to participation. Staff make reasonable adjustments to communication, sensory environments, routines, resources, teaching and assessment; seek the child's and family's views; and follow the graduated assess–plan–do–review approach where additional SEN support is required. Children with SEND participate alongside peers wherever appropriate, with tailored support and specialist advice as needed. The SEND Policy and Inclusion Strategy set out further arrangements.

The Early Years Foundation Stage curriculum

Our ambitious, broad and balanced curriculum is planned from the statutory EYFS educational programmes and children's starting points. Development Matters is used as non-statutory support, not a tick-list or replacement for the school curriculum. Oracy, early reading and writing, mathematics, physical development, personal, social and emotional development, understanding the world and expressive arts are deliberately sequenced. Our Voice 21 work informs purposeful talk, vocabulary development and listening. Adult-guided experiences and rich, well-organised continuous provision indoors and outdoors allow children to practise, revisit and apply learning.

The EYFS leader and staff plan progressive knowledge, vocabulary and experiences across Nursery and Reception. Practitioners use high-quality interactions, ShREC (Share attention, Respond, Expand, Conversation), modelling, mathematical commentary, questioning and sustained shared thinking to extend play and thinking. Adult-led teaching and child-initiated learning are balanced responsively. Transition to Year 1 is carefully planned in partnership with Key Stage 1 colleagues, ensuring continuity and progression in children's learning. At Farnborough Road Infant School, developmentally appropriate pedagogy, high-quality continuous provision and opportunities for purposeful play are embedded throughout the Early Years Foundation Stage and Key Stage 1. This approach enables children to build on their prior learning, develop independence, deepen their understanding and apply their knowledge and skills through meaningful, practical experiences.

Assessment

Assessment is primarily formative: practitioners observe, listen, interact and use professional knowledge of what children know and can do to decide what to teach next. Starting-point information is gathered through relationships with families and previous settings. Staff share progress through discussions, parent meetings and ClassDojo where appropriate, observing confidentiality and consent. Leaders review patterns of progress and provision to identify and address barriers. Assessment is proportionate and must not create unnecessary paperwork, photographs or written evidence.

In Reception, the statutory Reception Baseline Assessment (RBA) is administered within the first six weeks of entry in line with the DfE 2026–27 assessment and reporting arrangements, using permitted

accessibility adjustments. It is not an NFER school baseline assessment and does not replace the school's ongoing formative assessment. Children who cannot access the assessment are recorded in accordance with statutory arrangements.

At the end of Reception, teachers complete the statutory EYFS Profile against all 17 Early Learning Goals, recording each as expected or emerging, using their professional knowledge and the current EYFS Profile handbook. Results are submitted to the local authority by the statutory deadline and shared with parents and Year 1 teachers. The characteristics of effective teaching and learning inform transition information.

Practitioners use authentic examples of children's communication, mark-making and writing over time to inform teaching and moderation. Any school writing tasks are used proportionately and do not replace assessment across everyday play, provision and adult-guided learning. No routine collection of extensive evidence is required solely to justify EYFS Profile judgements.

The children's progress is shared with the parents at parent meetings in the Autumn and Spring terms. Parents receive an end of year report that offers comprehensive comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. Parents are given the opportunity of discussing this with the teacher. Learning journeys are developed in our nursery classes and are shared with parents. They celebrate evidence of what children have experienced/achieved through the year.

The role of parents

We believe that all parents have an important role to play in the education of their child. We therefore recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents and pre-school providers about the children before they start in our school;
- opportunities given to the children to spend time with their teacher before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress
- encouraging parents to talk to the child's teacher if there are any concerns
- celebrating children's achievements through ClassDojo with photographs and messages
- having flexible admission arrangements, and allowing time to discuss each child's circumstances;
- encouraging parents to stay if there are problems with the child's admission;
- offering parents to attend canteen taster sessions in the summer term before their child begins Reception
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
- providing various activities that involve parents, i.e. regular communication with home through the child's school diary, and inviting parents to curriculum evenings/workshops, in order to discuss the kind of work that the children are undertaking.
- Supporting their child with homework activities
- Offering Stay and Play Sessions in Nursery and Stay and Share sessions in Reception
- Transition into our EYS classes and from EYS to KS1 is a real strength of our school. The EYS Leader plans a range of activities and timetables visits for parents, children and staff to ensure children settle quickly and begin or continue their 'Farnborough Schools' journey.

Transitions are personalised, including enhanced visits, visual supports and shared planning where needed. Any changes to Nursery capacity or provision will be reflected in the published admissions information once agreed and implemented.

Resources.

We plan a learning environment, both indoors and outdoors, that encourages curiosity, creativity, enthusiasm and positivity. We use materials and equipment that reflect both the community that the

children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. Our continuous provision is well thought out and adapted to meet the needs of all children. We provide a range of high quality, natural and exciting resources, to stimulate and promote learning experiences. Children are trained to respect and look after their resources and to help tidy them away carefully.

Practitioners organise safe, accessible and inclusive indoor and outdoor environments, with clearly considered supervision, hygiene, maintenance, risk assessment and resources suitable for children's ages and developmental needs.

Monitoring and review

Safeguarding, welfare and care requirements (EYFS 2026)

Children's safety, security, relationships and wellbeing underpin learning. A designated safeguarding lead oversees concerns, referrals and partnership with local safeguarding agencies. Staff follow the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026, including procedures for child absence, allegations, whistleblowing and the use of phones, cameras and image-sharing devices.

Safer recruitment, references, suitability and appropriate enhanced DBS checks are undertaken in accordance with statutory requirements. New employees do not commence employment before the required enhanced check is received; the school follows relevant rules for volunteers. Staff know their responsibility to disclose information affecting suitability, and allegations of harm are escalated and notified to the appropriate bodies as required.

Each Nursery child has a key person who builds secure relationships with the child and family and supports individual care, learning and development. Staffing, qualifications, deployment, ratios and supervision are maintained in line with the current framework and school-based exceptions where applicable. Staff receive induction, supervision, safeguarding training and paediatric first-aid provision as required.

Safe sleep practices for children who sleep during the day follow the EYFS 2026 requirements and the school's Safer Sleep Policy, including appropriate sleep spaces, individual needs and regular monitoring. Intimate care, toileting, nappy changing, allergies, medicines, infection prevention, food safety, mealtime supervision and emergency arrangements follow the school's relevant policies and individual plans.

The school promotes health, oral health, physical activity, emotional security and positive behaviour through nurturing relationships and predictable routines. Safeguarding and welfare arrangements are reviewed with staff and governors; relevant concerns are recorded, shared and escalated promptly.

The EYFS Leader and Headteacher monitor the quality of curriculum, teaching, inclusion, safeguarding and assessment through visits, professional discussion, family and child voice, transition evidence and appropriate outcome analysis. Governors provide strategic oversight and review this policy annually, or sooner following statutory or operational changes.

Updated October 2026

Signed Date Headteacher.

Signed Date Chair of Governors.