



Bramingham Primary School

Early Years Foundation Stage Policy

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Policy Approved By:	Bramingham Primary School Full Governing Body		
Policy Signed off by (Print Name)	Phil Turner	Signature:	
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Our Vision

We are safe, happy and kind at Bramingham Primary.

We ignite a love of learning that will last a lifetime
We are curious learners confident to take risks

We are questioners and world changers!

Our Values

Responsibility

Resilience

Respect

Relationships

Our vision, our values and our rights underpin all our policies and the education we deliver. Article 3 of the United Nations Convention on the Rights of the Child states that: The best interests of the child must be a top priority in all decisions that affect children. This policy has been created to keep the children at Bramingham Primary safe and happy, igniting a love of learning that will last a lifetime.

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Introduction

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up. (Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012).

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

(Statutory Framework for EYFS 2014)

At Bramingham Primary School, we are committed to providing a safe, inclusive, welcoming, and supportive environment that meets the diverse needs of all children and ensures compliance with all legal requirements. We understand our legal responsibilities to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017 and subsequent updates.

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. At Bramingham Primary School children are admitted to Reception in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At Bramingham Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

"This policy is informed by and complies with the latest statutory guidance, including the Statutory Framework for the Early Years Foundation Stage 2024, Keeping Children Safe in Education 2025, the Equality Act 2010, the Children and Families Act 2014, and relevant data protection legislation.

Aims & Objectives

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Bramingham Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment, which is sensitive to the requirements of the individual child including those who have additional needs.

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- Promote good health and well-being.
- To manage behaviour effectively and therapeutically in a manner appropriate for the children's stage of development and individual needs.

The Early Years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.
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The Early Years Foundation Stage is based on four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Bramingham Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates.

Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards (epraise), to encourage children to develop a positive attitude to learning.

Inclusion - We value the diversity of individuals within the school and believe that every child, every achievement and every moment matters. All children at Bramingham Primary School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

In our Reception classes, we set realistic and challenging expectations that are keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We do this through:

Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;

- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;

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- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;
- Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy, interventions etc.).
- Working closely with parents, and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

Positive Relationships

At Bramingham Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners - We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents before their child starts school at our transition sessions and induction meetings.
- Arranging, where possible, visits by a teacher to all children in their home setting or childcare provision prior to their starting school.
- Providing a pack of information about commencing Reception at Bramingham Primary School.
- Inviting parents and children into school for the opportunity to spend time in Reception for induction visits before starting school.
- Providing an induction meeting for Reception parents to meet with staff to discuss school routines, expectations and to answer any questions parents may have.
- We offer two parent/teacher consultation meetings per year at which their child's progress is discussed. The first of these is early in the academic year to establish how a child is settling into the school environment.
- Operating an open-door policy for parents with any queries or concerns. Conversely, if staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Sharing a curriculum overview on our school website detailing the areas of learning and the overarching theme of the term.
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics, maths or reading.
- Sending a written report on their child's attainment and progress at the end of their time in Reception.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year such as workshops, Christmas productions and sports day etc.

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Staff

We have two Reception Classes – Grey Squirrels and Red Squirrels

In line with infant size class legislation, we have at least 1 teacher for 30 pupils. In practice, we have 1 class teacher and 1 Teaching Assistant in each class, plus, specifically appointed staff to support children with additional needs.

We have always at least one person with a current pediatric first aid certificate on the premises and available when children are present, including trips.

All staff in Reception aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Enabling Environments

At Bramingham Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Play-based learning is paramount, and children have opportunities to direct their own learning with planned opportunities provided by staff.

'Continuous provision should continue the provision for learning in the absence of an adult' (Best Practice in the Early Years, A.Bryce Clegg)

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities.

We aim to provide:

'open ended resources in every area' and that it is essential to 'make spaces for thinking and talking' (A Bryce Clegg).

We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning and 'creative thinking'. We ensure that resources and spaces are safe to use and are checked regularly.

Our learning environments are also designed to promote and celebrate the children's achievements and build their confidence, valuing every child.

Learning and Developing

The Early Years Foundation Stage curriculum reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in all Early Years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

They require a balance of adult led and child-initiated activities in order for most children to reach the levels required at the end of EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

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The three Prime areas are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any area gives cause for concern, staff will discuss this with the child's parents and agree on how to support the child.

Reception pupils also participate in daily phonics sessions, following the Essential Letters and Sounds scheme.

As the year progresses, the structure of the day will be adapted so that children are prepared and Year 1 ready.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporate the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.
- 'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'
- Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements.
- 'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.'
- Active learning occurs when children are motivated and interested. Children need some independence and control over their learning.

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- As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children are given the opportunity to be creative through all areas of learning. Adults support children's thinking and help them make connections by showing interest, offering encouragement, modelling vocabulary, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Planning - The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. The planning is based upon themes with discrete phonics, maths, writing and reading directed teaching.

Observations

Early Years staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning.

Assessment

During the first six weeks, the teachers assess the ability of each child using the Reception Baseline Assessment. This assessment allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We make regular assessments of the children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations. Assessment is completed regularly and involves both the teacher and other adults, as appropriate.

The children record some of their learning in their books. These books contain a wide range of evidence that we share with parents at each parental consultation meeting.

