

Coit Primary School



Early Years Foundation Stage Policy

Approved by: L Chadwick

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Statement of Intent

At Coit Primary School our aim is to create a learning environment whereby every child can reach their potential and flourish as an individual and member of our school community. Our intent is to enable all children to build positive relationships which enhance and welcome a child's curiosity, confidence and skill set regardless of starting points, needs or backgrounds. Before the children start their school journey we work collaboratively with families, nursery settings and wider networks or SEND teams to ensure the best possible transition to school and starting point for EVERY child's time at Coit. We aim to work collaboratively and in partnership with parents and carers to encourage independent, enthusiastic learners who thrive, reach their full potential and eagerly want to know more! It is our role and intent to ignite a love for learning and commence the lifelong 'learning journey' by accurately getting to know our children and families, support current abilities, interests, next steps and planning for child-led learning under a broad and balanced curriculum offer. In our prime and specific areas of learning (planned tasks and provision offer) we enable our learners to be curious, ask questions and embed prior knowledge and learning through structured and varied adult directed activity, play based learning and first-hand opportunities beyond the classroom. EYFS staff have in depth knowledge of EYFS theory and practice from Early Years backgrounds, understanding of pre-school and EYFS years and child development.

To ensure children make outstanding progress during the EYFS year at Coit, it is our intention to accurately and swiftly identify our starting points and plan for next steps for each child in their learning at school and home. Throughout the year, we support our families to share strategies, techniques and tools to best equip a shared ethos and understanding across the EYFS curriculum. All our children have access to breadth and depth in our curricula coverage, whereby learning is differentiated, bespoke where needed and quickly identifies additional opportunities through intervention, wider curriculum offer or personalised learning. It is clear in theory and practice, that the EYFS team and academic coverage across the year, prepares children for the present and future in terms of planned opportunities and experiences. We encourage the children to lead their learning, whilst working collaboratively and with a shared passion and enthusiasm to learn. All EYFS staff share a love for learning and model that we are all learning together, team work really does make the dream work!

Communication and language is at the heart of our curriculum through adult and child-led learning time. We provide a spiral curriculum whereby children have the time to revisit and review, extend and embed their learning and unpick next steps accurately through our plan, do, review teaching methods and celebrate our foundations for learning before the child's time in school even commences through thorough transition opportunities; home visits, nursery visits, transition and stay and play sessions, staggered starts and initial welcome meetings or strategy sharing information packs shared. We pride ourselves in instilling routines, high expectations and ambitious starting points for all our learners. This simply feeds into our high aspirations for every child whereby we strive to meet Early Years goals from the moment of meeting the child and their family.

Our aims are for all children to:

- learn how to express themselves appropriately, feel valued and appreciated as an individual and feel heard and appreciated
- flourish as an individual and be included and supported through equality of opportunity and anti-discriminatory practice.
- be empowered to meet their own needs and believe in themselves - where we can't do it, becomes we can't do it... yet! Whereby children set their own aspirational goals and believe in themselves and hold strong mindsets
- show enthusiasm as they actively engage in learning
- enjoy their learning experience whilst achieving the Early Learning Goals and showing a readiness for next chapters or the wider world in their bright futures

1. Our Aims

At Coit Primary School we aim to **raise standards, improve outcomes and support each pupil's welfare, learning and developmental needs** in the EYFS by:

- Providing a broad, balanced and exciting curriculum to build on the children's interests and experiences, which is in line with the statutory framework for the EYFS (2025)
- Recognising that all pupils are unique and special, understanding that all pupils have different needs, their own learning style and that they develop at different rates.
- Providing learning experiences which reflect pupils' personal interests and build on their existing knowledge and experiences.
- Understanding the importance of play in pupils' learning and development. Sharing the purpose, benefits and deeper learning with parents which happens when children are playing
- Providing a balance of play based learning and adult directed learning which focuses on developing the children's language and vocabulary.
- Providing a safe, secure and caring environment that enables and develops learning, both indoors and outdoors.
- Encouraging pupils' independence, decision making and problem solving skills. Valuing pupil voice and individuality!
- Raising pupils' awareness of their identity and role within the community.
- Teaching appropriate methods of expressing their needs, wishes and feelings.
- Developing pupils' understanding of social skills and the appropriate behaviour towards each other and our environment.
- Working in close partnership with parents and carers, specialist teams and external agencies beyond the school team, seeking advice from other professionals and using up to date and accurate research to inform practice and staff knowledge. Disseminating this across the team and into Key Stages also
- Enabling pupils, parents and staff members to feel valued and respected as part of the school community and wider community. Celebrating our successes and aspirations and continuing to be proud of our children, their families and our Coit team!

