



Eldersfield Lawn C.E. Primary School

LIFE

Living and Inspiring Futures for Everyone

“Start children off on the way they should go
and even when they are old, they will not turn
from it.”

Proverbs: 22:6

Early Years Foundation Stage (EYFS) Policy

Policy Review: April 2026

Next Review: April 2027

Eldersfield Lawn CE Primary School

EYFS Policy Document

“Every child is unique, positive relationships are crucial for development, enabling environments foster learning, and learning occurs at different rates for each child”.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

Early Years Foundation Stage Statutory framework July 2025

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

The EYFS is based upon four principles:

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

Aims

At Eldersfield Lawn Primary School we aim to:

- set realistic and challenging expectations that meet the needs of our children;
- provide a safe and supportive learning environment in which the contribution of all children is valued;
- develop caring, respectful, professional relationships with the children and their families, so that our children feel secure at school and develop a sense of well-being and achievement;
- develop good relationships with all children, interacting positively with them and taking time to listen to them;
- develop good, professional relationships with feeder pre-school settings;
- promote play, active learning and critical thinking;
- encourage children to develop a positive attitude to learning;
- encourage children to communicate and talk about their learning, and to develop independence;
- support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions.
- recognise the role that parents have played, continue to play, and their future role, in educating their children;
- monitor children’s progress and take action to provide support as necessary;
- educate children on boundaries, rules and limits and to help them understand why they exist;
- protect the physical and psychological wellbeing of all children;
- ensure effective transitions from pre-school and home and into Key Stage 1.

Strategies and Delivery

At Eldersfield Lawn C.E. Primary School we seek to involve a wide range of strategies to meet the individual needs of our pupils in the EYFS by:

- taking account of our children's needs and range of life experiences when planning for their learning;
- making regular assessments of children's interests, stages of development and learning needs and using this information to ensure that future planning responds to children's interests and reflects identified needs.
- planning opportunities that build upon and extend the 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 stimulating learning environment where children are provided with a choice of activities, environments and resources which they are able to select independently;
- organising the environment to allow children to explore and learn securely and safely;
- providing a wide range of opportunities, both indoors and outdoors, to motivate and support children and to help them to learn effectively, building on and extending their interests and developing their intellectual, physical, social and emotional abilities;
- providing opportunities to practise skills, develop ideas and think creatively alongside other children as well as individually.
- encouraging children to understand & reflect on their own and other's learning;
- using praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- allowing children to take risks, but appreciating that they need to be taught how to recognise and avoid hazards;
- talking with parents prior to their children starting school at an induction meeting and at a home visit;
- involving parents in their children's education through formal & informal meetings, target setting, home learning and participation;
- meeting regularly with the feeder pre-school settings to promote relationships, share information & assessments and to discuss current issues & good practice;
- planning induction sessions for children entering the reception class and for reception children entering Key Stage 1 during the summer term.

Safeguarding and Welfare

At Eldersfield Lawn C.E. Primary School we aim to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose.
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- comply with the school's policy and guidance to support the safe and appropriate use of images.

Areas of Learning

The EYFS is made up of seven areas of learning; three Prime Areas

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

And four Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS. The progress of the children is reported to parents through informal discussion, parent consultation evenings and in written form at the end of the Reception year.

Monitoring and review

It is the responsibility of the EYFS practitioners, Linda Kelsey and Bethan Tambling supporting adults to follow the principles stated in this policy.

The named Governor responsible for the EYFS is Harriet Baldwin. This governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any points that require discussion.

The Head teacher and subject coordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

Bethan Tambling is the EYFS subject lead.

Policy review: April 2026

Next review date: April 2027