



Early Years Foundation Stage Policy (Oct 2025)

Foundation Stage at Hutton Rudby Primary School

Legislation

This policy is based on requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) (2025) and non-statutory guidance from Development Matters (2023).

Vision

Our school's vision keeps children at the heart of everything we do, as we work together providing an education which will prepare them as lifelong learners, ready to overcome life's challenges as they journey into the big, wide world.

Our vision is centred around the **CHILD**:



Educational Programme

At our school, we are passionate about providing a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child. Our Educational Programme is built around 6 key topics which provides opportunities and potential opportunities that children in our Reception class will be given. Whilst this is planned and sequenced it is so with the knowledge that each year we will be flexible with themes and learning content based on the interests and needs of our children. Our knowledgeable and experienced staff will constantly adapt learning opportunities to suit the needs and stage of development of our children thus ensuring rapid and sustained progress in all areas of learning.

Our topics are:

- This is me
- Let's Celebrate
- Space
- Farm Animals
- Heroes
- Our Special Seaside

Overarching Principles of the Early Years Foundation Stage

The Early Years Foundation Stage Guiding Principles:

- 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 need and help them to build their learning over time
- Children benefit from a strong partnership between practitioners and parents and/or carers
- Children develop and learn at different rates.

Characteristics of Effective Teaching and 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 an develop their own ideas, make links between ideas and develop strategies for doing things*

Areas of Learning and Development in the Early Years Foundation Stage

There are seven areas of learning and development that shape learning in the Early Years Foundation Stage. All areas of learning and development are important and inter-connected. There are Prime areas and Specific areas.

In Reception, adults will focus strongly on supporting children develop within the prime areas as they are important in igniting children's curiosity and enthusiasm for learning, helping them form relationships and thriving. Children will also be supported in applying and strengthening their prime skills in the specific areas of learning. We strive for excellence in all areas of learning and ensure that all children are ready for their next stage of learning.

The **Prime** areas:

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

The **Specific** areas:

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

Phonics and Early Reading

Children begin phonics and early reading teaching from the very start of their time in Reception. Children learn to read as early and as quickly as possible to allow them to read to learn.

In Reception, we teach children to read through Systematic, Synthetic Phonics (SSP) by following a Department for Education validated programme; Little Wandle Letters and Sounds Revised. Children are taught to decode texts by applying their phonic knowledge, to read familiar text with prosody and to understand the texts they have read. We encourage a love of reading by providing children with 'Reading for Pleasure' time within school and providing a reading for pleasure book to take home with them each week.

Staff share their love of reading with pupils by modelling an enthusiastic attitude and by regularly reading engaging stories.

Teaching SSP in Reception allows development in the following areas:



Reading

Children will learn to:

- Correctly pronounce 44 phonemes (sounds) and identify to corresponding letter(s) (GPCs)
- Read words by identifying GPCs and blending them together
- Read fluently and confidently using prosody
- Show that they comprehend texts they have read by answering questions

Writing

Children will learn to:

- Identify how many phonemes are in word and write the corresponding graphemes
- Correctly form the GPCs they have learnt
- Spell words using their SSP knowledge
- Write full sentences

Children who are at risk of falling behind are given daily keep up sessions.

Inclusion

As we value the diversity of individuals across the whole school, this is also the same in Reception. All children are treated fairly and equally regardless of religion, race, ability or other difference. Every child matters and is given an opportunity to thrive. Children with special educational needs or disabilities are carefully planned for to ensure that they are able to access the same learning as other children.

We meet the needs of all children by:

- Carefully planning learning opportunities that are progressive – they build upon and extend current knowledge, experience and interest
- Ensuring children are able to access such learning opportunities without having their self-esteem or confidence compromised
- Motivating pupils to become 'lifelong learners' as per our school vision
- Providing a learning environment that is safe – safeguarding policies and procedures are followed
- Resources reflect diversity and free from discrimination and stereotypes
- Rigorous, constant assessment of children's progress that informs future planning
- Communicating successes and emergent needs of children with their families
- Children with Special Educational Needs or Disabilities (SEND) are supported with an Individual Support Plan and regular assessment against individual targets.
- The school's Special Educational Needs Coordinator (SENCo) supports staff to ensure that needs are met and barriers to learning are identified and removed.



Parental Partnerships

We understand that parents and carers are their child's first educators and play a crucial role in the ongoing education of their child. We encourage collaborative parental partnerships by:

- Creating parent/carer accounts on ClassDojo to allow communication between classroom and home
- Ensuring every child has a home school diary to allow communication particularly regarding progress and next steps in reading
- Having an 'open door' policy to ensure that staff are accessible for any queries or concerns
- Approaching parents/carers as soon as it becomes apparent that their child has an emerging need
- Ensuring parents/carers attend Parents Evenings
- Providing end of year reports
- Inviting parents/carers to information evenings

Assessment

To ensure that we are delivering effective teaching and learning we ensure that assessment is a key part of our practice. We use assessment to inform what is made available for the children within the classroom, to inform future interactions with the child and future whole class teaching.

In Reception assessments are made and recorded by:

- Delivering the Reception Baseline Assessment within the first few weeks of pupils starting school
- Half termly phonics assessments
- Assessing pupil progress towards the Development Matters Statements and Early Learning Goals by recording pupils progress in the 17 areas. This is recorded on Insight termly
- At the end of the reception year, an EYFS Profile is made that makes final assessment of the Early Learning Goals

Transition into Year 1

Towards the end of the reception year, pupils will be given opportunities to spend time with their Year 1 teacher in their Year 1 classroom to support their wellbeing and overall transition. Pupils will be supported to become 'Year 1 ready' through more formal learning opportunities. This provides the children with time to build positive relationships with their new teacher, gain confidence and provides an opportunity to learn new routines.

Monitoring and Reviewing

It is the responsibility of the EYFS teachers to follow the principles outlined in this policy. The Executive Headteacher, Head of School, EYFS lead and other senior leaders will carry out monitoring in the EYFS as part of the whole monitoring schedule.



		Comment
Date adopted by School Governing Body	14 October 2024	
Date reviewed	October 2025	Reviewed by EB & RJ
Next review	October 2026	

