Endeavour Primary School

EYFS Policy

Early Years Foundation Stage Policy				
Review Cycle	Annually / Bi-Annual / Three Yearly		**Date of Next Review**	January 2028
Governor Approver **Role** **Signed** **Date**	David Brook Co-Chair of Governors  January 2026		**School Approver** **Role** **Signed** **Date**	Helen Palmer Headteacher  January 2026
Review changes:				

Introduction

Early childhood is the foundation on which children build the rest of their lives. At Endeavour Primary School, we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development.

It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the reception year. All children begin school with a variety of experiences and learning.

It is the privilege of the practitioners working in Early Years Foundation Stage to take on the task of building upon that prior learning and experience. The Endeavour Early Years Foundation Stage team work effectively together to support children's learning and development.

This document outlines the philosophy, aims and principles of early years teaching and learning in the Early Years Foundation Stage (Year Reception (R)). The document underpins practice in all areas of provision.

Early Years Foundation Stage (EYFS)

"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.

The EYFS sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life." (Department for Education (DfE), 2024)

The EYFS is based upon four principles:
- The Unique Child;
- Positive Relationships;
- Enabling Environments;
- Learning and Development.

The Unique Child: At Endeavour Primary 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, 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.

Positive Relationships: We recognise that children learn to be independent, confident leaners from secure relationships with their peers and adults. We aim to develop caring, respectful, professional relationships with the children and their families.

Enabling Environments: Additionally, we believe that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

We also plan and consider the Learning Environment. The Year R area is organised to allow children to explore and learn securely and safely. There are areas of the environment where the children can be active, as well as areas where the children can be quiet and rest. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently.

Learning and Development: The early learning goals and the educational programmes are set out in the "Statutory Framework for the Early Years Foundation Stage" document (DFE, 2025).

The seven areas of learning and development are:
Prime:
• Personal, Social and Emotional Development (PSED);
• Communication and Language (CL);
• Physical Development (PD).
Specific:
• Mathematics (M);
• Literacy;
• Understanding of the World (UW);
• Express Arts and Design (EAD).
We believe that once the children are secure in the Prime areas of learning they will be prepared to access the Specific areas.

However, all areas are important to ensure the development of the 'whole child'. We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities. The balance of these activities changes as the year develops and children's concentration skills grow.

These Early Learning Goals are achieving through children achieving our 8 aspirations:

1 Children will be able to self-regulate whilst feeling safe and build positive relationships with others	2 Children are ready to learn. Children will be able to express themselves whilst holding meaningful conversations
3 Children will be talented tool holders. They will develop strength so that they can safely manoeuvre with control so that they can lead happy, healthy lives	4 Children will share a range of increasingly challenging books with others and read decodable texts using phonic knowledge. They will develop a love of reading and learn to read books to gain knowledge.

5 Children will be confident writers using recognisable words and use phonic knowledge for spelling so that they can express themselves using rich vocabulary and language.	6 Children will have a secure numerical understanding of numbers to 10. They will develop confidence in problem solving and spatial reasoning to become future mathematicians.
7 Children will be curious explores who appreciate and explore the world around them. They will celebrate and embrace all communities in order to become respectful, future citizens.	8 Children will develop character and imagination to express themselves creatively and purposefully

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All practitioners who work in the Foundation Stage at Endeavour Primary School are involved in making observations of the children's new learning.

The planning within the EYFS is based around the children's interests and development needs. These plans are used by the EYFS team as a guide for weekly planning; however they may alter these in response to the needs (achievements, next steps and interests) of the children.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of recorded observations (written or photographed) as well as teacher's professional's judgement.

These observations are used to inform the end of Foundation Stage assessment against the Early Learning Goals and the Characteristics of Effective Learning (DfE, 2024). Within the final term of the EYFS, we provide a written report against the Early Learning Goals to parents. The parents are given the opportunity to meet the Foundation Stage team at various points throughout the year for shared learning events. There are also two opportunities for parents to meet their child's class teachers on more formal occasions.

Staffing and Organisation:

At Endeavour Primary School, we have four reception classes that can admit up to 30 children per class. Each classroom has the equivalent of a full time Learning Support Assistant as well as a class teacher providing the statutory 1:15 ratio. The children have a classroom base but can have free-flow during between the class and the outdoor learning throughout each day.

Learning through play:

"Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play

which is guided by adults." ("Early Years Foundation Stage", DfE, 2025). At Endeavour Primary School we support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves and modelling by example.

Induction to Reception:

During the summer term, children who will be starting school in September are invited to a range of transition events including stay and plays, home visits, social stories, parent meetings and visits to their classroom.

Parents/guardians are given a pack which outlines the reception curriculum and school routines, along with other necessary documentation.

The Early Years Leader visits the main feeder pre-schools to share information on the children attending Endeavour. Where visits are not made, phone calls are made to discuss the children. Transfer records from all pre-school settings inform reception practitioners about the new intake. Teachers visit our main feeder pre-schools to read books and build relationships with the children. Enhanced transition is an option for children to may find it more challenging to settle. Enhanced transition includes extra visits to school (after school to ensure it is quieter) and an extra home visit.
Transition Partnership Agreement meetings are held for children with additional needs.

The aims of this transition are to:

- Build relationships with children and families
- Allow the children to adjust and feel secure in their new environment;
- Allow the practitioners to get to know the children individually and establish good relationships with both children's and parents/carers;
- Allow the reception teacher to carry out initial assessments.

Parent workshops are also held in the first weeks of the children's first term by the Foundation Stage Leader to introduce parents/guardians to the school and reception procedures.

Through this meeting the school's expectations and routines are communicated as well as ways in which staff can help their child. Regular year group specific newsletters are provided.

Reception to Year 1 Transition:

Reception and Year 1 teachers have worked together to make the transition from the EYFS to Key Stage 1 as smooth as possible.

• Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the reception year.
• Reception practitioners plan longer, more structured activities to be undertaken during the summer term; encouraging less dependence on adult support.
• Reception children meet Year 1 teachers during assemblies and other whole school activities during the reception year.

• End of Year assessments against the Early Learning Goals and the characteristics of effective learning are shared and discussed.
• Reception and Year 1 teachers meet to discuss individual needs of children in July.
• Reception children visit their new Year 1 class and teacher for a whole day in July as well as the Year 1 teachers visiting the reception classrooms.
• Year 1 classrooms include learning areas similar to the reception classrooms: e.g. roleplay, writing table.

Provision in Year 1 is planned for those children who have been assessed as 'emerging' in one or more of the Early Learning Goals. This is identified through EYFS-KS1 Assessment in July and discussed between the YR and Y1 teacher.

Home/School Links:

We recognise that parents/guardians are the child's first and most enduring educators.

When parents/guardians and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

We aim to develop this by:
• Year R Newsletter providing ongoing updates and information about school life as it becomes relevant throughout the year.
• We hold further curriculum workshops to guide parents in supporting their child's learning at home.
• Operating an "open door" policy, whereby parents/guardians can come and discuss concerns and developments in an informal manner.
• Encouraging parents/guardians to listen to their child read each night and to comment on reading progress in a home/school reading diary.
• Discussing children's individual targets with parents/guardians' parents' evenings two times a year