At the end of the final term in Reception we send a summary of these assessments to the Local Authority. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

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Parents receive an annual written report that offers brief comments on the characteristics of effective learning specific to their child. It highlights the child's strengths and development needs and gives details of the child's general progress.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc.

Children have access to both inside and outside areas during the day; this has a positive effect on the children's development. The Reception classes have their own outdoor classroom area. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

Teaching & Learning Styles

We believe that Reception teaching is based on skill development through firsthand and active learning experiences, where children can learn through exploration and taking risks to enable them to move forward in their learning and development.

The more general features of good practice in our school that relate to Reception are:

- The partnership between teachers and parents, and other settings that help our children to feel secure at school, and to develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- The range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of Reception;
- The provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self- management;
- The support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- The identification, through observations, of children's progress and future learning needs, which are shared with parents;
- The clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- The regular identification of training needs for all adults working in Reception.

Transition and Home Visits

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily.

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Starting Reception

Parents of all children starting in Reception will be invited to an Induction Meeting in the summer term to meet the teachers and other key staff and learn more about the Reception curriculum. Home visits are also arranged for children, so that parents and children have the opportunity to meet some of the teaching staff.

We complete home visits for the following reasons:

- To go through the school expectations
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Enquire about dietary requirements and medical needs,
- Explain the arrangements for the gradual induction into Reception
- To learn more about the child's strengths and areas for development

New class sessions – In the summer term, the children are given the opportunity to come in to school to meet the staff and other children. They will spend time in the morning or in the afternoon in the setting. Parents stay for this session and staff introduce reading records and the Doodle app. This means that before the children join their new class, the environment is already a familiar place to them.

Home visits will also be conducted during the summer term. Staff will also visit nursery settings to observe the children in a familiar environment. This is also an opportunity to liaise with other professionals who know the child well.

September Intake

When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

In Reception children will start school in a staggered intake. We will then introduce lunchtimes and then attend for the full school day.

Starting in Key Stage 1 (Year 1)

Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in whole school assemblies as well as sharing playtimes with the school.

Children have the opportunity to meet their new class teacher and spend a day in their new class during the summer term. Opportunities to visit their Year 1 classroom will be provided after the whole school transition day as well as the Year 1 teacher visiting Reception.

Safeguarding & Welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

(Statutory Framework for EYFS 2014)

At Bramingham Primary School, we understand that we are legally required to comply with welfare

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requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017.

Keeping Safe

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Bramingham Primary School's Safeguarding Policy).

Statutory Framework and Legislative Compliance

At Bramingham Primary School, our Early Years Foundation Stage (EYFS) policy is fully aligned with the most recent statutory guidance and legislation to ensure the highest standards of care, safeguarding, and education for our children.

We comply with the following key statutory frameworks and legislation:

- **Statutory Framework for the Early Years Foundation Stage (EYFS) 2024:** This framework sets out the legal requirements for learning, development, and welfare for children from birth to the end of Reception. Our EYFS provision meets all required standards, including safeguarding, welfare, and educational programmes.
- **Keeping Children Safe in Education (KCSIE) 2025:** We follow the statutory guidance for safeguarding and child protection, ensuring all staff receive regular safeguarding training and adhere to clear procedures for reporting concerns. Our safeguarding practises are detailed in the school's Safeguarding Policy.
- **Children and Families Act 2014 and SEND Code of Practice (updated):** We are committed to inclusive practice, identifying and supporting children with Special Educational Needs and Disabilities (SEND), including those with Education, Health and Care Plans (EHCPs), ensuring equitable access to the EYFS curriculum.
- **Equality Act 2010:** We promote equality and inclusion throughout the EYFS, ensuring no child is discriminated against or disadvantaged based on race, gender, disability, religion, or linguistic background.
- **Data Protection Act 2018 and UK GDPR:** We handle all children's and families' personal data in strict compliance with data protection laws, ensuring confidentiality and secure management of assessment and personal information.
- **Health and Safety at Work Act 1974** and relevant regulations: We maintain a safe and healthy environment for children and staff, including procedures for managing medical conditions and administering medication in line with statutory guidance.
- **Reception Baseline Assessment (RBA) and Early Years Foundation Stage Profile (EYFSP):** We conduct statutory assessments to monitor children's development, sharing outcomes with parents and the Local Authority as required.
- **Intimate Care Policy:** Intimate care is provided with respect, dignity, and parental consent. Staff receive appropriate training to meet individual children's needs safely and professionally.

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This policy will be reviewed annually or sooner if there are changes in statutory guidance or legislation to ensure ongoing compliance and reflect best practice.

Good Health

All children are provided with a healthy snack each day and have access to milk and water.

Intimate Care

'Intimate' care involves washing, touching, or carrying out invasive procedures that most children can do themselves but may need support with depending on age and development. This usually relates to personal hygiene. (See *Bramingham Primary's Intimate Care Policy*).

If a child requires specific medical procedures, staff receive specialist-led training before carrying these out.

Every child has the right to privacy, dignity, and professionalism from all staff when meeting their needs. Staff work in partnership with parents to provide appropriate support. No intimate care is given without the express written permission of the parent or guardian, obtained when the child joins Bramingham Primary School.