

Fort Royal



Community Primary School

Play • Learn • Laugh • Succeed

EARLY YEARS FOUNDATION STAGE POLICY

Review Date September 2027			
Statutory Policy No	Governors Approval Yes	Responsibility of Lara Collingwood	Date September 2025

Early Years Foundation Stage Policy

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential. (Early Years Foundation Stage Statutory Framework for group and school based providers July 2025)

Aims:

- To provide a structured, secure, caring and well-resourced learning environment: both inside and out which meets all the individual physical and developmental needs of the children.
- To enable the children to be confident, motivated and happy learners and to meet their full potential.
- To develop independence and individuality for all children.
- To create a partnership with parents to support and enhance the development of the children.
- To ensure that the school ethos of 'Play, Learn, Laugh, Succeed' is embedded within the curriculum and provision which is available to all children.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. In Fort Royal Primary School we currently have one reception class where children join us at the beginning of the school year in which they are five years old.

The Curriculum:

At Fort Royal Primary School we follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available from the school office or to download at <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The EYFS is based upon four 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 needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of *learning and development*. Children develop and learn at different rates.

In the Early Years at Fort Royal Primary School we aim to provide a broad, balanced, differentiated and specialised curriculum which addresses the children's individual needs. We recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development and understand that they are often inter-connected. We follow the document [Birth To 5 Matters - Guidance by the sector, for the sector](#)

The prime areas of learning and development are particularly crucial for our children, due to the early levels of development that they are learning at. They are:

- Personal, Social and Emotional Development (PSED) - Making relationships, Sense of Self and Understanding Feelings.
- Communication and Language (C&L) - Listening and Attention, Understanding and Speaking
- Physical Development (PD) - Moving and Handling and Health and Self care

Adults will support children in the four specific areas, through which the prime areas are strengthened and applied. The specific areas of learning and development are:

- Literacy (L) - Reading and Writing
- Mathematics (M) - Mathematics
- Understanding of the World (UW) - People and communities, The World and Technology
- Expressive Art and Design (EAD) - Creating Materials and Being Imaginative and Expressive

At Fort Royal Primary School, areas of learning and development also encompass the provision within each pupil's Educational, Health and Care plans. This may include the administration of medication, physiotherapy, speech therapy, sensory integration, hydrotherapy or any others specialised interventions that form a necessary part of their education.

All areas of learning and development are delivered at a level appropriate to the developmental needs of the individual children within Early Years. For some children this necessitates highly differentiated, personalised and multi-sensory learning experiences.

At Fort Royal Primary school we know that the majority of our children are working at the very early stages of development and therefore we mainly focus on the prime areas; however enable the children to learn through exploration within the specific areas.

Planning (Intent):

Six termly topics are planned over the year so that children will experience activities within each topic as they progress through the Early Years. Planning takes place on a half termly basis and can be enhanced during the term to take account of the children's interests. Medium term planning is divided into the areas of learning and development with appropriate learning objectives which are identified for each level of development. Weekly or two weekly units of planning break down the learning objectives into differentiated success criteria ('I can's') appropriate to each level of development. Planning ensures that children are given the opportunity to develop their skills in all areas of learning and development in a range of learning environments both indoor and outdoor, as appropriate.

When planning and guiding children's learning in the Early Years at Fort Royal Primary School adults always consider the three characteristics of effective teaching and learning. At Fort Royal Primary School the characteristics of effective learning are linked to dinosaurs.

- ✓ Playing and exploring (engagement) - Explorasaurus



- ✓ Active learning (motivation) - Stickosaurus



- ✓ Creating and thinking critically (thinking) - Thinkosaurus



Adults are expected to take into account the characteristics of effective learning during adult led learning, when observing the children and when feeding back to them about their learning. Children are given stickers linked to the dinosaurs to help them understand what they have achieved.

Play:

Learning through play is an important part of our Early Years provision. We believe children learn best from activities and experiences that interest and inspire them. We provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. Children are encouraged to play alongside their peers and then begin to interact with them. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Adults ensure that there is a wide range of play opportunities to cater for all levels of development within our classes.

Teaching (Implementation):

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching this is usually small group or on a one to one with children. These are particularly important in helping children to learn specific skills and knowledge which the children then practise and embed through their play. Adult led teaching can also be linked to a child's personalised targets for speech and language therapy or physiotherapy. Targets can also be linked to the children's outcomes on their Education, Health and Care Plan. Each day we follow a timetable with set routines in place. During the week the children, as appropriate, are taught in a range of specialist areas within the school, including multi-sensory room, active learning area and outdoor areas.

Classroom organisation:

Our Early Years classroom has defined areas with clearly labelled resources to ensure children can access them easily. Each classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. All classrooms have practical writing and maths resources, a book corner, an information technology area, sensory and tactile areas and access to our outdoor classroom area. A variety of activities are planned for and set up in the different areas each day. Play partners ensure that the children are able to access the different learning areas appropriately and are there to support children and move them on with the next stage of their learning. The outdoor area is an important part of the classroom with many children choosing to learn outside for much of the day. We try to ensure that the range of activities outside reflects the different curriculum areas.

