



Parklands Primary School Guidance for Early Years Foundation Stage (EYFS)

Reviewed September 2026

To be reviewed September 2027

Legislation: This policy is based on requirements set out in the *Statutory framework for the Early Years Foundation Stage (EYFS)*, effective from 1 September 2025.

Aims - Intent

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the range of knowledge and key skills needed for good progress through school and life;
- Quality and consistency in teaching and learning, so that every child makes good progress with a curriculum that meets their needs;
- 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.

In line with the 'seven key features of effective practice', we believe and invest in:

1. The best for every child;
2. High quality care;
3. The curriculum: what we want children to learn;
4. Pedagogy: helping children to learn;
5. Assessment: checking what children have learnt;
6. Self-regulation and executive function;
7. Partnership with parents.

Further information is set out in this policy to describe how we meet these to ensure effective practice for all our children.

The Curriculum - Implementation

Our EYFS curriculum has been written in accordance with the latest version of the *Early Years Foundation Stage Statutory Framework*.

Our EYFS curriculum seeks to provide:

- **Quality and consistency** – tailored curriculum so that every child makes good progress irrespective of starting point and no child gets left behind;
- **A secure foundation** – through careful planning for learning and the development of each individual child by assessing and reviewing what they have learned regularly;
- **Partnership working** – between practitioners and with parents/ carers;



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- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS framework includes seven areas of learning and development that are important and interconnected:

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

*The first three areas are known as the **prime areas**, which are vital for children's development. These are the foundations for children's life-long learning.*

They are particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

- **Literacy;**
- **Mathematics;**
- **Understanding the world;**
- **Expressive arts and design.**

*When children have established solid foundations in the prime areas, they are ready and receptive towards learning the **specific areas**.*

Our EYFS curriculum has been developed giving **communication and language** skills, including the explicit teaching of expected and ambitious vocabulary, priority. This is in line with Development Matters 2021: *"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 commenting 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."*

Aligned with this priority is the teaching of **early reading**. We aim to teach children to read and develop a love of books as soon as they arrive at Parklands School, and books are used to teach topics and to enhance our whole curriculum. We follow a systematic approach to **phonics** teaching based on Read Write Inc. Please see our [Phonics Policy](#) for further information on this.

We underpin our curriculum with the **Personal Social and Emotional Development** of all our children. We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through teaching, modelling good behaviour, school rules, school values and reflection time.



Under each area of learning, educational programmes of activities and experiences are planned for through our curriculum. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. 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. Practitioners make an ongoing judgement about the balance between activities led by children, and activities led or guided by adults.

At Parklands Primary School we respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children's development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

Our Curriculum is adapted for each cohort of children, reflecting their needs and abilities. All children have different abilities and learn in different ways; therefore this impacts on expectations for planning and utilizing the learning environment in different ways. This includes adapting the curriculum where necessary for different learners including SEND pupils. Our curriculum is based around cross-curricular topics. Each topic planned is included in the curriculum for specific reasons and intent, delivering knowledge and skills aligned with our curriculum assessment which we want to ensure that all children learn before starting the Year 1 curriculum. Each topic does not last a specific amount of time, but is based on the children's learning at the time, and the knowledge and skills needed to be taught. All the topics have resources and activities which focus on developing skills and consolidating knowledge, using our provision in the classroom. Topics are introduced with a good quality storybook or age-appropriate non-fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

Please read our **Curriculum Ambition** for further information.

Teaching and Learning - Implementation

We believe and foster the three characteristics of effective learning, as set out in Development Matters 2021, underpin successful learners. This is what we teach through our curriculum to prepare our children to be lifelong, successful learners.

These are:

Playing and exploring – children investigate and experience things, and 'have a go'.

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achieving.

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



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Our curriculum is ambitious and aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage document. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled and children are given sufficient time, support and resources to repeat and practise them.

Inclusion

At Parklands Primary School, every child matters. We strive to offer our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. We value the diversity of individuals within the school. All children at Parklands Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In the EYFS we set challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend 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 range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and providing additional support and intervention where and when needed;
- working with other professionals, both within school and externally.

Assessment - Impact

Ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers and keep them



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up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

During the first few weeks of Autumn term in Reception, the teacher assesses the ability of each child using a mixture of the statutory government baseline (RBA) and also through teacher observations and discreet assessments. These assessments, combined with the information obtained from the previous setting and parents/carers during transition activities, allow us to not only identify where each individual child is working and what specific needs they may have, but also as a cohort identify patterns of attainment, in order to tailor the teaching programme for individual children and groups of children. These shapes both the knowledge and key skills planned medium term and delivered in lessons.

