

Young Minds, Free Spirit, Great Future



Silsden Primary School

Early Years Foundation Stage Policy 2025-26

Approved by Governors: March 2026

Review Date: September 2026

Intent

Rationale

This policy outlines the teaching, organisation and management of the Early Years Foundation Stage at Silsden Primary School.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of Reception. Our Early Years Foundation Stage accommodates children from the age of 3 to 5 years.

This policy is to be read alongside all other school policies specifically those relating to SEND and Behaviour.

Legislation

This policy is based on the requirements set out in the following statutory DfE publications;

- 2025 Statutory Framework for the Early Years Foundation Stage (EYFS)

Ethos

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up”. [Statutory Framework for the Early Years Foundation Stage 2021](#).

We believe that early childhood is the foundation on which children build the rest of their lives and at Silsden Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

In Early Years, children embark on a journey of discovery and exploration. We create a happy and caring atmosphere where all children feel valued and safe and where they will have the opportunity to develop positive relationships with all the adults and children within our setting.

The EYFS is a unique curriculum where children often initiate their own learning through play as well as engaging in planned topic led learning.

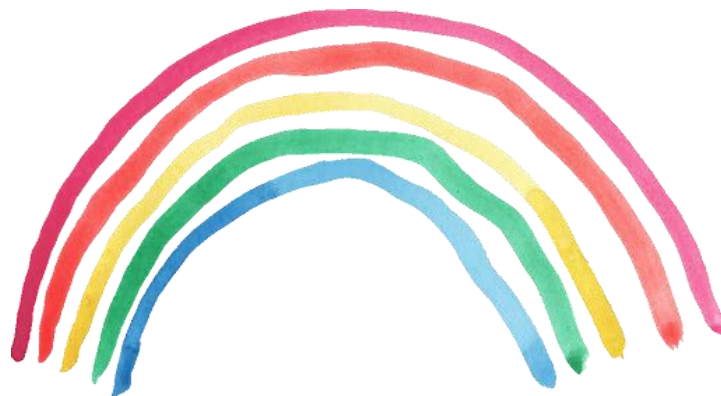
We believe that a natural holistic approach ensures our children have fantastic opportunities to explore the awe and wonder of the world we live in. Alongside this we place a huge emphasis on communication, literacy and language across our environment.

We encourage all of our children to play and explore, learn new things, have fun, persevere, concentrate, have their own ideas, make links to their learning and make their own choices to become a confident, independent individual.

Our Curriculum Goals

At SPS it is our curriculum intention that all children by the end of the EYFS have fallen in love with learning. We believe that this will empower all children to succeed in their journey of education as they move on to Key Stage One and Two.

Fall in love with learning....



...fall in love with yourself

- I am confident in who I am
- I am in charge of myself
- I am curious
- I am creative
- I am an explorer
- I am a risk taker
- I am a mistake maker
- I am a problem solver
- I am an imagineer
- I am a friend
- I am expressive
- I am a choice maker

...fall in love with words

- I am a book lover
- I am a communicator
- I am a wordsmith
- I am a mark-maker
- I am a writer
- I am a performer
- I am a reader
- I am a code breaker

...fall in love with numbers

- I am a number detective
- I am a confident counter
- I am a pattern spotter
- I am a super sorter

Aims & objectives

The content of the curriculum within the early year's unit is set out within the Revised EYFS document. Guidance is given on effective learning and teaching through seven areas of learning. Each include ages and stages of development which show the knowledge, skills, understanding and attitudes that children need to learn in order to achieve the expected levels of development by the end of their Reception Year.

All areas of learning and development are important and interconnected, and none can be delivered in isolation from the others. Our children's learning requires a balance of adult led and child-initiated activities in order for children to develop effectively and to give them the best chance of obtaining a good level of development at the end of their Reception Year.

We aim to support all children to become independent and collaborative learners. Across the Foundation Stage, we will provide a broad and balanced curriculum that will enable each child to develop socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. At Silsden Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Value what each child can do, assessing their individual needs and next steps and helping each child to progress. (We get to know our children through working with them and watching them in provision gaining in-depth teacher knowledge of each child. We use some summative assessments to help us meet individual needs and close gaps for reading, writing and maths. The children are not aware that these are assessments, we aim to make them practical and fun.)
- Develop positive relationships with parents and carers to build a strong partnership in supporting their children
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs. We follow the curriculum as outlined in the revised 2024 Statutory Framework for EYFS document, which is available on the school website.