Assessment, Observations and Learning Journeys (Impact):

Each child's progress is tracked along an Early Years Pathway Profile which is stored electronically and assesses the children against the seven areas of learning and development. Statements within the Pathway Profile are highlighted once a child has achieved them. This is when a child has been observed achieving the statement independently on more than several occasions, in a range of contexts and with a variety of adults. Adults can show progress within a level of development by assessing that the child is either emerging at a skill (seen once, in one context and with one adult) or developing at the skill (seen more than once, in more than one context and by more than one adult; however still not secure). The Pathway Profile allows adults to track the children's development and this is then used to inform their planning.

Each child in Early Years has a Learning Journey and this documents the progress made by the child over a period of time. Within the Learning Journey there is a range of evidence that illustrates the learning that has taken place during the academic year. The evidence would include adult led annotation slips, adult initiated and child led observations, photos, examples of learning e.g. mark making, observations during focused time in more specialist areas within school, e.g. multi-sensory room and achievements.

We report to the Department for Education the children's outcomes on the Reception Baseline Assessment at the start of the school year and at the end of the school year the children's outcomes against the Reception Profile.

British Values / Social, Moral, Spiritual and Cultural Development:

At Fort Royal values are celebrated in school each half term alongside the PSHE area of learning and development. Each value is introduced in assembly and then classes will be encouraged to explore the meaning and develop their understanding of each value through circle times, role play and discreet activities linked as part of the PSHE area of learning and development. There are opportunities through whole school Hullabaloo days to bring the value alive in an appropriate way for our children.

Personal Development:

At Fort Royal School we see Personal Development, which incorporates PSHE as being the centre of all that we do. Personal development is an integral part of PSHE, and it is reinforced throughout the whole school day at every appropriate opportunity - e.g., arrival on school transport, during learning activities, lunch times, circle times, classroom routines and assemblies. Through our EYFS curriculum, our school environment, and our school ethos, we promote pupils' self-esteem and their emotional well-being, helping them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community. We aim to ensure that all pupils lead safe, happy, healthy, and successful lives and are equipped for living in modern day Britain.

Behaviour and Regulation:

We recognise that in order for children to be ready to learn and reach their full potential, they need to be in a safe and regulated state, facilitated by a positive environment that fosters connection, inclusion, kindness and respect for all. At Fort Royal School we have an attachment aware and trauma informed approach. Regulation forms a fundamental part of school life at Fort Royal, with regular regulation and sensory/ movement breaks throughout the day, as we recognise that this is beneficial to all pupils. Our EYFS classroom is equipped to meet the children's individual sensory needs along with dedicated sensory spaces in and around school for children to access. We also use the 'Zones of Regulation' as a whole school approach where no zone or feeling is 'bad' and aims to help children to learn skills in self-regulation and identify the tools or strategies needed to support them to be ready to engage and learn. All staff at Fort Royal receive emotional regulation training from our Educational Psychologist and sensory regulation training from our Sensory OT.

Partnership with parents and carers:

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. We encourage parents to celebrate their children's successes with us at termly stay and play sessions, parents evenings and other celebration days. We provide parents with a termly newsletter so that they are aware of what topic their child will be focussing on and what events are coming up during the term.

Transition into Reception at Fort Royal:

The children entering Fort Royal Primary School reception classes come from a range of mainstream and specialist settings, including some children who have not attended any nursery provision. Parents are given the opportunity to visit Fort Royal Primary School prior to being offered a place. Once the children have been allocated a place within our reception class parents

and carers will be invited to an Open Evening, this will normally take place during later June/early July. At the Open Evening parents/carers will be given the opportunity to find out about Fort Royal Primary School, meet their child's class team, arrange a home visit for the start of the Autumn term and ask questions. During the later part of the summer term each setting will be asked to complete a 'Passport to Fort Royal' with a range of information about a child. Visits to nursery settings will also be planned and if a child has an annual review in the summer term the Deputy Head Teacher for Early Years or the Reception teacher will attend. This will enable us to gain valuable knowledge about the children's individual needs and strategies that work well for them currently. Each child will receive a transition photos of key staff and areas within the school for them to look at over the summer holiday. In September all parents and carers will be offered a home visit. This home visit will give parents/carers the opportunity to pass on information about their child to school and for some of the class team to meet their child. The children and parents will be invited to a Stay and Play, once the home visits have been completed and following this the children will attend part time for a maximum of four days. This is to enable the class team to get to know the children in smaller groups. By the end of the second week in school all children will be offered a full time place. If parents/carers feel that their child would benefit from continuing to be part time this can be discussed with the Deputy Head Teacher for Early Years and the class teacher. All children are required to attend school full time from the term after they are five years old, unless this has been agreed by the Head Teacher and Worcester County Council with a part time timetable in place.

Transition into Year One:

During the summer term parents and carers will be informed of which class their child will be moving to in year one. They will be invited to a 'Meet the Team' parents evening. Their child will also have the opportunity before the end of term to visit their new classroom and members of their new class will spend time with the child in their current class. The current class teacher and new teacher will also liaise and information about the children will be passed on to ensure as smooth a transition as possible. If a child has specific medical needs that are supported during the school day then the school nurse will ensure that appropriate staff are trained within the new class team. Photos to aid a smooth transition into the new class will be sent home before the summer holiday.

This policy is to be read in conjunction with the Fort Royal Primary School policies including:

- Safeguarding Policy
- Relationship Based Behaviour Regulation Policy
- Transition policy
- Personal Development policy