



Early Years Foundation Stage Policy

Calcot Infants and Junior Schools

1. Document Control

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Chair of Governors' signature: **Mrs Julia Kidd**

2. Change History

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3	2016 January	No changes
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6	2023 September	Amended
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3. Website History

Version	Date on website
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CALCOT INFANT AND JUNIOR SCHOOLS

Early Years Policy

Introduction

The Early Years Foundation Stage (EYFS) is for children from birth to the end of the Reception year, when they reach the age of five.

At Calcot Schools, our Early Years provision includes children from the term after they turn two until the end of the Reception year. Our Foundation Stage consists of:

- Nursery (Foundation Stage 1), which provides for children aged two to four years. We accept both 15-hour and 30-hour Early Years funding, where families are eligible. Parents and carers also have the option to purchase additional hours in line with the school's charging and remissions policy.
- Reception (Foundation Stage 2), which provides for children aged four to five years.

In addition to core session times, wraparound care is available for children in the Early Years Foundation Stage from 7:30am until 5:30pm, providing continuity of care in a familiar and nurturing environment.

Our provision is carefully adapted to meet the developmental needs of younger children, particularly those aged two to three. There is a strong emphasis on the prime areas of learning, secure attachments, consistent routines and high-quality adult interaction.

Entry into Foundation Stage 2 is not phased; all children are admitted to Reception in September in the year that they turn five.

When children join our Early Years provision, we recognise that they arrive having already learned a great deal. It is therefore essential that we build upon their prior learning and experiences. We work collaboratively with parents/carers and any previous settings to share information and ensure that each child's learning is a continuous journey. This partnership is particularly important for younger children, including those aged two, where strong relationships support smooth transitions, emotional security and continuity of care and learning.

The Early Years Foundation Stage Framework

The EYFS prepares children with the skills, enthusiasm and independence to learn as they progress throughout the school. The Early Learning Goals (ELGs) set out what is expected of most children by the end of the Foundation Stage. We continually develop our provision to ensure that every child is given the opportunity to meet, and where appropriate exceed, these goals.

Our provision is underpinned by the four themes and principles of the EYFS:

A Unique Child

Every child is recognised as a competent learner who can be resilient, capable, confident and self-

assured. Children develop in individual ways and at different rates. Their attitudes to learning are influenced by feedback from others, and we use praise and encouragement to support positive learning dispositions.

Positive Relationships

Children learn to be confident and independent through secure relationships. We aim to develop caring, respectful and professional relationships with children and their families.

Enabling Environments

The learning environment plays a key role in supporting and extending children's development. We observe children closely to understand their interests, development and learning and plan challenging yet achievable experiences that extend their thinking.

Learning and Development

Children learn and develop in different ways and at different rates. All areas of learning are valued equally and are recognised as interconnected.

Our Aims for the Early Years Foundation Stage

We aim to:

- provide a safe, stimulating, caring and inclusive environment that meets the needs of all children, including those with additional needs
- provide a broad, balanced and creative curriculum that establishes strong foundations for future learning
- provide opportunities for learning through planned, purposeful play across all areas of development
- value children's individual strengths and support them to make progress
- encourage independence, choice and decision-making
- work in partnership with parents/carers and value their contributions
- ensure all children experience a challenging and enjoyable programme of learning
- provide inclusive, appropriately challenging experiences for every child
- promote children's curiosity, communication, resilience and confidence through high-quality interaction, play-based learning and meaningful experiences

Planning of the EYFS Curriculum

The EYFS curriculum is organised around seven areas of learning and development. These areas are interdependent and are taught through a balance of adult-led and child-initiated learning.

Prime Areas of Learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

These areas are essential for children's healthy development and future learning, particularly for children aged two to three, where progress in the prime areas underpins all later learning.

Specific Areas of Learning:

- Mathematics
- Literacy
- Understanding the World
- Expressive Arts and Design

Planning Our EYFS Curriculum

The EYFS curriculum underpins learning across the school and provides the foundation for Key Stage 1 and beyond. Our curriculum is ambitious, inclusive and coherently planned to build upon what children already know and can do. It:

- ensures continuity and progression across FS1 and FS2
- promotes language-rich learning environments
- prioritises early literacy through high-quality texts
- revisits mathematical concepts regularly to support retention
- develops children's understanding of the world and respect for diversity

The curriculum is designed to be engaging and inspiring, fostering curiosity, awe and wonder, and a love of learning. Diversity is celebrated, and high expectations are held for all children, including those from disadvantaged backgrounds. The curriculum is adapted where necessary to meet individual needs.

Curriculum Planning Structure

- Our EYFS long-term plan sets out the key curriculum principles, entitlements and experiences that all children will access throughout their time in the Early Years. It provides a coherent framework for learning, rather than a term-by-term topic plan, allowing staff to respond flexibly to children's interests and developmental needs.
- Medium-term planning is a flexible map of learning priorities, experiences and possible enhancements, informed by assessment and children's interests.
- Short-term planning in the Early Years Foundation Stage is responsive and child-led. Rather than following fixed weekly plans, practitioners plan in the moment, responding to children's interests, needs and next steps as they arise. This is informed by ongoing observation, assessment and professional dialogue. Teaching and learning are shaped through high-quality interactions, adult modelling, questioning and the flexible adaptation of provision, ensuring that learning remains meaningful, relevant and developmentally appropriate for all children.

The Early Years team works closely with the Inclusion Manager and external agencies, where appropriate, to ensure individual needs are met.

The Learning Environment

Learning environments are carefully planned to meet the developmental needs of all children in the EYFS. For children aged two to three, this includes calm routines, age-appropriate resources, sensory play and spaces that promote emotional security.

