

Policy on Early Years Foundation Stage



Review date: Autumn 2028

Bussage Primary School is a Church of England Voluntary Aided Primary School and this policy is written within the context of the Christian faith, practice and values which underpin our ethos, and which are in keeping with our Trust Deed.

Our school's Christian ethos is that all pupils, whatever their ability or talents, are created in the image of God, and are loved equally by Him.

Our school's mission is to provide a learning and development environment in which all pupils and staff can make the most of their God given potential and aspire to "be the best that they can be."

Our school vision is built upon the four cornerstones of WISDOM, HOPE, COMMUNITY and DIGNITY.

For children to be able to learn effectively and to live life to its fullness they must be safe and secure and they must feel safe and secure. In our school, Child Protection and Safeguarding is always our top priority.

Statutory	Yes
Web-Site	No
Owner	Headteacher
Policy Author	Headteacher
Committee	Learning & Development

Delegation and Review	
Max. Permitted	Not applicable
Determined	Committee
Review	Governors Decide
Frequency	Every 2 years (or sooner if legislation changes)

Signed: Sarah Bennett, Zoe White and Amy Howe

Next Review: Autumn 2028

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1 – Our School Vision and Values

Bussage Primary School is a Church of England Voluntary Aided Primary School and this policy is written within the context of the Christian faith, practice and values which underpin our ethos, and which are in keeping with our Trust Deed. Our school's Christian ethos is that all pupils, whatever their ability or talents, are created in the image of God, and are loved equally by him. Our school's mission is to provide a learning and development environment in which all pupils and staff can make the most of their God given potential and aspire to "be the best that they can be."

Our vision of "Learning for life in all its fullness" and Christian values are at the heart of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils to leave our setting as confident, happy individuals who live life to the full.

Our school vision is built upon the four cornerstones of WISDOM, HOPE, COMMUNITY and DIGNITY.

Our school values are: Compassion, Courage, Forgiveness, Friendship, Generosity, Justice, Perseverance, Respect, Service, Thankfulness, Trust and Truthfulness.

2 – EYFS: Intent Statement

At Bussage Primary School we believe that a child's time in the early years is critical to their development throughout school and later life. We value all learning experiences offered in school and at home, working in partnership with parents and carers to provide the best possible opportunities, ensuring each individual child reaches their full potential.

We seek to provide:

- Quality and consistency in our Reception classroom, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The school implements the Statutory Framework for the Early Years Foundation Stage (current version). This sets the standards that all early years' providers must meet to ensure that children learn and develop well, are kept healthy and safe and have the knowledge and skills they need to start school and to transition into Key Stage 1.

We use Development Matters, which is the non-statutory curriculum guidance for the EYFS framework that offers a top-level view of how children develop and learn, to support us in providing a quality education for each child. Development Matters covers a range of Areas of Learning and Development, from reading to maths and beyond.

We use the Characteristics of Effective Learning (CoEL) to support children and make sense of how the children are learning, in order to provide high quality teaching and learning outcomes. The CoEL focus' on three key elements; engagement, motivation and thinking. Making observations and knowing how to support children as individuals is at the heart of understanding the importance of the characteristics of effective learning.

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

We believe that good teaching for SEND children is also good teaching for all children. Our curriculum is ambitious for all pupils. Nevertheless, we are mindful of potential barriers to learning for children with additional needs. Therefore, we have

considered ways to adapt our teaching to encourage independence and to ensure that it is accessible to all.

We adapt the curriculum by:

- Identifying the 'critical core content' that pupils with SEND need to know and use;
- Identifying key vocabulary and icons;
- Giving clear instructions which may need repeating for specific pupils;
- Chunking knowledge/models into manageable sections;
- Using structured 'deliberate practice' to increase attention and retention;
- Scaffolding tasks to enable success in 'hard thinking', with a view to remove the scaffold;
- Opportunities to rehearse and practise key vocabulary to help consolidate knowledge;
- Considering using an alternative space for specific children to focus;
- Using a multi-sensory approach (visual images, hearing the words again, I do/We do/You do);
- Providing adult support to discuss or collect their ideas to aid with discussion or critiquing others works.

All children will quickly become part of the school family. They will learn about our school vision and values, and they will learn to follow the school rules of being ready, respectful and safe.

3 - EYFS: Implementation Statement

At Bussage Primary School we follow the Early Years Foundation Stage framework.

This is made up of four overriding principles which our early year's education is based upon:

- Unique Child – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships – Children learn to be strong and independent through positive relationships.
- Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The curriculum provides a play-based and experiential learning environment, combined with focussed teaching and basic skills, to ensure children make rapid progress before moving onto Year 1. The children in Reception are provided with ample opportunities accessible in our indoor and outdoor provision. Children have daily access to high-quality outdoor learning opportunities, which are considered an

integral part of the EYFS curriculum. Outdoor provision supports learning across all seven areas of learning and development.

They engage in planned, focussed activities as well as self-initiated and free flow activities. The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS.

In addition to this we also:

- Teach Personal Social and Health Education using SCARF planning and resources.
- Teach the foundational skills of PE using REAL PE.
- Teach phonics using the ELS programme.
- Teach mathematics using the NCETM and WRM programmes.
- Teach aspects of music using Charanga.
- Teach RE using the Gloucestershire Agreed Syllabus for RE.
- Teach Online Safety using Common Sense Media digital citizenship programme.

A range of activities will continuously be provided within the EYFS setting, so that children are given constant opportunities to develop their independent learning across all areas of the EYFS curriculum. This will be achieved through Personal Education and Growth Time (PEG Time), where children will be able to select and apply their own learning within the classroom.

4 - EYFS: Impact Statement

When a child starts school, every child completes the Reception Baseline Assessment, which provides an on-entry assessment of pupil attainment to be used as a starting point from which progress can be measured to the end of Key Stage 2. Staff use this assessment alongside observations to gain an understanding of each individual child's learning styles and needs. Ongoing formative assessment is an integral part of teaching and learning within the EYFS. Practitioners use observations, interactions and children's responses to inform planning, identify next steps and ensure that learning builds progressively over time.

Careful observations continue throughout the year and are tracked and recorded using Tapestry. Parents and/or carers can also contribute observations to Tapestry to share their child's experiences at home. This tool then allows us to develop a complete view of each child's development.

At the end of the Reception year, the Early Years Lead completes the EYFSP, to indicate whether a child has met each of the 17 ELG's. Each child will be assessed as either meeting expected levels of development ('expected') or not yet reaching expected levels ('emerging')

Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and

foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.

Positive relationships, clear routines and consistent expectations support children in developing self-regulation, resilience, independence and positive learning behaviours. Staff model and promote the school's values and expectations of being Ready, Respectful and Safe.

5 - Structure of the Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) covers children's learning and development from birth to the age of five. At Bussage Primary School, we provide the Reception year of the EYFS. Information from parents, carers and previous early years settings is used to support continuity and ensure a smooth transition into school. The EYFS seeks to provide quality, consistency and equality, so that every child makes progress and no child gets left behind.

The EYFS framework includes seven Areas of Learning and Development that are equally important and interconnected. These are divided into 'Prime Areas' and 'Specific Areas'. The Prime Areas support the child's development and learning of all areas. The Specific Areas give the child essential skills and knowledge.

Prime Areas – Communication and Language; Physical Development; Personal, Social and Emotional Development.

Specific Areas – Literacy; Mathematics; Understanding the World; Expressive Art and Design.

Within these areas of learning, the statutory Early Learning Goals establish expectations for children to reach by the end of the EYFS, in readiness for entering the National Curriculum in Year 1.

Embedded within these areas of learning are the Characteristics of Effective Learning, which support lifelong learning. The Characteristics of Effective Learning describe the behaviours children use in order to learn. We offer a wide range of opportunities, to enable children to access learning in the style that best suits them.

Characteristics of Effective Learning – Playing and Exploring; Active Learning; Creating and Thinking Critically.

6 - Inclusion

At Bussage Primary School we are fully inclusive, offering bespoke and immediate support for all children no matter where they are on their journey.

We set realistic and challenging expectations that meet the needs of the children, so that most children achieve the Early Learning Goals by the end of the Reception year. We help them to do this by planning to meet the needs of all children regardless of race, gender, religion or ability.

Practitioners use daily interactions and observations to assess what children know and can do, quickly identifying any misconceptions or gaps in learning. Assessment directly informs teaching and next steps, ensuring all children, including those with SEND and disadvantaged children, make good progress from their starting points. The school works closely with parents and carers, the SENDCo and external professionals where appropriate to identify emerging needs at the earliest opportunity and ensure effective support is put in place.

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. In line with the whole school 'SEND Policy', additional support will be given to children that are more-able, children with English as an Additional Language (EAL), and those with specific medical or learning difficulties.

Ongoing formative assessment informs planning and teaching and enables practitioners to identify next steps in learning.