Implementation

2. Legislation

This policy is based on requirements set out in The Early years foundation stage statutory framework (2025) https://assets.publishing.service.gov.uk/media/68b582a1cc8356c3c882a94b/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf. This framework specifies the standards and requirements for learning, development and care in the Early Years and provides prime and specific areas of learning that we use to shape our curriculum.

3. Our EYFS Curriculum

Our EYFS team consists of experienced teachers and teaching assistants who are skilled in early years teaching and pedagogy. They understand the needs of our youngest children and how best to create and provide the EYFS curriculum across our two EYFS classes.

Staff follow the educational programmes as outlined in the 2025 statutory framework of the EYFS, which has been used to develop our own curriculum.

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 building a foundation to ignite children's curiosity and enthusiasm for learning, 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

The EYFS curriculum at Coit Primary School is designed to recognise children's prior learning from previous settings and their experiences at home, provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity.

Staff ensure that the EYFS curriculum supports the Characteristics of Effective Teaching and Learning to ensure a deep level of learning takes place. 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 achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

4. Learning and Development

Statutory framework 2025 states- This framework does not prescribe a particular teaching approach. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

We ensure that this:

- is at the heart of our learning journey approach.
- is distinctive, innovative and strategically planned.
- is reviewed in the light of national developments, new thinking, research and development.
- introduces challenging, engaging and real life problems.
- strives to encourage and develop a love of learning.
- enables learning within a child centered approach.
- ensures resources and equipment are available to support learning at every stage of development and in every area of the EYFS curriculum.
- ensures all areas of learning are regarded with the same level of importance and are interlinked.
- includes fundamental British values to teach children a sense of self and belonging; enabling them to learn and stay true to the values that make people good human beings.
- ensures that children learn to live together peacefully, with each of them playing a valuable role in the multi-cultural world in which they live.

5. Planning and Assessment

At Coit Primary School, ongoing assessment is an integral part of daily practice and the learning and development process. EYFS staff observe pupils to identify their level of engagement, achievement and their interests. Thorough ongoing discussions about children's learning staff ensure they are able to support, extend and challenge pupils' as needed or offer personalised learning to enable all children to succeed. 'Plan, Do, Review' is at the forefront of our approach, as is spending time with the children and observing closely to continually plan for smaller and next steps in all avenues (guided groups, provision, home learning, parental workshops, and transitional opportunities as we move through the year in sharing of information into Year One also). ALL observations and discussions are used to shape future planning and form part of our continual cycle of assessment. Practitioners also take into account observations shared by parents/carers and use family knowledge, background or contexts to instill a shared love for learning and practice whereby children know we are working together to best support them.

Staff support, scaffold and challenge children in their play and focused activities to inform future planning to ensure that learning moves on quickly. Opportunities are provided for sustained shared thinking opportunities and high quality discussions with the children. Misconceptions and gaps in learning are identified quickly by staff and provision is altered to address gaps using specific themes. We work in line with Key Stages for 'concrete, pictorial, abstract', first-hand experiences and lock and key or questions for topical learning. We use starting points to accurately drive next steps and amend smaller steps in achieving same goals. Additional, opportunities are considered for intervention groups or 1-1 opportunities after rigorous assessment and observation. We again regularly tweak groups or activities based on our observations and accurate assessment processes. All expertise is shared and replicated in the classroom as follow on and spiral curriculum approaches towards learning ensuring children can revisit, review and extend learning and grasp concepts or use and apply them in problem solving or extended opportunities whereby learning is brought to life. Much of this then has a purpose and process. Planning and timetabling across the year allows for this to be shared and celebrated with families to further extended opportunities through family time, extra curricula clubs or activities, family days out, day to day life at home or considerations of next steps.

Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. Children are skilled in celebrating their individuality and personal strengths. We create 'proud cloud' moments to share successes beyond the classroom and praise all children from being themselves and having a go, whilst becoming resilient and confident individuals both academically and socially. As part of this, we promote self-regulation and positive well-being messages in line with our RSHE learning and through PSED within the early years. EYFS also take part in whole school agendas and introduce all concepts in an age appropriate manner yet immersing them in all walks of life, topics, annual coverage and exposure.

Planning is designed to be flexible so that a child's unique interests and needs are supported. Staff consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences. 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 and as promptly as possible. This is of course done with utmost sensitivity and care for the child and parent/carer and in supporting their journey and next steps in supporting their child also.