Indoor and outdoor environments reflect all seven areas of learning and balance quiet and active areas. Children are encouraged to explore, investigate, and initiate their own learning, developing independence and confidence.

Safeguarding and Welfare in the Early Years Foundation Stage

Safeguarding and promoting the welfare of children is our highest priority. EYFS safeguarding practice operates in line with the school's whole-school Safeguarding and Child Protection Policy.

All EYFS staff:

- safeguard children and promote welfare
- receive regular safeguarding training
- follow procedures for reporting concerns

Statutory staff-to-child ratios are maintained at all times, and paediatric first aid provision is always in place. Clear procedures support health and safety, intimate care, behaviour, and emotional wellbeing.

Key Person Approach

Every child in the EYFS is assigned a key person who supports emotional wellbeing, builds secure attachments and works closely with families. This is particularly important for younger children and during transitions.

Assessment, Recording and Monitoring

Assessment is an integral part of the teaching and learning process in the EYFS.

Prior to entry, information is gathered from parents/carers and previous settings through home visits, discussions, and transition visits. This ensures a secure understanding of each child's starting point. For children in their second year, we complete the statutory Two-Year Developmental Check, which helps identify any additional needs and informs planning to support early development in communication, physical, and social-emotional skills.

On entry to Reception, all children complete the Reception Baseline Assessment (RBA) within the first six weeks. This statutory assessment provides a snapshot of each child's starting point in communication, language, literacy, and mathematics. The RBA is carried out in a supportive, informal way during everyday activities and is used to guide planning and next steps, ensuring each child's individual learning needs are met from the outset.

Formative assessment takes place daily and is based on ongoing observations of children's learning, interests, and development. Evidence may include observations, photographs, examples of work, and information shared by parents/carers. At Calcot Schools, we use Tapestry, a secure online learning journal, to record and celebrate children's progress and to support partnership with families. Staff are mindful that the EYFS statutory framework does not require an excessive number of individual observations; the focus is on purposeful assessments that inform planning and enable adults to be fully present with the children.

In the Reception year, regular monitoring of phonics progress takes place to identify children who may require additional support or further challenge, and planning is adapted accordingly.

Summative assessments are completed in December and April. Children's progress across all seven areas of learning is reviewed, and judgements are made regarding whether children are on track to meet age-related expectations. Parents receive termly updates and guidance on how to support learning at home. Teachers moderate judgements internally and with local EYFS networks to ensure accuracy and consistency.

In the summer term of Reception, teachers complete the EYFS Profile, assessing children against the 17 Early Learning Goals. This statutory data is shared with parents alongside the end-of-year school report.

Equal Opportunities and Special Educational Needs and Disabilities (SEND)

At Calcot Schools, we are committed to inclusion and equality of opportunity. All children have full access to the EYFS curriculum regardless of ethnicity, culture, religion, home language, gender, disability or background.

Children identified as having Special Educational Needs and Disabilities (SEND) are supported in line with the SEND Code of Practice. Provision is adapted to meet individual needs, and children may receive additional support through targeted strategies, intervention or involvement of external professionals.

Children who demonstrate strengths or particular interests are provided with appropriate challenge through differentiated activities, open-ended learning opportunities and higher-level questioning.

We work closely with parents/carers, the Inclusion Manager and external agencies to ensure that every child is supported to achieve their full potential.

Building Relationships with Families

Parents and carers are children's first and most enduring educators. Strong partnerships support children's development and wellbeing.

We promote this partnership through:

- clear communication about the curriculum
- opportunities for parents to contribute to learning via Tapestry
- parent meetings and workshops
- an open-door approach
- opportunities to attend school events and learning sessions
- regular sharing of progress and next steps

An annual written report is provided in July, summarising progress against the EYFS curriculum and, where applicable, the EYFS Profile.

Transitions

At Calcot Schools, we recognise that transitions are key moments in a child's learning journey. We carefully plan and support transitions to ensure that children feel safe, secure, and confident as they move between settings and stages.

Starting in Nursery (FS1)

When children first join our Early Years provision, including those in their second year, we support a smooth transition through home visits, parent/carer meetings, and short introductory sessions. These activities help children familiarise themselves with their new environment, meet key adults and peers, and begin to develop secure attachments. Families are encouraged to share information about their child's interests, routines, and prior learning to support a personalised start.

Transition from Nursery to Reception (FS1 to FS2)

Moving from Nursery to Reception is supported through planned transition activities across the summer term. Children participate in multiple short visits to Reception to explore the environment, meet new teachers, and become comfortable with routines. Parents/carers are invited to information meetings where they learn about the Reception curriculum, expectations, and how they can continue to support learning at home. Key adults from Nursery work closely with Reception staff to share knowledge about each child's development, interests, and needs, ensuring continuity in learning and care.

Transition from Early Years to Key Stage 1

As children move from Reception to Year 1, we carefully plan to maintain continuity of learning while supporting growing independence. Reception staff liaise with Year 1 teachers to share detailed information from the EYFS Profile, formative assessments, and observations, highlighting each child's strengths, next steps, and any additional support needs. Children take part in introductory sessions in Year 1 and have opportunities to meet their new teachers, explore the classroom, and understand routines, helping to reduce anxiety and promote a positive start to Key Stage 1.

Our approach to transitions is underpinned by strong partnerships with families, clear communication, and opportunities for children to develop confidence and independence. By supporting each transition thoughtfully, we ensure that all children experience continuity of care, feel valued, and are ready to thrive in the next stage of their education.

Monitoring and evaluation

This policy will be reviewed by the Governors' Curriculum Committee on a biennial basis.

Links to other policies

- Safeguarding and Child Protection Policy
- SEND Policy