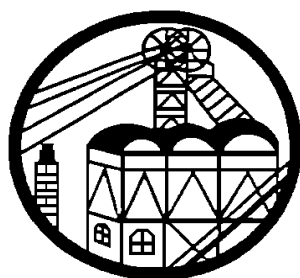


# **Burradon Community Primary School**



Learning together; growing together  
At the heart of the community

## **Early Years Policy** October 2025

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## **Contents**

- 1. The purpose and aims of the Early Years Foundation Stage.**
- 2. Why is the Early Years Foundation Stage so important?**
- 3. The Early Years Foundation Stage Curriculum.**
- 4. Assessment.**
- 5. Safeguarding.**
- 6. Staffing.**
- 7. Partnership with Parents.**
- 8. Admissions.**

# Burradon Community Primary School

## Early Years Foundation Stage Unit

### 1. The purpose and aims of the Early Years Foundation Stage (EYFS)

The DFE framework for the Early Years Foundation Stage (EYFS) is statutory for children from birth to five years. The framework applies to all early years providers in England.

Within the school setting of Burradon, EYFS children can attend from the age of two until they are five, at which point they transfer into Year 1. We have two classrooms for the children: pre-school where our youngest children age 2 and 3 attend and a FS1 (nursery) and FS2 (reception) classroom where children in their nursery year (the academic year they turn 4) to the end of their FS2 (reception) year attend.

The EYFS seeks to provide:

- Quality and consistency in all Early Years settings, so that every child makes good progress and no child gets left behind;
- A secure foundation through learning and development opportunities which are planned through the needs and interests of individual children and are assessed and reviewed regularly;
- Partnership working between practitioners and with parents and carers.
- Equality of opportunity and anti-discriminatory practice to ensure every child is included and supported.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- The areas of learning and development which much shape activities and experiences (educational programmes) for children in all Early Years settings;
- The early learning goals that providers must help children work towards (these are the knowledge, skills and understanding that children should have by the end of EYFS);
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

The overarching aim of the EYFS is to help young children achieve four 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 needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers;
- **The importance of learning and development.** Children develop and learn in different ways and at different rates.

The framework covers the education and care of all children in our early years provision, including children with special educational needs and disabilities (SEND).

These themes underpin our philosophy of a holistic approach to learning, reflecting every child's right to grow up safe; healthy; enjoying and achieving; making a positive contribution; and economic well-being.

## **2. Why is the Early Years Foundation Stage so important?**

The EYFS is a vital stage in a child's education. It is a time when children develop learning attitudes, skills, social integration and personal organisation that prepare them for their future education. It is in fact, their foundation to life.

Play and practical activities are a central part of learning. Children are given opportunities for exploration, enjoyment and challenge through a range of self-initiated activities, adult led activities and structured play.

At Burradon Community Primary School, we believe it is important to provide an education within the EYFS that aims to meet the individual needs of every child. Children are made to feel safe and secure and are valued as individuals. Fostering independence and positive attitudes to learning, in order that children achieve their full potential is paramount in a fun and enjoyable environment.

## **3. The Early Years Foundation Stage Curriculum**

The EYFS learning and development requirements comprise of:

- The seven areas of learning and development and the educational programmes;
- A progressive set of objectives from 0 to 5 years divided into 0-3 years, 3-4 years and 4-5 years. The progressive objectives indicate the development of knowledge, skills and understanding that all young children should gain as they progress through EYFS;
- The assessment requirements (when and how practitioners must assess children's achievements and when and how they should discuss children's progress with parents and/or carers).

The EYFS Curriculum is organised into seven areas of learning and development that must shape educational programmes. All areas of learning and development are important and interconnected. In the statutory framework, three areas are

particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These three areas are referred to as the '**prime**' areas:

- Communication and Language (C&L)
- Physical Development (PD)
- Personal, Social and Emotional Development (PSED)

Providers must also support children in four 'specific' areas, through which the three 'prime' areas are strengthened and applied. The '**specific**' areas are:

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

### **Communication and Language (C&L):**

The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### **Physical Development (PD):**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with support from adults, allow children to develop proficiency, control and confidence.

### **Personal, Social and Emotional Development (PSED):**

Children's personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### **Literacy (L):**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### **Mathematics (M):**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns with those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small objects and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of maths is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for pattern and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### **Understanding the World (UW):**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### **Expressive Arts and Design (EAD):**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Within Burradon EYFS, the curriculum is designed to provide a range of learning with language development being central to the experiences provided. The careful sequencing of experiences and learning enables children to build upon their learning over time. Play is an essential part of the early years curriculum, and is reflected through opportunities for children to:

- take part in child-led activities, freely enjoying play experiences;
- take part in adult led activities whereby play is supported and extended by adults through high quality interactions;
- take part in focused learning whereby play is guided towards specific outcomes.

Practitioners working with the youngest children will focus heavily on the three prime areas which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capabilities all children need to develop and learn effectively. As children grow in confidence and ability the balance will shift towards a more equal focus on all areas of learning.

Practitioners must also reflect on the different ways children learn. Three characteristics of effective teaching and learning are:

- **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.

#### **4. Assessment**

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities and support. Ongoing assessment is an integral part of the learning and development process.

On entry to Foundation Stage, whether that be at pre-school, FS1 (nursery) or FS2 (reception) level, a baseline assessment is carried out on each child. This provides us with information about what each child can do and in turn is used to inform planning and monitor progress. This data is collated on the whole school assessment database 'Insight Tracker' which is updated regularly.

Parent/carer's views regarding their child's abilities are taken into consideration during this process through a questionnaire, this is completed by the parent/carer during one of their stay and play sessions. Some children attend our pre-school or another playgroup / FS1 (nursery) setting prior to attending Burradon EYFS. The exit data from the previous setting is used in conjunction with teacher judgement and parent/carer input in order to establish a complete picture of the child. In addition, an age related observation checklist is completed to establish a child's readiness for the current curriculum based on the individual child's age. The checklist covers the prime areas of learning, any gaps are a focus for individuals. The North Tyneside Communication Screener is also completed on every child in order to establish a baseline for speech, language and understanding. From this, referrals can be made as appropriate.

Data from the child's previous year will establish a baseline for the current year they start in our setting. For example; data from a child in our pre-school will establish a baseline for their FS1 (nursery) year. For those children joining us in FS2 (reception), we will contact previous settings to obtain their data in order to establish a baseline.

Children who have not attended a pre-school setting will be assessed in line with the Early Years Development Matters in order to establish a baseline and this information will be placed on Insight Tracker. Again, an age related observation checklist is completed to establish a child's readiness for the FS2 (reception) curriculum. In addition, the FS2 (reception) Baseline Assessment is completed within the first six weeks of a child starting school and is statutory to inform parents.

Assessments take place continually through focussed assessments and regular observations, these inform planning and update the Early Years assessment overview to ensure they are fulfilling their potential. Assessments are highlighted as 'red' if the children are 'supported' within the curriculum they are working or 'green' if they are 'expected' in the curriculum they are working in.

The final term of FS2 (reception) and no later than June 30<sup>th</sup>, the EYFS Profile will be

completed for each child. The EYFS 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. Children are assessed as to whether they are meeting the 'expected' level of development or if they are not yet meeting this level of development and are therefore 'emerging'.

The level of development children should be expected to have attained by the end of EYFS is defined by the early learning goals (ELGs). The ELG's are **not** to be used as a curriculum as this limits the variety of rich experiences that are crucial to child development. The ELG's **are** to be used to support teacher's judgements about a child's development and their readiness for Year 1.

The expected level of development for each area:

### **Communication and Language**

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when in back and forth exchanges with their teachers and peers.

ELG: Speaking

- Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **Personal, Social and Emotional Development**

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### ELG: Building Relationships

- Work and play co-operatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and others' needs.

## **Physical Development**

### ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with considerations for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### ELG: Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

## **Literacy**

### ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate - key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## ELG: Writing

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

## Mathematics

### ELG: Number

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Understanding the World

### ELG: Past and Present

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters, and events encountered in books read in class and storytelling.

### ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate – maps.

#### ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

#### **Expressive Arts and Design**

##### ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

##### ELG: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with other, and – when appropriate – try to move in time with music.

In addition, it is also required that practitioners comment at the end of EYFS on children's 'characteristics of effective learning', as stated earlier. The EYFS Profile and the characteristics of learning should be used to inform the Year 1 teacher about each child's stage of development and inform planning to further meet the needs of the children and ensure transition between Key Stages is smooth and consistent.

Results of the EYFS Profile must be shared with parents and carers.

## **5. Safeguarding**

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relations with the adults caring for them.

At Burradon EYFS, we aim to provide a welcoming, safe and stimulating environment where children enjoy learning and grow in confidence. (Ref: Child Protection Policy and Safeguarding Policy)

## **Child Protection**

EYFS Staff are trained in safeguarding procedures and are able to identify signs of possible abuse and neglect. These may include:

- Significant changes in children's behaviour;
- Deterioration in children's general well being;
- Unexplained bruising, marks or signs of possible abuse or neglect;
- Children's comments which give cause for concern;
- Any reasons to suspect neglect or abuse outside the setting, e.g. in the child's home;
- Inappropriate behaviour displayed by other members of staff or any other person working with the children.

Practitioners that have concerns about children's well-being must inform the EYFS lead and the Designated Safeguarding Lead (DSL).  
(Ref: Child Protection Policy and Safeguarding Policy)

## **Health and Safety**

The health and safety of children in Burradon EYFS is vital and as such a detailed risk assessment has been carried out to ensure all children are in the safest environment possible to enjoy a happy and fun experience. (Ref: Health and Safety Policy).

We have taken into account the Early Years Foundation Stage Nutrition Guidance document and ensure that there is a first aider present when children in EYFS are eating snack and lunch. Precautions have been taken to ensure all fruit and vegetables we provide in school have been correctly served in line with the guidance for example; apples and carrots to be cut into slices and batons.

## **6. Staffing**

**Qualifications:** All staff within Burradon EYFS have the appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities.

**First Aid:** EYFS Staff hold a current paediatric first aid certificate which is updated as necessary. (See First Aid Policy)

**Induction:** All staff receive a period of induction training to familiarise themselves with the policies and procedures of the school and understand their roles and responsibilities. (See Induction Policy)

**Performance Management:** A cycle of Performance Management is in place for all staff to identify any training needs and ensure staff are supported when taking part in opportunities for professional development. (See Performance Management Policy)

**Key Person:** In order to ensure that every child's needs are met and to help children become familiar with the setting a key person is assigned to all children in EYFS.

We do operate an 'open door' policy and parents and carers can approach any member of staff regarding concerns or issues, this must however be passed on to the EYFS Manager to address.

**Ratios:** In accordance with the 'Statutory Framework for the Early Years Foundation Stage' our EYFS ratios are determined by the requirements for both FS1 (nursery) aged children and FS2 (reception) aged children. Our pre-school consists of children aged 2 and 3. We operate on a 1:5 ratio in our pre-school provision. We have a de-registered FS1 (nursery) therefore the requirements for FS1 (nursery) aged children are one FS1 (nursery) teaching assistant per 8 children. For FS2 (reception) aged children the size of class is limited to 30 children per school teacher.

## **7. Partnership with Parents**

Parents have a vital role to play in the education of their child. We seek to develop an effective partnership between home and school by:

- Arranging 'Stay and Play' sessions prior to children starting school in order to experience some of the activities we have on offer and meet the EYFS staff.
- Operating an 'open door' policy for informal discussions so parents can talk to members of staff when they drop children off or collect them at home time.
- Appointments can also be made to see specific members of staff.
- Offering regular opportunities for formal discussions regarding children's progress during the Autumn, Spring and Summer Terms.
- Providing 'open afternoons' for parents to come into school and to share with their child their learning through books and learning journeys.
- Providing opportunities for parents to come and work alongside their children e.g. Literacy and Mathematics based activity mornings or afternoons. Activity mornings/afternoons for FS1 (nursery) and FS2 (reception) children to enable parents to have the opportunity to share in their children's learning and find out how they can help their child at home.
- Providing all children with a written report at the end of the academic year.
- Arranging meetings for those children on a School Support Plan, Speech Plan or IBP.
- Providing a half- termly newsletter to inform parents and carers of the activities and learning we are taking part in during the half term, as well as any other activities that are taking place.
- Completing weekly homework to support learning in class for FS2 (reception) children.
- To become actively involved in their children's SeeSaw accounts to gain a greater understanding of the activities children engage in within school.
- To follow activities on social media such as Facebook.

## **8. Admissions**

Children can attend a pre-school from the term after they turn 2. Children aged 3-4 can attend the FS1 (nursery) class. Children aged 4-5 attend the FS2 (reception) class. Children who are three are referred to as Foundation Stage 1 FS1. Our 15 hours entitlement for three year olds is currently offered as five mornings. We also offer the 30 Hours Childcare Offer for those parents who are eligible to the additional 15 hours, parents need to provide their 30 hour code to school prior to their children starting.

We also offer a pre-school provision for funded places. Depending on staffing and ratios, children can start the term after their second birthday. This operates in the small Hall during morning sessions. Children stay in the pre-school provision until their FS1 (nursery) year where they transition to the EYFS unit in the school alongside FS2 (reception) pupils. Both working parent entitlement and 2 year old funding codes need to be provided to school prior to children starting this provision.

Children attend full time school during the academic year in which they are five. These children are referred to as Foundation Stage 2 (FS2). Applications for a place in Foundation Stage 2 will need to be made to North Tyneside Education Authority during the Autumn term of FS1 (nursery).

This policy has been written based upon the DFE Guidance from the following documents:

- Early Years Foundations Stage Statutory Framework (2025)
- Early Years Foundation Stage Profile (2025)
- Development Matters (2023)
- Early Years Foundation Stage Nutrition Guidance (2025)

This policy should be read in conjunction with the following policies and documents of Burradon Community Primary School:

- Anti Bullying Policy
- Positive Behaviour Management Policy
- Child Protection Policy
- First Aid Policy
- More Able Policy
- Health and Safety Policy
- Intimate Care Policy
- Managing Medicines in School Policy
- Risk Assessment Documentation
- Safeguarding Policy
- SEND Policy
- SRE Policy and Guidance
- Staff Handbook
- Toileting Policy
- Volunteers in School Policy

See also the EYFS Curriculum Overview and Assessment