Each child has an Individual learning journey via an online journal called 'Tapestry'. This provides an overview of how a child is progressing throughout their time in the EYFS, providing evidence of thorough assessment across the EYFS curriculum. Our children's learning is shared with parents on Tapestry through photographs and written observations and parents/carers are actively encouraged to comment on our observations and upload their own photographs and experiences from home. We aim to share and reflect with the children about their learning by regularly sharing their learning journeys via Tapestry. These learning journeys support teacher assessment and planning across the EYFS. We also celebrate our learning through whole class floor books where

activities, work and photographs share the wide ranging activities, opportunities and extra curricula/wider learning we do across all seven areas of learning. These are a snap shot of our days, deeper learning and passion for the EYFS and whole child.

Observation procedures:

Staff are involved in the children's play to gain a secure knowledge of each child as an individual. 'WOW moments' are captured on Tapestry (online learning journey) and shared with parents. More information can be found in our Tapestry Online Learning Journey policy.

At the end of the EYFS, each child's level of development is assessed against the early learning goals. Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

6. The Enabling Environment

Coit Primary School recognises that the learning environment plays an integral role in supporting and extending pupils' learning and development in the EYFS. Staff create an exciting and stimulating environment for children to learn in, which reflects our ambitious EYFS curriculum. All staff members are responsible for ensuring that the emotional environment is warm and accepting of everyone. In order to create an environment in which pupils feel happy and confident to try new things, staff members will empathise with pupils, support their emotions and ensure that they feel valued. The Zones of Regulation are used to support children to recognise and express their emotions; staff check in with children throughout the day and support children by co-regulating to bring them back to the green zone.

Staff in the EYFS understand the importance of creating a **language rich environment** for our children. Staff use every opportunity to use language, to interact, to share a focus, to talk, to take turns and also to build a nurturing environment.

Enhancements and resources are well-planned and placed purposefully within each area of provision, also reflecting the children's needs and skills at given points in the year. The children have continual access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Staff will enhance play and extend children's learning. Displays in the environment celebrate children's achievements and successes building self-confidence and self-esteem. Interactive displays and learning walls e.g. phonics, support the children with their independent learning. Whole school mindset displays also instill the Effective Characteristics of Learning and enable all learners to be critical and creative in their thinking, make links, play, explore, have a go and use and apply in new contexts.

Phonic teaching is taught in line with our chosen scheme Essential Letters and Sounds (ELS). All Early Reading materials are in line with and celebrate the accuracy and independence of children's oral blending, segmenting and blending and reading of HRSW on sight also. Rigorous planning, assessment and gap analysis clearly identified and unpicks next steps per child and interventions promptly commence to continue learning on a 1-1 basis.

Educational visits are also arranged to further expand pupils' learning experiences. Prior to a trip, a risk assessment of the space is carried out to ensure that the area is appropriate for the activity and pupils involved. First-hand opportunities are followed up back in class to further ignite learning and to kick start new topics or offer wider opportunities. These are carefully considered in line with KS1 and KS2 to offer differing opportunities annually and across each Key Stage.

7. Transition

Planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date. At Coit Primary School, we have established strong links with our main feeder nurseries and endeavor to build new relationships with pre-school establishments that are new to our school and for children in their care. We also offer workshops to local nurseries to support- communication and language, phonics, early reading, maths or physical development. Over the years, we have tried to offer additional, family engagement sessions also.

To ensure a smooth and positive transition we: -

- value the parent as the first educator of their child
- make contact via phone with every feeder pre-school/nursery within our new intake to gather and discuss essential information for every child and create a class page document unpicking- current setting, academic and PSED attainments, family background information, SEND or ability concerns or safeguarding concerns
- visit as many pre-schools/nurseries as possible to meet children in a familiar setting
- share important information about our school during new parents welcome meeting
- use written information sent by pre-schools/nurseries to inform early planning
- invite children into school for stay and play and transition visits in June and July (some with parents, others individually and independently)
- share information in a transition meeting with key adults for children with additional needs and offer additional home visits or nursery visits
- visit every parent and child at home to discuss important information, both about home and school
- stagger entry of the whole cohort in September to enable a smooth transition for all
- plan for more personalised starts to school for those children who would benefit from this or need this

Staff also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, opportunities to meet the next teacher and by ensuring the routines and expectations are similar at the end of the EYFS and the start of Year 1. Parents have the opportunity to meet with new teachers and visit their child's new learning environment. ([Transition to KS1 - See Whole School Transition Policy](#))

8. Working with Parents/Carers

We know that working in partnership has a huge impact on the effectiveness of our EYFS at Coit Primary School. We value our partnerships and endeavor to actively maintain these by sharing information, ideas, expertise and our knowledge within our team and with parents/carers, colleagues and other professionals e.g. SALT therapists and EY 0-5 Team.