7 – Staffing

Well-qualified, skilled staff will strongly increase the potential for the best possible outcomes for children. Staff members will receive training and development, so that they can offer a quality learning experience for all children. The Reception class is staffed in accordance with statutory requirements. Staff receive regular professional development in safeguarding, child development, curriculum development, early reading, SEND, behaviour and welfare to ensure high quality provision for all children.

8 – Transition

Transition to starting School is a very important process, as starting School can be a difficult time for parent/carers and children. We plan this time carefully to support families with a smooth transition so that they settle into School feeling safe and happy.

We offer a range of opportunities to support the process:

New Parents Meeting – An information meeting held in School and run by the Reception Team.

Pre-School Library – Children are invited to visit the Pre-School Library at School, to build confidence in entering the School building.

Pre-School Visits – The Reception Teacher visits children in their pre-school setting, where needed, to become a 'familiar face' and gain information about the child from their Key Worker.

Stay and Play Sessions – Each child is invited to attend play sessions at School, to build confidence in their new setting and start to build relationships.

In September, the children start School on a reduced timetable. The well-paced graduated transition begins with home visits being arranged in the first week of the school term, allowing for 1:1 time between teacher and headteacher, the child and

their parents. In week two, each child attends school for a specified combination of morning and afternoon sessions participating with half a class only to allow relationships and familiarity to develop. In week three the children all attend together for a full morning and lunch hour until 1:15pm. School starts full time in Week 4. The transition plan enables a lower child to adult ratio which has proven crucial in building positive relationships, identifying potential barriers and getting used to the routines.

Please see Appendix A for further detail on transition activities.

9 – Parental Involvement

We recognise that children learn and develop well when there is a strong partnership between School and home. We value the positive relationships that we build with our families and believe that all parents/carers have an important role to play in the education of their child.

We offer a range of communication methods to share information. We feel that the best method of communication is via face to face conversations. The class Teacher welcomes the children into School every morning, and sees them home at the end of every day, therefore being available to speak to parents/carers as and when needed.

Parents/carers receive an annual report and are invited to two Parents Evenings throughout the year, providing a more formal method of sharing progress. Alongside this, parents and carers receive regular information via email or social media, where key information is shared regarding the curriculum or extra-curricular activities.

At Bussage Primary School, we use an online Learning Journal called 'Tapestry'. This is a really powerful tool for sharing what a child has learned or experienced, both at home and at School. Parents and carers are encouraged to regularly view their child's Learning Journal and contribute to it to share experiences from home.

Homework is gradually introduced during the first year at school. Initially, the focus is on supporting the children to learn their sounds for reading and writing. Parents and carers are asked to read regularly with their child at home and record in their child's Reading Record when they have done so. The children are also encouraged to practise counting (practical and recorded) at home to strengthen their mathematic development. Additional learning challenges will also be sent home via Tapestry. Parents/carers are asked to embrace learning opportunities at home and share their child's learning via Tapestry.

10 – Attendance

Regular attendance and punctuality are essential to ensure children benefit fully from the Early Years curriculum and establish positive attitudes towards school from the outset of their education.

The school promotes excellent attendance from the beginning of Reception and works in partnership with parents and carers to support regular attendance.

The school will:

- monitor attendance and punctuality carefully;
- identify attendance concerns at an early stage;
- work with families to understand and address barriers to attendance;
- provide support where attendance difficulties arise;
- follow the school's Attendance Policy and current DfE attendance guidance.

We recognise that strong attendance habits established in Reception support children's long-term educational achievement, wellbeing and engagement in learning. Attendance concerns will be considered alongside safeguarding information and vulnerability indicators where appropriate.

11 – Equality

At Bussage Primary School, we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of good opportunity and foster good relations with regards to age, disability, ethnicity, gender, religion/belief and sexual identity.

12 – Safeguarding and Welfare

At Bussage Primary School, the safeguarding and welfare of our children is of utmost priority. We understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2025. The school follows Keeping Children Safe in Education (current edition), Working Together to Safeguard Children and the school's Safeguarding and Child Protection Policy.

We maintain an open and positive safeguarding culture where everyone feels comfortable raising concerns. All staff receive regular safeguarding training and understand their responsibilities. They are all trained to identify and report signs of possible abuse or neglect early in order to provide help for children in a timely and appropriate way. All staff must have an Enhanced DBS and disclose any convictions that may affect their suitability to work with children. We have clear whistleblowing procedures in place, and staff know how to report concerns about poor safeguarding practice.

All staff recognise that they have a key role to play in safeguarding children.

