



BADSWORTH  
CofE School

**CARE – Prepare – Believe**  
**'I can do all things through Him who strengthens me.'**  
**Philippians 4:13**

## **Early Years Foundation Stage Policy** **September 2025**

### **Introduction**

At Badsworth C of E J&I School we aim to provide teaching and learning experiences of the highest quality to help our children make good progress towards the Early Learning Goals as set out in the Early Years Curriculum.

While following this curriculum we aim to respond to the individual needs of our children and to secure foundations on which future learning can be built.

Our approach ensures that the EYFS curriculum meets the aim of improving outcomes and reflects that it is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being.

The early years education at Badsworth C of E J&I School is based on the following principles:

- It builds on what our children already know and can do
- It ensures that all children are included regardless of ethnicity, culture, religion, home language, family background, special educational needs, disability, gender and ability
- It offers a structure of 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

### **Our Aims**

*All stakeholders work towards our school vision:*

*Here at Badsworth C of E Junior and Infant School, we ensure everyone flourishes through the way we:*

***Consider And Respect Everyone as Jesus taught***

***Prepare for a bright future***

***Believe we can make a difference***

***'I can do all things through Him who strengthens me.'***

***Philippians 4:13***

*All actions which are taken within school, focus on this vision and it is referred to throughout their time at Badsworth C of E J&I School.*

We aim:

- To provide a seamless transition from pre-school settings or home into Foundation Stage for both pupils and parents.
- To provide a safe, stimulating environment in which children feel happy and secure.
- To provide appropriate opportunities and experiences which will help children to develop in all areas of learning, fostering curiosity and motivation to learn.
- To prepare children for the wider world, giving them a sense of self-worth and self-esteem and help them to recognise their responsibilities for others.
- To foster spiritual awareness and understanding in accordance with the ethos of our setting as a Church of England school.
- To make the child's first experience of school happy, positive and fun.

The curriculum of the EYFS underpins all learning by supporting, promoting and developing:

- Personal, social and emotional well-being
- Social skills
- Positive attitudes towards learning
- Attention skills and persistence

- Language and communication
- Reading and writing
- Mathematics
- Knowledge and understanding of the world
- Physical development
- Creative development

These are not viewed as separate areas of learning. Activities are planned to meet several learning intentions at one time and are differentiated appropriately.

At Badsworth C of E J&I School, we follow the EYFS Curriculum. Within this framework there are four guiding principles which shape our practice.

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. 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.
4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

### The Early Years Foundation Stage Curriculum

The EYFS is important for preparing children for later schooling. The EYFS curriculum is planned to provide a range of activities and experiences through which children have opportunities to make choices and decisions, manipulate materials, use language for a variety of reasons and receive appropriate adult support and guidance. The curriculum consists of the seven areas of learning and development. They are divided into Prime and Specific areas.

#### Prime Areas

- Personal, social and emotional development
- Communication and language
- Physical development

#### Specific areas

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

Weaving throughout the EYFS curriculum at Badsworth C of E J&I School are three **Characteristics of Effective Learning**:

- **Playing and exploring** - children investigate and experience 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

The seven areas help the practitioners plan within an overall curriculum framework thereby ensuring development for all children in all areas of the curriculum. Through discussion, observations, liaising with parents and other settings, the individual needs, interests and stages of development are considered for each child. This information is used to plan a challenging and enjoyable experience in Foundation Stage, ensuring that all children make good progress and develop skills within a safe and stimulating environment. It is important however, to retain some flexibility. This allows staff to make the most of unexpected events which arise spontaneously and which offer new opportunities for learning. It is vital to feel able to "seize the moment" and capitalise on it – a new baby in the family, a snowfall, a spider in the classroom, a visitor to school. Written plans and intuitive teaching should work hand-in-hand. Our Wanderlust resources enable us to respond to children's interests, specifically during outdoor learning. For example, a child may spot a ladybird whilst outside which gives the adults an opportunity to find the relevant resource pack and books and enhance their learning based on their own interests.

Children will also be encouraged to think about their own role within school and the wider world in accordance with our Courageous Advocacy.

