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# EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

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**BUTTSBURY  
PRIMARY SCHOOL**

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AN ACADEMY SCHOOL

<b>Approved by:</b>	Full Trust Board
<b>Last reviewed on:</b>	Spring 2026
<b>Next review due by:</b>	Spring 2029

## 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 school and life
- 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 families
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) September 2025](#).

## Structure of the EYFS

At Buttsbury Primary School, our Early Years provision includes four Reception classes each with space for 30 children.

Our Reception classes each have their own classroom with a large outdoor learning area shared by all four classes.

## Curriculum Statement

### Intent

At Buttsbury Primary School our whole school values drive our curriculum across key stages one, two and EYFS.

We offer a holistic approach to learning, recognising the needs and interests of the children using real life, meaningful experiences both in the classroom and in the outside area. We build on what the children already know and give them the knowledge and skills for future learning. We promote enjoyment, resilience and independence. The Reception team at Buttsbury Primary School have high expectations for all children and work together to ensure children are happy and settle quickly into school life.

In EYFS, we follow the curriculum as outlined in the latest version of the **EYFS statutory framework** (September 2025). This sets standards for the learning, development and care of children from birth to five.

This framework sets our four guiding principles. These are:

- 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.

## **Implementation**

For children to learn well and engage in their learning they must approach opportunities with curiosity, energy and enthusiasm. The EYFS framework (September 2025) suggests that practitioners must reflect on the rates at which children are developing to provide opportunities to demonstrate three main characteristics of learning:

- **Playing and Exploring** - Children investigate and experiences 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.

At Buttsbury Primary School we provide a balance of child-initiated and carefully planned adult-led activities both inside and outside the classroom. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

## **Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework (September 2025).

The EYFS curriculum is organised into seven areas of learning, all closely interlinked.

There are three Prime areas and four Specific areas. The three prime areas of learning are crucial to develop lifelong learning and to help children form relationships.

Three Prime Areas:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

And four specific areas which support and strengthen the prime areas:

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

## **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. At Buttsbury Primary School, we provide a language -rich environment in which high quality interactions are facilitated by staff in order to support and develop children's language skills.

All children at Buttsbury Primary are encouraged to develop a 'love of reading'. Children are read to on a daily basis and are actively engaged in stories, non-fiction, rhymes and poems, providing them with extensive opportunities to use and embed new vocabulary in a range of contexts. Through conversation, story-telling and role-play, where children share their ideas with support and modelling from the EYFS staff, it invites children to become confident speakers and respectful listeners.

## **Personal, Social and Emotional Development**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Children are encouraged to learn how to work, play and co-operate with others in a variety of contexts. Opportunities are given to develop turn taking and skills relating to working as a team and are regularly modelled. Children are taught how to respect both people and property. These areas all link closely to our Four Rights (To Learn, To Be Safe, To Respect and To Kindness which we embed from the beginning of each child's learning journey through Buttsbury Primary School.

Children are supported to understand and talk about their own and others feelings. They are supported to manage emotions, develop a positive sense of self, set themselves simple goals and have confidence in their own abilities. Children are actively encouraged to explore new learning and supported in the process of using their own ideas to problem solve.

This area of learning is also taught through the 'Jigsaw' programme of work which is used across the whole school both in assemblies and taught lessons. This scheme develops skills and knowledge for our children to relate to others in our ever-changing world.

Through adult modelling and guidance, children will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Support is given where required but great emphasis is placed on independence in dressing and undressing and managing their own personal hygiene.

We promote good oral health, as well as good health in general, in the early years by talking to children about the effects of eating too many sweet things and the importance of brushing your teeth.

## **Physical Development**

Children are given opportunities and are encouraged to be active and develop coordination with both their gross and fine motor skills. Children engage in play both indoors and

outdoors to help develop core strength, stability, balance and spatial awareness through a weekly PE session and through daily activities. Through this, children become familiar with the changes that happen to their bodies when they are active and begin to develop an understanding of what it means to be healthy.

Children use a range of small and large equipment to develop their fine motor skills. They use and manipulate construction and malleable materials to achieve given tasks or explore their own ideas. Children are taught how to hold, care for and use safely a range of tools such as scissors, pencils and paint brushes.

## **Literacy**

At Buttsbury Primary School, we believe that it is crucial for children to develop a life-long love of reading. Each classroom has a themed reading area to encourage children to select a variety of books of their choice. Our curriculum exposes the children to a wide range of modern and diverse stories, songs, rhymes and poems. Children access reading scheme books and read to a member of staff on a weekly basis. We use systematic, phonics as a means to teach children to read. The children participate in daily phonic sessions where they acquire and embed these skills through a variety of games and activities.

We encourage children to be confident writers by providing a range of opportunities for mark making in the learning environment. Writing is modelled by class teachers and children are taught how to use their phonic knowledge and sight vocabulary to enable them to become independent writers. Children have access to letter mats and word banks within the learning environment to aid them in their writing.

