



Making a difference for every child.

TLP3: Foundation Stage Policy

Owning Committee: Curriculum
Owning Governor: Julie Robinson
Owning School Rep: Emily Leney
Date of Approval: November 2025
Date of next review: November 2027

AIM OF DOCUMENT: To ensure we provide a board, balanced, relevant and creative curriculum that ensures all children reach their potential, setting the foundations for further learning and development in Key Stage 1 and beyond.

IN EVENT OF CONCERN/QUESTIONS: Contact the owning governor, contact details available through the school administrator.

HOW DOES THIS DOCUMENT HELP THE CHILDREN? Making clear what the expectations for the Foundation Stage are and making sure these are achieved.

REVISION HISTORY:

Version	Update details	Date of approval
V1		<i>April 2007</i>
V2	Approved	<i>May 2012</i>
V3	New Curriculum and monitoring plan added	May 2015
V4	Update of routines	May 2018
V5	Update – additions; tapestry, balanced obs, transition routine	May 2020
V6	Align to new curriculum	July 2022
V7	Update R/1 paragraph	Sep 2022
V8	Updates across whole policy to align with developments	Nov 2025

At each full governors meeting where any policy is reviewed, both the owner of this document and the associated monitoring governor will ensure that the procedure has been followed one of these governors must have approved the document for final approval to be given.

MONITORING PLAN FOR POLICY:

Objective	Measures of success	Timetable
<ul style="list-style-type: none"> To provide a safe, happy and stimulating environment. 	<p>Written permission for staff to carry out intimate care for every child is evident.</p> <p>Free-flow indoor/outdoor whatever the weather.</p> <p>There are areas for construction, creative work, reading, writing, number, being active, being quiet, performing, role play, investigating, exploring and getting messy.</p>	Autumn 1
<ul style="list-style-type: none"> To ensure each child is valued as an individual 	<p>There is pace and adaption of planning to meet the needs of individuals or groups of children, ensuring that they reach their full potential.</p>	Autumn 2
<ul style="list-style-type: none"> To ensure that the children have positive experiences of success and failure at their own levels to give them confidence and motivation for learning in the future 	<p>Classroom environment evidences encouragement and praise using visual rewards such as House points and moving their names up the rainbow.</p> <p>Pupils know that it is ok and they are safe to make mistakes.</p> <p>Data is analysed.</p>	Spring 1
<ul style="list-style-type: none"> Children experience a challenging and enjoyable programme of learning and development; which fosters a love of learning and inquiring minds. 	<p>Children have the opportunity to learn and explore all areas of the space, creating a sense of independence and resilience.</p> <p>Evidence of good learning in an Early Years Classroom are observed.</p>	Spring 2

<ul style="list-style-type: none"> To work in partnership with parents and value their contributions to their child learning journey. 	<p>Workshops have taken place for parents in Autumn 1 re: phonics, reading and maths.</p> <p>Volunteer helpers are evident – readers.</p>	<p>Summer 1</p>
	<p>Data is analysed</p> <p>Review of the year</p>	<p>Summer 2</p>

Foundation Stage Policy

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [2025 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

Here at Sheet, we believe that 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 development.

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. (The Statutory Framework for the Early Years

Foundation Stage.’ DfE 1 st September 2021). The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. All children join Sheet Primary School at the beginning of the school year in which they are five. Our PAN is 16.

Four guiding principles should shape practice in early years settings.

These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates

3. Curriculum

Our early years setting follows the curriculum as outlined in the 2025 EYFS statutory framework. Sheet has a ‘Reception Curriculum Goals’ map to align with the framework and our school aspirations.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

4. Planning and Teaching

The EYFS is deeply rooted in play. We know that children learn best while processing their world through play and therefore the EYFS environment is focused on allowing children to access real and imaginary world experiences at every opportunity. The ‘Rooted in Play’ iceberg analogy reflects this well and can be seen in the illustration below:



Learning and development is informed by the best available evidence on how children learn and reflect and the broad range of skills, knowledge and attitudes children need as foundations for good future progress. We guide the development of children's capabilities with a view to ensure that children at Sheet complete the EYFS ready to benefit fully from the opportunities ahead of them.

Staff plan activities and experiences for children that enable children to develop and learn effectively and in different ways. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas which are important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. Communication and Language, Physical development and Personal, Social and Emotional development. We also support children in four specific areas, through which the three prime areas are strengthened and applied. Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience.

