



Policy for Early Years Foundation Stage

Written by:	Sara Fox	Date: 03.07.2025
Next review due by:	July 2026	
Approved by School Standards Committee	9 th July 2025	

1. Aims

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 experience between birth and age five has a major impact on their future life chances. High quality, early learning provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that must be met 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.

This policy aims to ensure:

- **quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind, a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly**
- **partnership working between practitioners and with parents and/or carers**
- **equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported**

2. Legislation

This policy is based on requirements set out in the Statutory framework for the Early Years Foundation Stage 2021.

3. Structure of the EYFS

Early Years at Stoneydelph Primary School is made up of one Reception class, we also have our own school nursery called the 'The Learning Tree Nursery', which caters for children aged 2-4. The Reception class is made up of one class teachers (EYFS Lead), a level 4 qualified HLTA and a Learning Inclusion Assistant. A nursery manager oversees the school nursery. Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs.

Nursery sessions and additional costs

We offer morning, afternoon and all day places to two, three and four year old children at 'The Learning Tree Nursery'. We accept government funding (THINK2- 15 and 30 hours included) in addition to paid places.

Our nursery is called 'The Learning Tree Nursery' and is based within Stoneydelph Primary School and forms part of the school's Foundation Stage, working closely with Reception. 'The Learning Tree Nursery' offers children an exciting, well-resourced and secure place to play, learn and when needed, rest.

Children are encouraged to develop a love for learning and curiosity of the world around them. This learning is tailored to the needs and interests of the children and helps them

become independent, confident learners. At 'The Learning Tree Nursery', staff also like to have open communication with our parents and try to encourage them to be part of the children's learning journeys.

Session times and Costs

We offer morning and afternoon sessions at 'The Learning Tree Nursery' with the option of staying for lunch. The prices and times are below.

Funding

We offer private and government funded places for 2, 3 & 4 year olds; this is currently 15-30 hours per week.

Prices from September 2025

Session	Times	Price
AM 15 session	8.45am-11.45am	Funded 15 hours
AM 15 Extra	8.45am-12.15pm	Funded plus £4.00 per day
PM 15 session	12.15pm-3.15pm	Funded 15 hours
All day 30	8.45-2.45pm	Funded 30 hours
All Day 30 Extra	8.45am-3.15pm	£3.00 extra per day
Extra paid for sessions		£16.00 per session

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes seven areas of learning and development that are crucial in shaping a child's education in Early Years. These are split into three prime areas and four specific.

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

At Stoneydelph Primary School, we consider the individual needs, interests and development of each child in Early Years. We use this to plan a challenging and enjoyable curriculum for each child in all areas of learning and development.

When planning and guiding the children with their learning, staff at Stoneydelph Primary School reflect on different rates at which the children develop and adjust their practice effectively. Staff always take into account the characteristics of effective teaching and learning which are:

- playing and exploring
- active learning
- creating and thinking critically

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. Cornerstones Curriculum Maestro is used to support the children's learning and offers memorable experiences at the start of each topic.

Staff are mindful of all children's needs and take these into account when planning an enjoyable, memorable curriculum.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. All staff members discuss learning, key skills and next steps for our children.

We use Tapestry to support our assessment at Stoneydelph Primary School and staff are well trained in using this to support in identifying next steps for children. Gaps in learning identified will be carefully planned.

4.2 Teaching

Each area of learning and development is implemented both indoor and outdoor through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Both Reception and Nursery have daily inputs that are delivered by the Early Years staff. The children will then work in small groups with an adult and continue to access their learning through continuous provision. The Reception children free flow between the Reception classrooms and the same applies to children at 'The Learning Tree Nursery'. Outside provision is available to all of our children and Forest School activities also held weekly.

From age 2 onwards, children will have a daily phonics sessions which follows the schools phonics scheme Supersonic Phonic Friends.

Learning will be adapted to suit children who attend 'The Learning Tree Nursery' all day to ensure that the children are appropriately challenged.

5. Assessment

Children are baselined upon entry to Early Years. In Reception, this is using the statutory Reception Baseline Assessment (RBA). Throughout the year, children are assessed through observations which is recorded on our online platform Tapestry. This is reviewed regularly to ensure that support is in place for children at risk of falling behind. At the end of Reception, the Early Years Foundation Stage profile is completed.

6. Working with parents

Within Early Years at Stoneydelph Primary School, we recognise the importance of building good relationships with our parents and are always keen to involve them in their child's learning. Throughout the school year, we offer the following workshops.

- Phonics (autumn term)
- Come and read with your child (half termly)
- Topic focused craft sessions
- Stay and Play sessions
- Taking part in phonics and maths lessons

We have great feedback about our parent sessions and would encourage parents to take part.

At Stoneydelph Primary School, we use Class Dojo to keep in touch with our parents and to update them on what is going on in class. Children's class teachers are contactable on Class Dojo, should a parent have any concerns that they wish to discuss.

During the autumn term and spring term, we hold our parental consultation evenings where parents are encouraged to come and hear how their child is getting on at school. This is also a great opportunity to share work that children are proud of.

Parents are asked to read daily with their child and to leave comments in their child's reading diary. This can be phonics books, books to encourage reading for pleasure or books set on our online reading platform 'Big Cat'.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in the school safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Sara Fox (EYFS Lead) and Esther Parsons (Headteacher) every year.

At every review, the policy will be shared with the governing board.

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

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy Section 31.0 (EYFS Framework)
Procedure for responding to illness	See Health and Safety Policy Medical Conditions
Administering medicines policy	See Medical Conditions Policy
Emergency evacuation procedure	See: Health and Safety policy Fire Evacuation Plan Bomb Threat and Suspect Packages Procedures
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 Uncollected Child Policy
	See Safeguarding Policy Section 27.0 (managing complaints) See Community Academy Trust Complaints Policy

**Procedure for dealing with
concerns and complaints**