



Early Years Foundation Stage Policy

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Update Required: January 2027

Introduction

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.

(Early Years Statutory Framework, 2025)

The Early Years Foundation Stage (EYFS) Statutory Framework is the Department for Education's set of standards that schools and childcare providers must meet for the care and development, and teaching and learning for children from birth to 5 years old. It seeks to ensure that children receive the care they need and a broad range of opportunities to accumulate knowledge and skills that provide the right foundation for good future progress through school and life.

This document and Jordans School processes also take account of the government's report 'A Strong Foundation in Reception and Key Stage 1':

<https://www.gov.uk/government/news/a-strong-foundation-in-reception-and-key-stage-1-sets-children-up-for-success>

Aims and Objectives

The Early Years Foundation Stage underpins all future learning by promoting and developing children's independence, creativity, active learning, critical thinking and resilience. The children learn through active, play based activities which are carefully planned and strategically mapped out to build knowledge and skills throughout the year.

Jordans School Reception Class provides:

- High quality teaching and learning that is inclusive to all.
- Lessons and care that meets the children's needs, from each individual's starting point.
- A rich enabling environment promoting learning and progress.
- A secure foundation through engaging learning opportunities which are planned around the needs and interests of the children and are assessed and reviewed regularly.
- Communication and partnership work between school and parents / carers.
- Equity, Equal opportunities and anti-discriminatory practice, ensuring every child is included and supported.

EYFS Statutory Framework Overarching principles

Four guiding principles shape practice in the early years:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates.

Characteristics of Effective Learning

The Characteristics of Effective Learning (CoEL) are developed as a child moves through the EYFS. These learning behaviours set the child up for future learning successes.

Characteristics of Effective Learning	
Play and exploring - engagement	Finding out and exploring Playing with what they know Being willing to 'have a go'
Active learning - motivation	Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically	Having their own ideas Making links Choosing ways to do things

The Early Years Foundation Stage Curriculum

Learning is outlined in the statutory framework for the Early Years Foundation Stage and the document 'Development Matters', which shows the small steps which lead to Early Learning Goals (ELGs) to be met by the end of the Reception year.

These areas are divided into Prime and Specific Areas of Learning as follows:

Prime Areas

- **Personal, Social and Emotional Development (PSED)**
 - Self-Regulation
 - Managing Self
 - Building Relationships
- **Physical Development (PD)**
 - Gross Motor Skill
 - Fine Motor Skills
- **Communication and Language (CL)**
 - Listening, Attention and Understanding
 - Speaking

Specific Areas

- **Literacy (L)**
 - Comprehension
 - Word Reading
 - Writing
- **Mathematics (M)**
 - Number
 - Numerical Patterns
- **Understanding the World (UTW)**
 - Past and Present
 - People, Culture and Communities
 - The Natural World

- ***Expressive Arts and Design (EAD)***
-Creating with Materials
-Being Imaginative and Expressive

Assessment in the Foundation Stage mainly takes the form of observation, involving incidental and detailed notes on the children as they learn through their play. These observations are recorded in their *Learning Journey* Folders. They are then assessed against the development milestones set out in Development Matters with progression then planned for.

Induction

At Jordans School we provide an induction programme to promote a happy transition from pre-school into school.

Prior to starting at school we:

- Offer open mornings and tours for prospective parents to visit and view the school.
- Visit local pre-schools & nurseries to meet with staff and meet the children in a familiar setting.
- Offer weekly sessions for Jordans Nursery to visit the school, to use the facilities and to join in with playtimes.
- Send out a photograph booklet, 'This is My New School', and video clips, including a hello from the staff and story time with the teacher.
- Provide a stay and play session in the summer term before entry to school.
- Hold a teacher presentation to parents session and a meet and greet coffee morning.
- Organise an induction morning or afternoon for the child to attend in a small group with a high adult to child ratio, in September.

Enabling Environments

We plan a learning environment, both indoors and outdoors, that provide a wide range of opportunities to develop towards the Early Learning Goals in all areas. Adults support the learning by asking questions, building on from the child's starting point and developing activities to aid progress. Our environments reflect our natural and rural setting and are calm and tidy so the children can relax and focus on their learning tasks.

Small adult led group learning activities focus on specific objectives from across the curriculum. They take place daily in order to develop, support and challenge children according to their individual stage of development.

Health & Safety

Jordans School follows all government guidance and regulations for Early Years, including ensuring staff are Paediatric First Aid trained. The school's health and safety, intimate care and child protection policies are followed. Staff are trained annually in safeguarding and Keeping Children Safe in Education.

Parents as partners

We work closely with parents to support the children's needs and to secure learning. The school website has a class page which is updated weekly so parents can be informed as to the current learning. Curriculum overviews and knowledge organisers show how knowledge and skills build overtime. Google Classroom is used as a portal to share weekly learning tasks with families. They can either be carried out at home or used as discussion points, helping the child to retain the new knowledge and skills. Termly 'Book Looks' are arranged so families can enjoy looking through the learning journey folders with their child. There are also two parent consultations throughout the year and an end of year report to parents which comments upon the child's level in the Early Learning Goals – either Emerging or at the Expected level.

Review

This policy will be reviewed annually as part of the school's reflective practices.

Early Learning Goals

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Jordans School -Reception Class webpage:

<https://www.jordans.bucks.sch.uk/page/?title=YR+Foxes+2025%2D2026&pid=148>

Development Matters: <https://www.gov.uk/government/publications/development-matters--2>

EYFS Framework: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>