

Early Years Foundation Stage Policy

Ashton Gate Primary School



Approved by: Governing Body

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the **EYFS Statutory Framework September 2025**.

3. Structure of the EYFS

The EYFS at Ashton Gate consists of **four** Reception classes which are linked by a designated outdoor area. Children attend full-time and each class has up to 30 children. The only exception to this is if there are children of multiple births (e.g. twins and triplets) and they have been admitted under infant class size legislation.

4. Curriculum

Our Early Years setting follows the curriculum as outlined in the **2025 statutory framework of the EYFS and is supported by the Birth to Five Matters guidance**.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the 'Prime Areas' are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The Prime Areas are:

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

The Prime Areas are strengthened and applied through 4 specific areas:

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

4.1 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively, with emphasis on the three Prime Areas of learning. Staff work together to plan a broad range of experiences across the curriculum which stimulate and engage children in their learning. Learning takes place in meaningful, purposeful contexts, which make sense to the child and develop the Characteristics of Effective Learning (Playing and Exploring, Active Learning, Creating and Thinking Critically and Emotional Wellbeing). The Ashton Gate characteristics are introduced to the children, using the ELLI animals to explore how we learn and interact. Continuous provision, activities, provocations and carpet sessions are carefully considered to meet the needs of all the children.

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. We ensure that we listen to the child's voice and that their ideas, opinions and thoughts influence planning as much as possible.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction and forming strong relationships. Children have extended periods of free flow developmental play, during which they can be active and make choices in their learning. The outside is integral to teaching at Ashton Gate and children have access to this area for most of the day, where skilled practitioners are able to sensitively scaffold their learning through planned activities and provocations.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for their move to KS1.

5. Assessment

At Ashton Gate, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and fascinations, ensuring that the emphasis remains on quality interactions. Pertinent observations are logged on the Tapestry online learning journal and include observation notes, photographs and videos. Practitioners use this evidence and primarily their wealth of professional knowledge of the children to shape future planning and provide essential evidence for tracking children in their development and planning next steps. Practitioners also take into account observations shared by parents and/or carers.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. We make parents/carers aware that we are always available to talk and encourage them to discuss their child's development with us regularly. Parents and/or carers are regularly welcomed into the school for 'stay and play' sessions, for example, and we encourage them to come in and share their knowledge and experiences with the children at school.

Parents and/or carers are kept up to date with their child's progress and development. Ongoing dialogue, the online Tapestry journal, parents evenings and the EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The class teacher will help to ensure that their learning and care is tailored to meet their needs. The teacher will support parents and/or carers in guiding their child's development at home. The teacher also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved every year by the Local Governing Board.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy