



Townlands C of E Primary Academy
Early Years Foundation Stage (EYFS)

Approved by: Rachael Johnson (Chair of Governors)

Date: February 2026

Next review due by: February 2027 (but can be revised as needed)

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through the first school year and beyond.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents/carers.
- That every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS).

3. Our Core Purpose

At Townlands we provide highly effective teaching and learning within a culture of challenge, nurture and support. We support all children to progress to be the best they can be. Our curriculum enables as many children as possible to achieve a Good Level of Development by the end of their time in the Early Years Foundation Stage (EYFS) and we build on this in subsequent years.

In EYFS, the children receive an exciting, broad and balanced curriculum, allowing them ample opportunities to develop across the 7 key areas of learning in the Early Years Foundation Stage curriculum. The three prime areas of learning are entwined within everything that we do, with a large focus being on developing the pupils' communication and language skills and their social skills

4. Curriculum

As part of our practice we:

- Provide a stimulating, creative, purposeful play-based curriculum which covers the seven areas of learning.
- Promote equality of opportunity, inclusivity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- We value our partnership with parents and work closely with them.
- Plan challenging and engaging learning experiences.
- Provide opportunities for children to engage in both adult and child-initiated activities.
- We recognise the importance of a creative, stimulating and safe learning environment, indoors and outdoors.

4.1 The Learning and Development Requirements

The EYFS learning and development requirements comprise:

- The seven areas of learning and development and the educational programmes (described below)
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year; and
- The assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)

Our curriculum is led by children's needs and interests across the seven areas of learning to enable the children to achieve the early learning goals. All the seven areas of learning and development are important and inter-connected. Our curriculum is based on the prime areas:

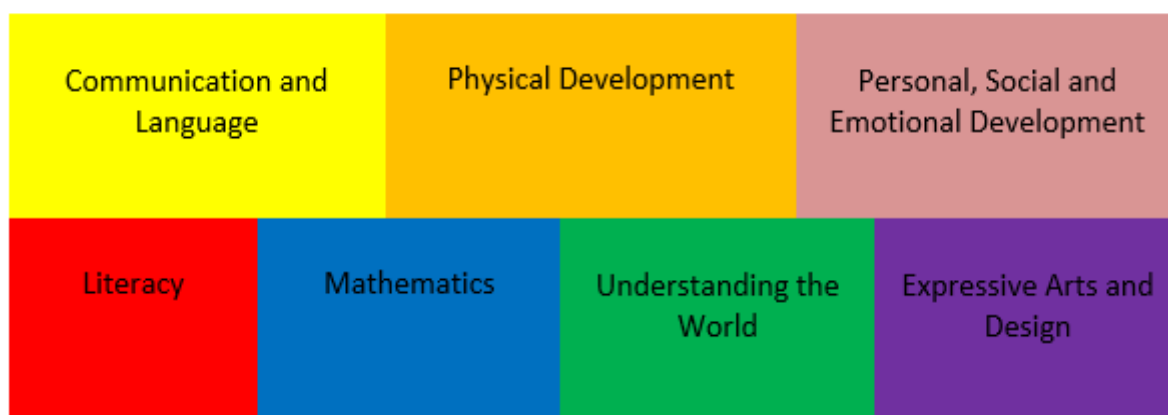
- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The Specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

Children experience each area of learning and development through planned purposeful play. We recognise the importance of enrichment activities, visits and visitors to provide first hand experiences. Children have whole group and small group activities with a clear focus which will cover phonics, literacy and mathematics. Adults will provide opportunities for children to learn and reach a good standard of English. Arrangements are in place to identify and support children with SEND or disabilities, and to promote equality of opportunity for SEN children.



4.2 Teaching

Each area of learning and development is implemented through planned, purposeful learning. As children grow, and as their development allows, the balance moves towards structured adult-led activities to help children prepare for more formal learning in year one. All children in the EYFS will have the opportunity to access learning both indoors and outdoors. Carpet sessions are also referred to as 'taught sessions'. In EYFS, children have daily phonics, maths and core text/ writing and fine motor skills/ handwriting sessions. Children access daily activities that support all areas of learning and develop the learning introduced in the taught sessions through enhanced provision. To ensure that children are prepared for the learning they will do in Key Stage one, children are taught key vocabulary and concepts as part of their taught sessions and this is reinforced throughout their learning activities and within continuous provision.

4.3 Outdoor Learning

We aim to:

- use the outdoor environment as a context and a natural resource for learning
- include the outdoor area when planning for learning
- enable children to access the outdoor area on a daily basis
- ensure that the outdoor area offers children the opportunity to investigate, explore, solve problems, use their imagination and creativity
- ensure the outdoors offers children opportunities to develop their gross motor skills
- help children to care for and respect the outside environment

The outdoor area is well laid out and provides for:

- challenging and exciting play (big construction, climbing equipment)
- safety through fences and gates around the playground
- role and small world play
- creative, art and design activities
- mark-making and writing
- enhancement of mathematical exploration
- sand/water/mud/messy play
- exploring natural materials such as leaves, sticks, etc
- coverage of all areas of learning

5. Assessment

At Townlands, ongoing assessment is an integral part of teaching and learning along with development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers through the use of the online platform Tapestry. Within the first 6 weeks that a child starts EYFS, staff will administer the Reception Baseline Assessment (RBA). At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are:

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

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally. EYFS profile data is submitted to the local authority.

6. Working with Parents and Carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parental engagement is key to forming a successful home-school partnership. Parent/carers can be involved in a variety of ways.

- Parents/carers are encouraged to leave their child for settling in sessions over the period of a week (depending on the individual needs of the child).

- Parents/carers are frequently updated with photographs and videos of learning that is taking place at school through their child's Tapestry account. Suggestions are made for continuing the learning at home.
- Parents/carers support will be positively encouraged and welcomed. This could include interacting and working with the children whilst they engage in activities within school or at home.
- We will offer workshops and parent events throughout the academic year which will support the children's learning and provide opportunities for parental involvement.
- We will ask parents/carers to keep us updated with any achievements their child makes at home using Tapestry. This may include sharing photos or messages about learning, significant life or milestones.
- School and parent contact will be face to face when at school or through Tapestry for home learning.

7. Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish partnerships with those involved with the child and other settings, including nurseries, pre-schools and childminders. Children attend introductory sessions to develop familiarity with the practitioners and the setting. During a welcome to EYFS evening they also receive an EYFS pack which includes: an EYFS prospectus, starting school booklet, ready for school leaflet, departure form, Tapestry letter, cool milk and free school meals information letter.

During the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. Curriculum plans in EYFS are well sequenced and allow children to build on what they already know and can do, which supports the transition into the year 1 curriculum and expectations required for KS1.

8. Safeguarding and Welfare Procedures

We ensure that requirements for safeguarding and welfare, as set out in the statutory framework, are fully met and are in place through our policies and procedures. Children's health is promoted well and procedures are in place for responding to children who are ill or infectious. Townlands has a policy in place for administering medicines. Allergies are recorded and all staff are made aware of these.

There is a focus on food and drink being healthy, balanced and nutritious. Fresh drinking water is available and accessible at all times. We record information from parents and carers about individual children's dietary needs. There is also focus on promoting good oral health.

Adults, where possible, sit/stand facing children so they can:

- Make sure children are eating in a way to prevent choking
- Prevent food sharing
- Be aware of any unexpected allergic reactions

We have a member of staff with a valid pediatric first aid certificate in the room when children are eating. First Aid box is accessible at all times. Behaviour will be managed in line with the school's behaviour policy.