EYFS Principles

There are 4 main principles outlined in the EYFS. These guiding principles should shape practice in early years settings. These are:

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
2. Children learn to be strong and independent through **positive relationships**
3. 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/or carers
4. Children **develop and learn** in different ways (see the characteristics of effective learning) and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Unique child

We recognise that children learn and develop in various ways and at different rates. The characteristics of effective learning support the child to become a motivated and effective learner. Children will play and explore and 'have a go' at using available resources, developing their language and experiences. Children will develop resilience and enjoy achievements through active learning and will make links, explore their ideas and strategies for problem solving through creating and thinking critically. Practitioners support children in developing all these characteristics through careful planning and by providing experiences and activities to scaffolding and supporting their learning. Children are treated fairly regardless of race, religion, gender or abilities. We welcome all children and families into our setting so that they feel included, safe

and valued. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

Positive Relationships

At Silsden Primary we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Providing an induction meeting for all new Nursery and Reception parents before their child starts school.
- Visiting new Nursery children in their current setting prior to them starting Silsden Primary School.
- Telephone calls and parent questionnaires to parents whose children are not currently in our own nursery.
- Stay and play sessions at the end of the summer term to prepare the children and families for the transition in September and to meet the teacher.
- Encouraging parents to talk to the child's teacher if there are any concerns
- Sharing children's achievements via Class Dojo with parents.
- There is a formal meeting for parents in the autumn and spring terms at which the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of the school year in July.
- Hosting a reading, writing and maths meeting for parents to explain how children learn and what parents can do at home to support their child.
- Following on from the reading, writing and maths meeting we will host a stay and play session inviting parents to come and see the learning in action.
- Developing a range of topics and appropriate activities throughout the year that encourage collaboration between child, school and parents.
- All staff involved with EYFS aim to develop good relationships with all children and parents, interacting positively with them and taking time to listen.

Enabling Environments

At Silsden Primary School our areas both inside and outside are thoroughly thought out to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet and be creative. In EYFS we recognise the importance of a well-planned environment both inside and outside. Continuous provision is available in each area in the classroom with enhancements being made daily to facilitate children's interests and needs. In both Nursery and Reception children have access to the inside and the outside environment at various points in the day which has a positive effect on the children's development. The outdoor area has sand, water, bikes, writing opportunities, mud kitchen, construction, grow and play area and role play. Spending time outdoors offers opportunities for exploring and learning things differently to when pupils are indoors and gives things a different perspective. The children can explore, use their senses and be physically active and exuberant in a well organised safe environment.

Implementation

The Curriculum

All children in Nursery and Reception are learning at different developmental points within the EYFS. Reception is the final year of the Early Years Foundation Stage 0-5 curriculum.

We follow the statutory EYFS Curriculum which is currently broken down into the **Characteristics of Effective Teaching and Learning** and the **Areas of Learning & Development**;

The characteristics of Effective Teaching and Learning;

Playing and Exploring;

Children investigate and experience things, and 'have a go'

- Realise that their actions have an effect on the world, so they want to keep repeating them
- Plan and think ahead about how they will explore or play with objects
- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing
- Make independent choices
- Bring their own interests and fascinations into early years settings
- Respond to new experiences that you bring to their attention



Active Learning;

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

- Participate in routines, such as going to their cot or mat when they want to sleep
- Begin to predict sequences because they know routines
- Show goal-directed behaviour
- Begin to correct their mistakes themselves
- Keep on trying when things are difficult



Creating and Thinking Critically;

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things

- Take part in simple pretend play
- Sort materials
- Review their progress as they try to achieve a goal. Check how well they are doing
- Solve real problems
- Use pretend play to think beyond the 'here and now' and to understand another perspective
- Know more, so feel confident about coming up with their own ideas
- Make more links between those ideas
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions



The above characteristics outline children's learning behaviours and their approach to everyday life, as opposed to their academic learning abilities. In Early Years adults model the CoETL through play and teach them via stories using animal characters and stories as hooks.