We assess and record each child's level of development throughout the year, assessing whether each child is 'on track' or 'not on track' to meet a Good Level of Development (GLD). We make regular assessments, both formally and informally, of children's learning against our curriculum knowledge and skills taught, to judge who is on-track with our teaching and who is not on track. This information identifies areas of need and informs future planning and possible interventions and booster groups required. Assessment in the Foundation Stage takes the form of both formal and informal observations and through planned activities. Assessment is completed regularly and involves both the teacher, teaching assistants, parents and children, as appropriate.

At the end of the final term in Reception, teachers assess if a child is 'emerging' or 'expected' against each early Learning Goal in each area of learning. This dictates if they have made/met GLD (Good Level of Development) – this data is submitted to the local authority and is a national form of assessment. Within school, this information is shared with parents on their end of year report and also the child's next teacher, who uses this information to make plans for the year ahead.

The profile is moderated internally, in partnership with other local schools and the Local Authority, to ensure consistent assessment judgements.



Safeguarding and Welfare Procedures

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules, consent and limits and to help them understand why they are in place. We provide children with choices to help them develop this important life skill. We help children learn to self-regulate and manage their emotions appropriately and Personal Social and Emotional Education is at the heart of everything we do. As part of this, promoting positive wellbeing and good health choices is taught; including oral health under the umbrella of 'keeping healthy'. At Parklands, in addition to curriculum delivery we have adopted operate a supervised tooth brushing programme, to support the children's oral health.

Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policies, which have been written in accordance with '**Keeping Children Safe in Education 2025**'. There is a separate risk assessment, which is written for the EYFS and is checked and updated every term as well as a daily risk assessment for the outdoor classroom.

While children are eating, there will always be at least 1 member of staff supervising with a valid Paediatric First Aid certificate. All children will be within sight and hearing of a member of staff while eating, and seated safely.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling.

In terms of staff recruitment, training, whistleblowing, managing allegations, accident or injury, child absence we follow whole school policy. Please see individual safeguarding, intimate care and attendance policies for further information.

Parents/ Carers as Partners

We celebrate that parents are children's first and most enduring educators and we value the contribution they make.



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We recognise the role that parents and carers play in educating our children. We do this through:

- ensuring parents/ carers have the opportunity to talk to staff about their children before their child starts school – this helps shape our curriculum and assessments of children;
- the children and their adult have the opportunity to spend time with their teacher in their new classroom before starting school during 'Stay and Play' sessions;
- inviting all parents to an induction meeting during the Summer term before their child starts school;
- opportunity for parents to speak to staff at the beginning and end of each day;
- weekly stay and play sessions where parents are invited into school to play with their child, observe staff modelling and playing with children and speak with staff regarding their child to celebrate learning;
- hosting phonic and reading meetings when children start school;
- offering parents regular opportunities to talk to their class teacher about their child's progress, work and wellbeing throughout the year;
- encouraging parents to talk to the child's teacher/ TA if there are any concerns. There are two formal meeting for parents per year at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year;
- encouraging parents to celebrate achievements by inviting them to celebration assemblies.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. The class teacher is each child's Key Worker.

Transition Starting school provides a big change in a child's (and parents!) life, therefore we plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

We have a well-established, thorough effective transition which takes the form of:

- An induction for parents held by both class teachers, so that teachers can get to know parents and carers and ask about the individual children. The teacher gives parents practical information such as: the ethos of the school, vision and values, information about equipment and uniform needed;
- Staff completing handovers with the child's previous Nursery setting;
- Staff attending child's existing nursery setting to play with children, getting to know their routines and interests which can be implemented in the classroom where possible;
- Stay and play sessions offered to child and parent together which are held in the summer term, so that the children can get to know the teachers and school staff with their parent present;
- Home visits offered to parents;



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- A 'settling in' week when children first start school in September – children will attend school for short sessions to enable them to meet their teacher and new classmates for a half day, thus it not being too overwhelming at the same time. This quickly builds up to full days.

When children transition into Year 1 the Reception teacher spends time with the Year 1 teacher to handover the relevant welfare, academic and general information about all the children leaving the EYFS. This includes if the child achieved GLD and their characteristic for effective learning. The Year 1 teacher teaches the Reception children for two sessions so the children can start to get to know them and their new classroom. For those children who require further transition opportunities, we work with them on an individual basis to meet their need, which could be further meet and greets with the new teacher, pictures of their new classroom shared with home, personalised timetable.

Monitoring arrangements:

Reviewed date: September 2026
Reviewed by: Julia Feeley - EYFS Lead/ Assistant Headteacher Next
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