

Borough Green Primary School



Learning Together with Kind Hearts and Determined Minds

Early Years Foundation Stage Policy

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At Borough Green Primary School, the aim of the Early Years Foundation Stage Reception Year is to provide each child with the best possible start to their time at school. Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Through the Characteristics of Effective Teaching and Learning, we ensure that children reach their full potential by playing and exploring, active learning, and creative and critical thinking. Our curriculum is designed to be broad and balanced, with high quality and consistency in teaching a wide range of knowledge and skills that enable the children to form and build excellent learning behaviours and develop the skills needed to be school ready, with the foundations to succeed later in life.

1. Legislation

This policy is based on requirements set out in the statutory [EYFS statutory framework for group and school-based providers](#) for 2025

2. The Foundation Stage Curriculum

The Foundation Stage curriculum at Borough Green Primary School provides a high-quality teaching programme that promotes children's learning through well-planned, challenging play that develops their interests, curiosity and creativity. It follows the curriculum as outlined in the EYFS Statutory Framework 2025.

The Four overarching principles:

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

The EYFS Framework includes seven areas of learning and development that are equally important and inter-connected. Three 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:

- 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

3. Teaching and Learning

We have a range of opportunities to support the transition from a child's previous setting into our Reception classes at Borough Green Primary School. The parents of each child are given an individual consultation which allows us to discuss individual needs of each child in partnership. Our school has strong links with local nurseries—we invite the rising fives and their keyworkers or parents to attend scheduled events during the school year, and the EYFS Leader meets with nursery managers to discuss each child, further ensuring that we are ready to receive pupils in September.

Teaching and Learning is closely linked with assessment: continuous assessment of each pupil ensures the early identification of needs and enables support to be put in place promptly so that they can achieve within the curriculum. Our EYFS Leader liaises and works closely with our SENCO, our Family Liaison Officer and outside agencies to ensure the implementing of quality interventions to enable children to access a curriculum that continues to support and stretch them.

Our EYFS curriculum is age-appropriate but also reflects the curriculum intentions of the school. Long- and Medium-Term plans set out the key learning and content of the curriculum for each term to show progression and coverage. We carefully structure our day to balance short adult-led learning, with longer child-led sessions to foster the characteristics of effective learning (Playing and Exploring, Active Learning, and Creative & Critical Thinking) and produce deep-level learning across the prime areas (Physical Development; Personal, Social and Emotional Development; Communication and Language) and Core areas (Mathematics, Literacy, Expressive Arts and Design and Understanding the World).

Adult-led teaching sessions include Little Wandle phonics and reading, Mastering Number, R.E., P.E. and Writing—which uses quality texts alongside the lenses and structure from The Write Stuff approach, exposing the children to a wealth of vocabulary. Stories chosen by the children are read daily by adults both in child-initiated time and during snack times. Each classroom has its own small reading area for personal choice to ensure a love of reading from an early age.

We plan for indoor and outdoor environment effectively, to enable children's learning and development. Children are encouraged to broaden their independent learning during child-initiated learning time with coloured lolly sticks relating to an area of the curriculum. The continuous provision arranged across both indoor classrooms extends into the outdoor area, which is available in all weathers, thus promoting free flow and independence—enabling children to develop both physically and mentally. Areas of learning are enhanced through planning from the Cornerstones curriculum in addition to planning in the moment, derived from children's current interests. A Learning Journal for each child enables EYFS teachers to plan for next steps and is shared with parents via the online Tapestry app.

4. Assessment

At BGPS, assessment is an integral part of learning and development processes. EYFS staff observe pupils during adult-led and child-initiated learning to identify their level of achievement, interests and learning styles. These observations are crucial for shaping future planning for learning opportunities. Teacher assessments also consider observations shared by parents and/or carers, in order that the whole child is captured.

Within the first 6 weeks that a child starts their Reception year, EYFS teachers will administer the Reception Baseline Assessment (RBA). At the end of the Reception year, EYFS teachers will complete the Foundation Stage Profile. Throughout the year, each pupil is assessed against the 17 early learning goals, indicating whether they are meeting expected levels of development or not yet reaching expected levels ('emerging') The results of the profile are shared with parents and/or carers for their child. EYFS profile data is submitted to the local authority and also becomes the baseline data for year 1.

5. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy, safe and secure; when their individual needs are met and when they have positive relationships with adults who care for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence. We make sure that the appropriate statutory adult to child ratios are maintained to meet the needs of all children and ensure their safety. We have always at least 1 person with a current paediatric first aid (PFA) certificate available when children are present, including on outings. This PFA certificate is renewed every 3 years as required. We promote good oral health, as well as good health in general, in the early years by, for example, talking to children about the effects of eating too many sweet things and the importance of brushing your teeth. The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Linked Whole School Policies
Safeguarding policy and procedures, including local child protection procedures and procedures for checking the suitability of new recruits	Child Protection Policy 2025
Policy and procedures for administering medicines to children.	Supporting Children with Medical Needs Policy
Procedure for taking appropriate action if children are ill or infectious. and prevent the spread of infection	Supporting Children with Health Needs Who Cannot Attend School
Whistleblowing procedure	Whistle Blowing

Procedure for checking the identity of visitors	DBS check or staff chaperone, and photo ID
procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.	Contact with home Contact with police
procedure for dealing with concerns and complaints	Complaints procedure
PFA procedures	First Aid Policy
Emergency evacuation procedures	Health and Safety Policy Intruder Incursion and Lockdown Policy
Data protection and privacy policies	GDPR and Data Protection Policy