Areas of Learning and Development;

Prime Areas;

Communication and Language – Listening, Attention & Understanding and Speaking

Personal, Social and Emotional Development – Self-Regulation, Managing Self and Building Relationships

Physical Development – Gross Motor Skills and Fine Motor Skills

Specific Areas;

Literacy – Comprehension, Word Reading and Writing

Mathematics – Numbers and Numerical Patterns

Understanding the World – Past & Present, People, Culture & Communities and The Natural World

Expressive Arts & Design – Creating with Materials and Being Imaginative & Expressive

Communication and Language

Children have opportunities, feeling safe to do so, to speak and listen in a range of situations and learn talk rules. They are exposed to a rich language environment and experience new vocabulary every day

Personal, Social and Emotional Development

Children develop confidence and self-esteem, learn how to manage feelings and respect others

Physical Development

Children have opportunities to be active and develop coordination (both gross motor and fine motor) and they learn about healthy choices

Literacy

Developing a love of reading and progressing through the phonics programme which involves children learning how letters link to the sounds and begin to read and write

Mathematics

We teach maths using the NCETM mastery approach, to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age.

This scheme runs over 4 sessions during the week and we dedicate the 5th session to shape space and measures to ensure we have full coverage of the curriculum.

Understanding the World

Children have opportunities and engage in first hand activities to find out about people, cultures and religions, the environment, their local community and the world around them

Expressive Arts & Design

We have musical instruments in the outdoor provision, Songs are planned as part of our topic theme and shared with parents, We dance daily during our wake up shake up session and during celebrations, role play is available both inside and out on a large and small scale, opportunities to learn skills and engage in art and design activities are part of our daily provision.

All 17 areas of the curriculum have an Early Learning Goal (ELG). The ELG is defined by a list of skills that a child is expected to achieve by the end of their Reception year, in order to be seen as working at age related expectations.

Staff support children in all 7 areas, through which the three prime areas are prioritised and come first before being strengthened and applied to the four specifics. Adults extend children's learning through observing, getting involved in their play, supporting their thinking and asking open-ended questions.

We meet the learning objectives (skills) by carefully planning a fun topic-based curriculum which incorporates the flexibility to be able to follow the children's interests. We facilitate child-initiated learning and plan adult led activities within our daily timetable.

Teaching & learning

The EYFS curriculum is taught in ways that meet the needs of the individual learners. This will include:

- an enabling, happy, caring, safe and secure environment
- warm and secure relationships between peers and adults
- a high-quality curriculum in line with the EYFS document
- active learning through first hand experiences both in indoor and outdoor play
- valuing the cultural diversity within our school and community
- fostering positive home school links and sharing a common sense of purpose with parents

Teaching and learning in school will be enhanced by educational visits and visitors. Teachers use a variety of grouping structures and varying levels of adult support from one to one and small group activities to whole class learning experiences. Staff plan collaboratively to ensure a broad and balanced curriculum is delivered that encourages creativity and independence.

Systematic Synthetic phonics is taught following the Silsden Primary School Phonics scheme. This scheme following the DfE Letters and Sounds order, using RWI resources and teaching methods.

Please see the [Phonics policy for more information.](#)

Staffing

Both Nursery and Reception operate on the ratios outlined in the DfE guidance and adhere to these as a minimum at all times. All staff have experience within EYFS.

Organisation

Silsden Primary School offers 30hr Nursery provision for children who are three years old. Children attend Nursery for the academic year prior to their Reception year in full time school. The Nursery day runs in line with the normal school day from 8.45am – 3.20pm. Children who attend for a full day bring a packed lunch until Oct half term when they can have a school meal. They eat in the main school hall under the supervision of 2 Nursery staff and 2 Lunchtime Supervisors.

Details of the admission criteria and procedure for our Nursery class are set out in the school's admissions policy.

In our Nursery there is a minimum of one full-time teacher and three full-time teaching assistants. Each Reception class has a minimum of a full-time teacher and one full-time teaching assistants. To ensure best practice and continuity, our foundation stage classes work closely together and share planning, activities and their outdoor learning environments.

Environment

At SPS the environment has been carefully set out to allow the children to access each area of provision independently with the tools to support their own learning. The environment is welcoming, aesthetically pleasing, culturally representative of community, embraces nature and filled with engaging materials and

purposeful colour. Colour is selected to represent the natural world and used carefully for an authentic representation. A neutral calming theme of hessian, warm lights and greenery is used as a base to support children with their learning behaviours & habits, concentration and SEMH needs.

We ensure that each area of learning within the classroom has links within the EYFS curriculum framework e.g. reading and role play. EYFS Leads have completed the Early Excellence environments and continuous provision training and together we have planned for progression for children moving from our Nursery setting into Reception. Progression is reflective in both our furniture and provision.