At Coit Primary School, we recognise that children learn and develop well when there is a strong partnership between practitioners and parents/carers. Children recognize we are working together with best intentions and this enables everyone to feel valued in their role and capacity in doing best by the child and their current and next steps.

Parents/carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities. Alongside termly parent-teacher meetings or reports, we hold structured conversation meetings for those children with additional, needs and hold longer (30 minute) appointment slots for the initial review point in October each year. In addition, we greet families daily upon arrival and collection, share that our door is always open and invite parents/carers in for information sessions, workshops or 1-1 face to face meetings, sharing of strategies or modelling. Many families take us up on this for reading and math strategy sharing or early writing. In addition, weekly home learning shares messages about learning, next topic foci for the following week, recap

of phonic sounds each week and also offers links to materials to further learning or revise strategies. Individual pupil logins for relevant apps and reading materials further supports this too. As does regular communication with families via the Google Classroom APP.

To support our wider curriculum, we provide regular opportunities for parents/carers to come into school and work with their child, share their work and celebrate successes. This includes stay and play sessions, parent workshops, teddy bears picnic, collaborative learning journeys, information sessions and physical practical activities.

Bespoke workshops for parents/carers and regular active modelling sessions are planned to demonstrate how reading, phonics and mathematics are taught. This ensures that parents/carers know their child's next steps and how best they can support their child at home, developing a consistent approach across home and school.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. **At Coit the key person is one of the class teachers.** The key person supports parents/carers in guiding their child's development at home and also helps families to engage with more specialist support, if appropriate.

9. Safeguarding and Welfare Procedures

We aim to protect the physical and psychological well-being of all children by providing a safe, nurturing environment as 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 the adults caring for them. It is important to us that all children in school feel happy, safe and secure.

We aim to develop the children's understanding and the need for boundaries and rules and actively involve them in discussions around these. We help them to understand why they exist and support them to develop a positive sense of self. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

At Coit Primary we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2025.

Our safeguarding and welfare procedures are outlined in our Child Protection (safeguarding) policy.

Impact

An integral aspect of the curriculum is that children are prepared for the future. In the EYFS, children's individual identities are valued and our children are kind and caring, whilst also aspiring to be the best that they can be in whatever area they choose to pursue. We believe that every child is unique. All children have the potential to achieve; and our broad, varied curriculum allows every child to excel now and in the future based upon their own personal strengths, interests and core values.

From their different starting points, we believe all children are entitled to make good or better progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared for Year 1 and beyond. As a result, the impact would be that all children:

- Have strong communication skills and will listen respectfully and with tolerance to the views of others.
- Take pride in all that they do, always striving to do their best, whilst believing 'I can do this'.
- Will demonstrate emotional resilience and the ability to persevere when they encounter challenges.
- Will develop a sense of self-awareness and become confident in their own abilities.
- Will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.

The impact of our curriculum is also measured by ongoing assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils who are on track throughout the academic year and put supportive interventions in place if and when needed. All EYFS staff use observations to make formative assessments and take part in ongoing discussions about individual pupils; this is used to inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment identifies if a child is 'on track' or 'not on track' at points throughout the year, against the EYFS Development Matters that have been taught. This is tracked using an online assessment tracker (EAMAG) to ensure that children are 'On Track', including vulnerable groups such as those with SEND, disadvantaged or summer born children. Our assessment judgements are moderated both in school and externally with local schools and others in our locality.

10. Monitoring Arrangements

The quality of teaching is continuously monitored and any concerns are raised with the EYFS Lead. This policy is reviewed by the EYFS Lead, Executive Head of School and governing body on an annual basis and/or following changes to statutory EYFS documents. All staff members are required to familiarise themselves with this policy and adhere to it at all times. Any changes to this policy will be communicated to parents and staff members, who can request a copy of the policy from the school office.

Appendix 1: List of Statutory Policies and Procedures for EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Phonics and Early Reading	See phonics policy
Home Visits	See home visits policy
Entry and Exit into EYFS	See EYFS entry and exit policy
Tapestry Learning journey	See Tapestry Learning Journey policy