



# Early Years Foundation Stage Policy

Last reviewed: September 2026

Next review due: September 2027

At Colburn Community Primary School, our Early Years Foundation Stage provision reflects our school motto, 'Together we care. Together we grow'. Rooted in our CARE values of Communication, Achievement, Resilience and Empathy, we are committed to ensuring that every child receives the best possible start in life.

In the Early Years Foundation Stage, children learn primarily through play and exploration alongside their peers. We ensure that all children develop strong language, personal and social skills so that they become confident, capable, resilient and independent learners. We recognise that every child is unique, develops at their own pace and learns in different ways. Central to our approach is the belief that positive, secure relationships underpin all effective learning.

### **Provision in the EYFS**

We provide a high-quality EYFS provision through:

- Supportive, knowledgeable and skilled practitioners who communicate effectively with children, respond to their interests and use every opportunity to move learning forward by building on what children already know and can do.
- A rich, well-planned and challenging learning environment, both indoors and outdoors, which promotes achievement and resilience and is enhanced by meaningful experiences within the wider community.
- Opportunities for children to engage in self-chosen, purposeful play where they experience success, develop independence and where the learning process is valued more highly than the end product.
- Short, focused adult-led sessions that develop children's knowledge, skills and understanding, carefully planned so that they complement and do not interrupt sustained play.

### **Partnership with Families**

We work in close partnership with parents and carers, recognising them as children's first and most enduring educators. Through open and respectful communication, we share experiences and knowledge to gain a full understanding of each child's development, enabling us to meet individual needs and support every child to achieve their full potential.

### **Statutory Framework**

Our EYFS provision fully complies with the Statutory Framework for the Early Years Foundation Stage, which states:

"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 experiences between birth and age five have a major impact on their future life chances."

The EYFS applies to children from birth to the end of the Reception year. In our setting, children may join from the age of three. Practitioners use Early Years Outcomes to support planning, assessment and next steps. At the end of EYFS, children transition into Year 1.

## **EYFS Guiding Principles**

Our practice is shaped by the four EYFS guiding principles, which align closely with our CARE values:

- 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 rooted in empathy and trust.
- Children learn and develop well in enabling environments, supported by strong partnerships with parents and carers.
- Children develop and learn in different ways and at different rates.

## **A Unique Child**

We recognise every child as a competent learner. Practitioners use positive reinforcement, praise and encouragement to promote confidence, resilience and a positive disposition to learning. Inclusive practice ensures that all children, including those with SEND, disabilities or additional needs, are supported equitably.

In line with the United Nations Convention on the Rights of the Child, we provide provision that enables all children to develop their personalities, talents and abilities, irrespective of background or circumstance. Diversity is valued and celebrated, and all children are treated fairly and with empathy.

## **Meeting Individual Needs**

We meet the needs of all children by:

- Providing a safe, supportive and inclusive learning environment where every contribution is valued.
- Using resources that reflect diversity and promote equality, free from discrimination and stereotyping.
- Working alongside children as co-constructors of learning, supporting communication, extending thinking and developing independence.
- Planning learning opportunities that build on children's interests and experiences, promoting achievement and self-esteem.
- Using a wide range of teaching strategies informed by strong knowledge of child development.
- Offering creative and motivating learning experiences that encourage curiosity and enjoyment.

- Monitoring progress carefully and taking timely action to provide support or challenge as needed.

## **Safeguarding and Welfare**

The safety and wellbeing of children is paramount. We educate children about boundaries, rules and risks, supporting them to develop self-confidence and resilience while learning how to keep themselves safe. All staff share responsibility for safeguarding and follow the school's Child Protection Policy.

We comply fully with the welfare requirements of the Statutory Framework for the EYFS. This includes:

- Promoting the welfare and wellbeing of all children.
- Promoting good health and preventing the spread of infection.
- Managing behaviour positively and appropriately.
- Ensuring suitably qualified and vetted staff are deployed effectively.
- Providing a Key Person for every child to support emotional security and strong relationships with families.
- Maintaining safe, suitable premises and robust records and procedures.

## **Positive Relationships**

Secure, respectful relationships underpin learning in the EYFS. Practitioners model empathy, kindness and effective communication. The Key Person system ensures children feel safe, understood and valued, supporting emotional wellbeing and independence.

## **Parents as Partners**

We actively promote strong partnerships with parents and carers by:

- Gathering information before children start school.
- Offering opportunities for children to spend time with their Key Person prior to starting.
- Providing daily opportunities for dialogue about learning and progress.
- Encouraging parents to share concerns and contributions.
- Offering workshops, stay-and-play sessions and family engagement opportunities.
- Using parental insights to inform planning and assessment.

## **Enabling Environments**

The learning environment plays a crucial role in supporting thinking, learning and development. Through careful observation and assessment, practitioners plan a balance of child-initiated and adult-led experiences that promote curiosity, communication and resilience.

## **Observation, Assessment and Planning**

Observation involves closely watching and listening to children to understand their learning, interests and development. Assessment draws together observations, professional knowledge, parental contributions and children's voices. Planning is responsive and flexible, ensuring teaching meets children's needs in the moment. No long-term plans are written weeks in advance; learning is shaped by children's interests and teachable moments.

## **The Learning Environment**

The EYFS environment is organised to ensure children can explore and learn safely and independently. Resources are accessible, learning areas are clearly defined and the outdoor environment is an integral part of daily provision. Outdoor learning promotes physical development, exploration and resilience.

## **Learning and Development**

We value all seven areas of learning equally and recognise that they are interconnected. Teaching is delivered through purposeful play and a balance of adult-led and child-initiated activities.

## **Characteristics of Effective Learning**

We actively promote:

- Playing and exploring
- Active learning
- Creating and thinking critically

These characteristics support children to become motivated, resilient and reflective learners.

## **Areas of Learning**

### **Prime Areas:**

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

### **Specific Areas:**

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

All areas are planned holistically and delivered through high-quality interactions and experiences.

## **Conclusion**

Through a curriculum rooted in our CARE values, we ensure that children feel safe, valued and challenged. Our EYFS provision equips children with the foundations they need to succeed in school and in life.