The EYFS environment at Sheet is incredibly inclusive, allowing all children to access the curriculum at their level. We follow the Ordinarily Available Provision guidance, making sure that all children, including those with SEND needs, feel able to relax and access learning with whichever classroom resources they feel they need to support this. This includes, but is not limited to headphones, fidgets, wobble cushions etc. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

We aim to deliver an enjoyable and challenging Early Years educational programmes by persevering if they encounter difficulties, and enjoy achievements.

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Staff respond to each child's emerging needs and interests, guiding their development through warm, positive, quality interactions. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At Sheet, assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing formative assessment is an integral part of our learning and development process. It

involves us knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge.

'While the adult is waiting, they are planning how, or if, to respond. The best practitioner will be observing the children and thinking and what they see and hear. This means they are assessing. From this, they decide how to proceed – This is planning... Adults who work with young children know them "inside out" as unique individuals. The adults are therefore able to tailor their response to that particular child. They can spot the unique "teachable moment". This is ultimate differentiation. The adult will respond in a way that will help the child make progress.' (Ephgrave, A. 2016. Planning in the Moment with Young Children. Routledge. Oxon.)

Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and create and make up our learning journey. Staff also take into account observations shared by parents and/or carers via Dojo messages, observations and communications.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). The RBA assesses a child in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for the cohort-level school progress measures. Data from the RBA is compared to key stage 2 outcome 7 years later to form the overall progress measure of the school.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

We share the results of the profile with parents and carers by writing a school report for each child in the summer term. If a child moves to a new school during the academic year, we will send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, we will work with the new school to complete the Profile.

6. Working with parents

It is important for us to have a strong and respectful relationship with parents. This sets the scene for our children to thrive in the early years.

We listen regularly to parents and give parents clear information about their children's progress by:

- Delivering a range of transition opportunities before the child and family start at school including: our 'footsteps' visits,
- one to one meetings with the Early Years teacher (at the child's home or at school),
- personal letters to the children and welcome packs,
- Allocation of a Year 6 'buddy' - to help them settle, feel safe and form an important friendship
- Sharing termly overviews on the website
- Daily interactions with parents during drop off and pick up times
- Communicating school reading encounters in the child's reading journal
- Parents evenings
- E-mail communication/dojo messages with the class teacher
- Curriculum information evenings

7. Home visits

In the first week of school, teachers and (if staffing numbers allow,) an LSA will visit children in their home setting. This is an opportunity for parents to share their knowledge about their children, staff to ask questions about particular needs children may have and for the children to share their interests with the staff.

When children join the school in September the following procedures will apply:

- During the first week, children will attend the morning session.
- On the Friday of the first week the children are invited to stay for lunch.
- During the second week children will attend full time, unless a part time timetable has been agreed between the school and family (in situations where a child is a young summer birth, or perhaps never having gone to a pre-school setting).

8. End of Year R

In the summer term of year R, the children will have the opportunity to have sessions with the staff they will have for year 1. They will have a whole day in July called transition day in

which they will experience what it will be like to be Year 1 in that classroom. Each year we welcome 16 children into Reception however, the law states there must be no more than 30 children in an infant class (i.e. classes containing reception, year 1 and year 2). So they cannot all move across to the year 1/2 class.

We organise our teaching in mixed age classes across the school and as such, year 1 is split between Year R and Year 1/2. The head teacher advises parents of this at induction and staff discuss each child's progress throughout the year and advise them where their child will be best placed for their Year 1 learning.

9. Good Health

We are a healthy school and children are provided with free fruit or vegetables daily for their morning snack, as well as being given the choice of free milk if they are under five. Once five, parents have the option to pay for milk to be provided at school. The children are required to have a water bottle filled with water daily, which they have free access to throughout the day. The EYFS team ensure every child has fresh water each morning and their bottle gets topped up throughout the day if needs be.

There is always (as law states) a Paediatric First Aid trained member of staff watching year R when they are eating. Staff have their food hygiene certificates in EYFS and are therefore able to prepare and cut up the snack as per guidance. There is always a first aider present when year R have their lunch too. School dinners are provided for free to all children in infant school education which includes year R, but parents have the choice to provide a healthy packed lunch if they so wish.

10. Safeguarding and welfare procedures

The EYFS safeguarding and welfare requirements are met through our existing school policies available on our school website. For further information or support please ask the admin office, Head teacher or class teacher.

11. Monitoring arrangements

This policy will be reviewed and approved by The Curriculum Committee every 2 years.

At every review, the policy will be shared with the governing board.

November 2025 reviewed by class teacher and Headteacher.