Planning addresses the need for **ongoing activities** which are provided continuously. Children are given opportunities to choose activities and resources. They are encouraged to work independently at times, selecting their own materials and equipment. The classroom base in which the children work is geared to encourage them to access all the materials they need and to be responsible for putting things away in the correct place as far as possible.

There is also **enhanced provision** whereby opportunities are provided for a designated time, both in the indoor and outdoor learning environments. These include interactive displays and story scenes relevant to a particular theme. New resources may be provided to give children scope to further develop their play in a particular area, often based on their own interests.

Planning also addresses the need for **focused teaching** in small groups or with individual pupils in which work is scaffolded for age and ability and the work is based around a set theme or area of exploration. Differentiation may be by task, level of support or expected outcome and ensures that we meet the needs of individual pupils.

### **Assessing Children's Learning in the Early Years**

Assessment plays an important part in helping practitioners and parents to recognise children's progress.

Within the first two to three weeks, school follows out their own Baseline Assessment for each individual child. As part of everyday practice, knowledge of each child is made through observations, interactions and every day informative activities. This professional knowledge is then used to make a series of judgements about each child based on a clear set of assessment criteria. Meetings and discussions with nurseries and on entry assessment from the different settings are also used to inform baseline assessment. The purpose of this baseline is to provide a level for each pupil at the start of Foundation Stage. Moderation of baseline assessment is carried out within the school with the EYFS/KS1 team leader, Year 1 teacher, local church schools and other schools within the local authority. The assessments are used to inform planning and the next steps in the child's development.

Assessments of children's learning are on-going and this information is used to ensure that future planning reflects identified needs and allows for the staff to target appropriate activities for individuals and groups of pupils. Assessment in Foundation Stage takes the form of informal observations and professional conversations made by the EYFS team. Practitioners use the observations to understand the children's level of achievement, interests and learning styles.

In the final term of the year in which the child reaches age five, and no later than 30<sup>th</sup> June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the Early Learning Goals. Practitioners must indicate whether children are **meeting expected levels of development ('expected')**, or if they are **not yet reaching expected levels ('emerging')**. This is the EYFS Profile.

### **Partnership with Parents**

It is our belief that parents have an enormous role to play in the education of their children and that prior to entry into an educational setting, tremendous learning from birth has already taken place. Parents can provide our school setting with vital information about their children and are a "resource" that we welcome and encourage. Working with parents enables us to provide the most appropriate learning opportunities for individuals. We aim to create good relationships and regular dialogue between staff and parents. Parents are welcome to share their child's achievements on Google Classroom, our home-school learning platform where homework challenges are set each half term and photos are shared of their activities in school.

We do this through:

- Inviting parents to an informal meeting prior to their child starting school where they have the opportunity to meet the Foundation Stage staff. This enables parents to get to know the school setting and gain information about school routines and the curriculum.
- Providing an information pack and other relevant information about school.

- Opportunities given to the children to spend time with the teacher and teaching assistants prior to starting school.
- By being available at the start and end of the day to discuss daily issues or concerns with parents.
- Parents' evenings which are held twice-yearly to inform parents about their child's progress.
- Providing half-termly opportunities for parents to 'stay and play' and observe lessons in Foundation Stage. These have follow-up discussions about how they can help their child at home.
- Providing information about how parents can support their child's reading, writing and mathematics at home.
- Asking parents to share their child's achievements at home with the class teacher through photographs, notes, verbal messages and certificates.
- Inviting parents of children who are identified as having special educational needs to meet with the Special Education Needs & Disabilities Co-ordinator (SENDCo) to set appropriate educational programmes for that child. Parents are invited to attend regular special needs review meetings while their children are following an individualised education programme.
- Providing number or phonics packs to parents of targeted children in those areas.

We recognise the great value of working with parents in our Foundation Stage setting and encourage parents to take an active role in supporting the work of our school. We have a number of parents who come in and help regularly within the classroom and welcome help with special activities, visits and events.

### **Admission Arrangements**

All children are admitted full time in the September of the school year in which they are five. A staggered entry takes place, where by the summer born children start in the first day of term, followed by the Spring born and Autumn born children. This takes place over the first week and all children start full time on the second week of term.

### **Conclusion**

The EYFS aims to provide every child with a rich and diverse experience through a range of activities. It is hoped that this will provide a foundation for life-long enjoyment.

**Updated November 25**