



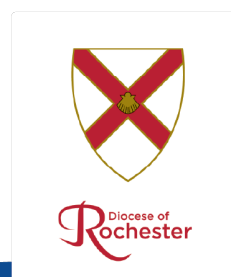
Policy Document

Horton Kirby C of E Primary School

Early years Foundation Stage Policy

January 2026

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This policy sets out the Intent (aims), Implementation (the structure) and Impact (expected achievement) for the teaching and learning within the Early Years Foundation Stage at Horton Kirby CE Primary School. The term EYFS applies to children from birth to the end of the Reception Year. In this policy it is used to describe the children who are in our Reception Class.

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 the age of five 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, together provide the foundation children need to make the most of their abilities and talents as they grow up.

(The Statutory Framework for the Early Years Foundation Stage, DfE March 2021)

Procedure and Structure Role of the Head Teacher:

The Head Teacher has appointed Glenda Philpott for the role of Early Years Foundation Stage Coordinator.



Vision

At Horton Kirby CE Primary School, we provide all children, irrespective of ethnicity, culture or religion with the opportunities to develop as strong, capable and independent individuals with the ability to build positive relationships in a safe, enriching and nurturing environment.

Intent

At Horton Kirby CE Primary School, our youngest learners develop an understanding and curiosity about the world, along with a love for learning, ensuring they have a strong foundation for their future education and well-being. An effective balance between teacher led and child led learning enables children to flourish and become confident and creative learners with the knowledge, skills and attitudes to successfully continue their learning journey throughout their school days and beyond.

Implementation

The Early Years is led by four guiding principles which shape our practice:-

- Every child is a unique child, who is constantly learning.
- Children learn to be resilient and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs.
- As a school we develop strong partnerships with parents and/or carers.



The Early Years curriculum is organised into termly topics that cover the 7 areas of learning; Communication and Language; Physical Development; Personal, Social and Emotional Development; English; Maths; Understanding of the world; Expressive Arts.

Learning is planned over 6 terms and the steps towards the Early Learning Goals are spread over the terms to ensure a broad, balanced curriculum and full coverage. On-going assessment of the Early Learning Goals enables teachers to adapt teaching and plan next steps.

Spoken language underpins all seven areas of children's learning and development. Children are given regular opportunities for interactions with both peers and adults – adults model and explain the meaning of new vocabulary in order to build upon the foundations of language and cognitive development. Through practical and playful activities, children are supported and challenged by adults in class sessions, small groups and whilst working with individuals. Children feel secure and confident to explore, investigate and learn through practical experience and are challenged to develop independence and collaboration.

Impact

By the end of the Early Years Foundation Stage, all children will have made significant personal progress across all areas of learning, with our learners reaching their personal best and achieving the Early Learning Goals. It is our ambition for all our children to access the full EYFS curriculum with SEND and Disadvantaged children being supported with full accessibility to all aspects of the EYFS provision. Children will leave EYFS with the skills, understanding and knowledge ready for a life of learning.

Inclusion

At Horton Kirby CE Primary School, all children and their families are valued. We welcome the diversity of individuals within the school with all children being treated fairly regardless of race, religion, disability, gender or stage of learning. The curriculum is delivered in line with the whole school Equal Opportunities Policy. We use materials and resources which reflect diversity, are free from discrimination and which challenge disability, racial and gender stereotypes.

We teach children that practice, effort, resilience and reflection lead to learning and improvement. We teach children that practise, effort, resilience and reflection lead to learning and improvement. Staff within the EYFS plan activities to enable children to access all areas of learning to achieve the best they can. During their time in the EYFS, children will be introduced to the concept of challenge and perseverance. Opportunities are provided for children to achieve their best by taking into account their life experiences and building upon prior knowledge.

Initial observations on entry to school aid the early identification of children with special/additional educational needs. Information gathered from initial home visits and pre-school transition meetings provide information of previously identified SEND or possible areas of concern. We work closely with outside agencies such as health visitors, speech therapy, play therapy, speech and language, sensory impairment services parents/carers to provide the best learning opportunities for individual children. Planning for children with additional needs is completed in liaison with our school SENDCo and their progress and achievement is carefully monitored in line with the SEN Code of Practice and whole school SEND Policy.

Within our EYFS we have realistic and challenging expectations of all our learners and meet their needs through:

- Planning activities and experiences that build upon prior knowledge through a high-quality creative curriculum, continuous provision and an enriched learning environment based on children's interests and experiences.
- Ensuring our outdoor area reflects and provides opportunities for the learning taking place in the indoor environment allowing for learning to be continued and built upon.
- Using a wide range of teaching strategies based on children's learning requirements and needs.
- Challenging opportunities and experiences which motivate and support children to help them learn effectively.
- Monitoring children's progress and supporting it as necessary.
- Providing a nurturing environment where children feel safe and well-cared for.

Parents as Partners

At Horton Kirby CE Primary, we recognise the important parental role in educating children. We do this through:

- High-quality transition into school; speaking with parents about their child before they begin school; inviting children and parents to spend time in their classroom 'Stay and Play' with their teacher; carrying out pre-school visits/telephone calls and home visits. We encourage parents to attend Parent/Teacher Consultation Evenings through the year to discuss progress.
- Inviting parents to Coffee Mornings/Expectation and Information Mornings.
- Providing parental workshops throughout the year (Phonics, Early Reading and Early Mathematics).

- Invite parents to attend 'Show and Share' afternoons to share children's learning.
- Communicate with parents through Seesaw; sharing school learning, achievements, experiences, letters, notifications as well as parents sharing home achievements – acting as an online Learning Journal throughout the year.
- Provide parents with a Mid-Year report of progress and a written attainment and progress report at the end of the school year.
- Having an open-door policy – opportunities to join in with daily Phonic lessons.

Enabling Environment

At Horton Kirby CE Primary School, we recognise the vital role the environment plays in supporting and extending the children's development, independent thinking skills and independent learning. The role of both the indoor and outdoor environment in learning provides rich opportunities for child-initiated activities reflecting the current theme or focus. We provide stimulating resources which are accessible for children to independently choose and use in open-ended activities. We provide a language-rich environment with plenty of opportunities for writing, investigation, imaginative and creative play.

Observation, Assessment and Planning

Topics are based upon children's interests with daily learning resourced around these themes. Activities are set up both inside and outside to provide both first-hand experiences as well as providing opportunities for investigation and challenge.

Within the EYFS, valuable evidence of children learning is obtained through independent and targeted learning.

Assessment and attainment is based on observation, discussion, questioning and evidence of children's independent learning against the seventeen assessment scales derived from the Early Learning Goals. These are recorded in their Learning Journal and workbooks.

Signed: Head Teacher Glenn Pollard	Date: Updated January 2026
Signed: EYFS Lead Glenda Philpott	Date: Updated January 2026