## **Mathematics**

We believe that developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. This is reflected in our whole school 'mastery' teaching approach. Children are taught short mastery activities at the beginning of each maths session to enable them to acquire a deep, long-term and secure understanding of the subject. Our main focus of maths sessions is to provide the children with a range of practical, 'hands on' activities to develop the use of mathematical language and develop a range of strategies to support their understanding of mathematics. Our daily routines and learning environment provide opportunities for children to use their mathematical skills in a range of activities. We aim to develop a positive attitude and interest in mathematics, spot connections, 'have a go' and to talk to adults and peers about what they notice and not be afraid to make mistakes.

## **Understanding the World**

Our Understanding the World curriculum aims to guide children to make sense of their physical world and their community. This area of the curriculum provides a foundation for children's learning in science, history and geography. We aim to provide children with a range of experiences and activities to make sense of the world around them. We use stories and explorative play to provide opportunities and encourage the children to deepen their understanding of our culturally, socially, technologically and ecologically diverse world.

## **Expressive Arts and Design**

We give the children regular opportunities to engage with the arts including art, drama, music and role-play. We actively encourage the development of the children's imagination and creativity through both taught sessions and within the activities available in the learning environment. Children are given opportunities to explore sound, colour, texture, shape, form and space. They listen to different types of music and some of this is used as a basis for imaginative dance and play. The roleplay area changes regularly so that the children can act out a variety of different roles. Through carefully planned experiences, children develop their understanding, self-expression, vocabulary and ability to communicate through the arts, interpreting and appreciating what they hear, respond to and observe.

## **Planning**

Our long-term plans consist of the development statements taken from the non-statutory guidance document 'Development Matters' (2023). This document supports early years practitioners on how the requirements of the EYFS framework can be implemented. The statements are flexible and the order of teaching depends on our own baseline assessments and the identified needs of our children. The long-term plan also sets out half-termly topics to provide a focus for the children's learning. This plan is then broken down into a medium-term plan, setting out the skills and knowledge to be taught.

The EYFS team meet to ensure that the weekly plans reflect the changing individual needs, interests, and stage of development of each child in order to plan challenging and enjoyable learning experiences. At Buttsbury Primary School we recognise that children learn and develop at their own rate. We therefore reflect on how we as staff can adapt our planning, practice and provision to meet the needs of all our children. Where a child may have a special educational need or disability, staff consider and adapt teaching styles and the learning environment to ensure that all children have full access to the curriculum to be able to reach their full potential. If it is identified that a child needs specialist support, links are made with relevant services from other agencies, where appropriate.

## **Observation and Assessment**

Within the first 6 weeks that a child **starts reception**, 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
- 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 and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## **Working with Parents and Carers**

We recognise that children learn and develop well when there is a strong partnership between staff and parents/carers.

Parents and carers are invited to a 'Getting Ready for Buttsbury' induction meeting in the summer term before their child begins school where information and expectations for the induction process are shared. Children are also invited to a 'Stay and Play' session before starting school to allow for both them and their parents/carers to become more familiar with the school environment and reception staff. In the first weeks of starting school, we invite parents/carers to an 'Entry Profile' meeting. This is a 1:1 session with the class teacher to discuss their child's needs and interests and to allow time to ask questions.

Each child is provided with a communication diary. This can be used by parents/carers to record when their child has read at home and to pass on any brief messages or ask questions. Staff are also available at the end of the day to talk to parents/carers who may have any concerns or queries.

Parents/carers are invited to workshops and events within school to share learning experiences with their children and gain a greater insight into the curriculum. The children also invite parents/carers to a sharing assembly to present their learning.

Every term, parents/carers have the opportunity to meet with the class teacher to discuss their child's individual progress and next step targets. At the end of the summer term, parents/carers receive a report detailing their child's progress in relation to the Early Years profile.

## **Safeguarding, Health and Safety and Inclusion**

Please refer to separate policies.

## **Transition to Year 1**

Transition into Year 1 is carefully planned to ensure continuity, consistency and confidence for all children. Throughout the year, Reception and Year 1 staff work closely together, meeting regularly and maintaining ongoing professional dialogue to identify strengths and highlight any gaps in learning. This enables us to respond proactively and adapt provision to support children effectively as they move between phases. Following the May half term, children begin to take part in whole-class teaching in Literacy and Mathematics, in addition to the whole-class Phonics and Handwriting sessions already embedded within Reception. This gradual increase in structure supports children in becoming familiar with the expectations of Year 1, while maintaining a developmentally appropriate approach that builds on the foundations established in the Early Years.

## **Monitoring and Evaluation of this policy**

This is the responsibility of the EYFS phase leader. The policy will be reviewed every three years by the Trust Board.