All staff have a basic First Aid qualification, and some staff are trained as Paediatric First Aiders. Parents are given notification should an accident occur. Any medications have to be authorised and administered in accordance with the whole School 'Supporting Children with Medical Needs Policy'.

We promote a healthy lifestyle, including physical, emotional and mental wellbeing, as well as the importance of good oral health. We encourage and support pupils with this by:

- talking to children;
- sharing picture books and other resources to explain the importance of the different aspects of a healthy lifestyle;
- modelling good practice;
- being involved in whole school initiatives, such as the Healthy Schools Award and events, for example 'Wellbeing Week'.

Statutory Welfare Requirements

The school ensures compliance with EYFS welfare requirements including:

- safeguarding and child protection;
- suitable people;
- staff training and supervision;
- key person arrangements;
- health;
- managing behaviour;
- safety and suitability of premises, environment and equipment;
- equal opportunities;
- information and records.

13 – Health and Safety including Intimate Care and Safer Eating

At Bussage Primary School, we believe that good health is important to enable growth and development. All children are provided with a free healthy snack each day (fruit or vegetables) and are offered the opportunity to have milk, which is free up to the age they turn 5 years old. Parents and carers may then choose to buy daily milk for their child, though registering with 'Cool Milk'. Children have access to water at all times, which can be refilled from our water machines located in school. The children are also encouraged to eat a healthy lunch, either through accessing the meals cooked onsite or via lunchboxes provided from home. All children in Reception are entitled to Universal Infant Free School Meals, which are cooked onsite with three options available each day, including meat and vegetarian options. Children with allergies can also access these meals, through completing relevant paperwork.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child following the whole School 'Intimate Care Policy'. Intimate care is any care which involves washing, touching or carrying out a procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping themselves after using the toilet and changing underwear following an 'accident'. In most cases, intimate care is to do with personal

hygiene and it may be decided by the school, with parental consent, to refer the school nurse where children require intimate care.

It is important to us that all children in the school are safe. We aim to educate children on our whole school rules of being 'Ready, Respectful and 'Safe' and we provide children with choices to help them develop these important life skills. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. In order to protect the physical and psychological well-being of all children we:

- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs (See whole school 'Behaviour Policy').
- Ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for.
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Children in our care are provided with a safe eating environment that supports healthy eating, minimises food-related risks, and ensures compliance with the Early Years Foundation Stage (EYFS) statutory framework, including the changes introduced in September 2025.

We aim to promote healthy eating habits from an early age and safeguard children from food-related risks, including choking hazards and food allergies

More details can be found here - <https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/food-safety>

This policy is to be read in conjunction with:

- Supporting Children with Medical Needs Policy
- Safeguarding and Child Protection Policy
- Teaching and Learning Policy
- Behaviour Policy
- Supporting children with Medical Needs Policy
- Intimate Care Policy
- Health and Safety Policy

Appendix A:

Bussage C of E Primary School Transition activities for pre-schoolers



Adults involved

Headteacher: ZWhite
Deputy Headteacher: AHowe
EYFS Lead: SBennett
EYFS TAs: RWeaver and YMason
Office team: KTurley and KRigg

Activity	timescale
Open days x 3 set out for Autumn Term Banners displayed in the locality and into Stroud Governors also attend open mornings to support conversations and give an alternative perspective	3 sessions in Sept, Oct and Nov
Two stay and play sessions offered	September
Invite to a Forest School Session for pre-schoolers	October
Invite to Nativity dress rehearsal to local nurseries and pre-schools	December
Welcome letter sent out to new parents who have accepted allocation, this includes details of our website and social media sites so that parents begin to be part of the school community	April
Bailey's book club visits are able to begin for all new pupils	April onwards
Class teacher visits settings to speak to staff (elicits any friendship groups for transition ease)	May/June
SENDCo visits/phones setting to speak to staff about any special needs	May /June
SEND/vulnerable meetings arranged – parents of children with SEND needs are invited in for a meeting.	June/July
New Parents meeting -welcome induction pack given out	June
Taster day sign up (class swap day)	July
Teddy bear's picnic and a story with Mrs Bennett	July
Tapestry set up. Short video sent home and a challenge.	July/August
Home visits scheduled – children receive a craft activity to make and take to school on their first day.	September
Transition period into school begins: Week 1 – home visits (class teacher and headteacher) Week 2 – morning and/or afternoon sessions (half class) Week 3 – 8:45 – 1:15pm (whole class) Week 4 fulltime	September
Children create a memory to take home on their first day.	September