



Early Years Foundation Stage Policy

GEORGE STREET PRIMARY SCHOOL
"Believing in Every Child"

Approved by:

Head Teacher: Angela Hughes and Governing Body

Last reviewed on: Spring 2026

Next review due by: Spring 2027



Early Years Foundation Stage Policy

1. Introduction

The Early Years Foundation Stage (EYFS) provides the essential foundations for children's future learning, development and success. At George Street Primary School, we are committed to ensuring that every child receives the best possible start to their education in a safe, stimulating and inclusive environment where they can thrive.

This policy reflects the requirements of the EYFS Statutory Framework for Group and School-Based Providers (2025) and is underpinned by our school vision:

"Believing in every child."

2. Aims

We aim to ensure that:

- Every child accesses a broad, balanced and ambitious curriculum
- High-quality teaching enables all children to make strong progress from their starting points
- No child is left behind, including those with additional needs
- Strong partnerships with parents and carers support learning and development
- Children are supported through inclusive and anti-discriminatory practice

3. EYFS Principles

Our practice is guided by the four EYFS principles:

1. **A Unique Child** – every child is capable, resilient and entitled to respect
2. **Positive Relationships** – secure relationships support learning and development
3. **Enabling Environments** – stimulating environments promote engagement and independence
4. **Learning and Development** – children develop and learn at different rates

4. Admissions and Setting Structure

George Street EYFS Unit admits children aged 3–5 years, with Nursery and Reception classes. Children typically move from Reception into Year 1 within the school.

We offer funded places, including 30-hour provision where eligible.

5. Curriculum Intent, Implementation and Impact

Intent

Our curriculum is ambitious, inclusive and designed to:

- Develop knowledge, skills and vocabulary progressively
- Foster curiosity, independence and resilience
- Build strong foundations for future learning and life

We place reading, language development and first-hand experiences at the heart of our curriculum.

We provide rich experiences and opportunities that broaden children's knowledge of the world and develop cultural capital.

Children are supported to develop an understanding of British Values through daily routines, relationships and learning experiences.

Implementation

The curriculum follows the EYFS statutory framework, covering:

Prime Areas

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

Specific Areas

- Literacy
 - Literacy includes the teaching of phonics through the Read Write Inc. a structured systematic phonics programme
- Mathematics
- Understanding the World
- Expressive Arts and Design

Key features of implementation include:

- A balance of adult-led and child-initiated learning
- Play-based learning enriched by skilled adult interaction
- Carefully sequenced learning through topics and high-quality texts
- Outdoor learning and Forest School is valued equally to indoor learning and supports physical development, risk-taking, communication and problem-solving
- Continuous provision designed to support independence and challenge

Impact

Children leave EYFS:

- Children leave the EYFS as confident, independent learners who are ready for Key Stage 1.
- With strong foundations in **language, early reading and number**
- Demonstrating positive learning behaviours through the **Characteristics of Effective Learning**

6. Teaching and Learning

Learning is delivered through:

- Purposeful play
- Responsive teaching based on children's needs and interests
- High-quality adult interactions that extend thinking

Staff support the Characteristics of Effective Learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

7. Planning

Planning is:

- Based on assessment of children's needs, interests and development
- Focused on progression and challenge
- Adapted for children with SEND or additional needs

8. Assessment

Assessment is:

- Ongoing and formative, based on observation and interaction
- Recorded using Tapestry, shared with parents

Statutory assessment includes:

- Reception Baseline Assessment (RBA) (within first 6 weeks)
- EYFS Profile (EYFSP) at end of Reception

Data is:

- Moderated internally and externally
- Used to inform next steps and intervention

9. Inclusion and SEND

We are committed to inclusive practice in line with the SEND Code of Practice (0–25) and the Equality Act 2010.

We:

- Identify needs early
- Work closely with parents and external agencies
- Adapt provision to meet individual needs

External support may include:

- Educational Psychologist
- Speech and Language Therapist
- Health and family services

10. Behaviour

We promote a positive, relational approach to behaviour, rooted in our values:

Ready, Respect, Safe

We:

- Recognise that behaviour is communication
- Build strong relationships through consistency and care
- Use positive reinforcement and clear routines

The emphasis is on restorative approaches, emotional regulation and positive behaviour support.

11. Safeguarding and Welfare

Safeguarding is a priority. We adhere to all statutory safeguarding requirements and follow the school's Safeguarding Policy.

We ensure:

- All staff are suitably vetted (DBS checked)
- Children are supervised appropriately in line with EYFS ratios
- A safe and secure environment at all times

We promote:

- Good health and hygiene
- Oral health awareness
- Safe physical contact practices

All staff understand their responsibility to safeguard children and maintain a culture of vigilance.

12. Health, Safety and Medical Needs

- Daily risk assessments are conducted
- Accidents are recorded and shared with parents
- Medication is:
 - Stored securely
 - Administered by trained staff
 - Logged appropriately

Confidential medical information is shared only with relevant staff, in line with GDPR.

13. Parental Engagement

We recognise parents as children's first educators and foster strong partnerships through:

- Tapestry learning journal
- Parent meetings and consultations
- Transition and stay-and-play sessions
- Daily communication opportunities

Each child has a key person to support relationships and communication.

14. Transitions

We ensure smooth transitions:

- Into EYFS through meetings and visits
- Into Year 1 through:
 - Teacher meetings
 - Class visits
 - Curriculum continuity

We support all children, particularly vulnerable learners, during transitions.

15. Monitoring and Review

The EYFS Leader:

- Monitors teaching and learning
- Evaluates outcomes
- Reports to senior leaders and governors

- Staff engage in ongoing professional development to ensure high-quality EYFS practice

All staff are responsible for implementing this policy effectively.