All environments are language rich and promote our teaching of vocabulary and phonics. We value our teaching spaces as a tool to promote relationships, communication, collaboration and exploration through play. Materials are thoughtfully added to the environment to promote creativity, thinking and problem-solving skills, questions, experimentation and open-ended play. In EYFS all adults spend time carefully planning and prepping their environment.

Displays are used either working walls or a showcase of teaching and learning. We believe and ensure that all children have a space within our classroom displays to empower their self-esteem and praise the process, not the outcome.

Resources

Across EYFS resources are categorised as either; continuous provision - out year-round where children self-select; or adult enhanced provision – new resources are added each week to enhance learning and are replaced the following week.

All adult enhanced provision is rotated on a weekly basis if not more often, depending on the learning that is taking place. All continuous provision is set up for the academic year but may be adapted according to the needs of the children each term.

EYFS staff regularly monitor resources and inform the EYFS leader or subject coordinators if things need to be ordered/replaced.

Behaviour

Children in EYFS follow the whole school behaviour policy. In Nursery the behaviour ladder system has been adapted and a shorter, simpler version, has been created and displayed as a traffic light system.

Please see the Behaviour policy for more information.

Impact

Assessment & recording

We get to know our children through working with them and watching them in provision gaining in-depth teacher knowledge of each child. We use some summative assessments to help us meet individual needs and close gaps for reading, writing and maths. The children are not aware that these are assessments, we aim to make them practical and fun.

Formative assessments are ongoing and teachers choose how to gather information in a way that suits them to ensure they feel confident about each individual child's level of development and next steps. Learning journals are no longer a requirement with more emphasis given to teacher knowledge. Some

records are kept by teachers such as art work, drawings and photographs to help show progression from the start of the year to the end. Evidence of independent writing and maths work is collected termly and used for moderation and assessment.

Teachers will input summative data at baseline and at the end of each term on to the whole school tracking system and discuss pupil progress on a regular basis. Staff moderate in house and with other local schools to ensure accurate judgements are made. Children's progress will be reported termly to parents in the format of a parents evening or written school report.

Children will be assessed on their entry into both Nursery and Reception. The Reception baseline assessment considers any other records we receive from previous preschool/ Nursery settings, parents and childminders. Many of our children have attended our nursery which helps to facilitate this process. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. In Reception, children complete the statutory Reception Baseline Assessment (RBA) within the first six weeks of them starting school. The outcome of this is printed and reported to parents in the form of a series of statements and used alongside our own SPS baseline activities. Parents are given the opportunity to discuss these statements with the teacher.

If a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers in order to agree how to support their child. The teacher judgements at the end of the academic year will inform the end of Reception Early Years Foundation Stage Profile for each child which is reported to the Local Authority. They will achieve on track (meeting the Early Learning Goal) or not on track (working towards the Early Learning Goal). We send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the Early Learning Goals. Parents are given the opportunity to discuss these judgements with the teacher. We adhere to the statutory guidance for assessment and reporting arrangements (ARA) for the EYFS profile for the latest academic year.

Safeguarding & Welfare

The safeguarding requirements, as set out in the EYFS statutory framework, are met through the existing School Safeguarding and Child Protection Policy (and safer recruitment guidance). Child protection procedures are in place and all EYFS staff are trained at the start of each school year to understand the safeguarding policy and procedures.

Staff ratios meet the statutory requirements of the EYFS. Risk assessments are in place for indoor and outdoor provision and additional risk assessments are undertaken for educational visits and other one-off activities, such as local area walks. Risk assessments are also completed for individual children when necessary and all assessments are shared with staff.

Children are collected from the main doors of Nursery/Reception at the end of the day and only dismissed to an adult (16+). Permission must be given by the main carers for anyone other than themselves to collect their child. Additional adults with regular permission to collect are written down and kept in school. There is also a password system in place for occasional pick-ups by additional adults.

Toilet Assistance

Parents are encouraged to ensure that their children are toilet trained before starting at SPS Nursery/ Reception. We understand that children have toilet accidents from time to time. Children will receive the help they need in the event of this happening. We provide baby wipes and spare clothes.

Parents must sign the intimate care policy to allow staff to support their child if they become require changing frequently.

Please see the intimate care policy for more information.

Healthy Eating

Supervision is required for when children are eating. Adults must be able to see children's faces whilst they are eating including whilst preparing and serving food.

Staff involved in preparing food for children must receive training in food hygiene.

All children, in Nursery and Reception, are provided with a healthy snack each day as well as being given the choice of a drink - milk or water. Parents need to register with our milk provider (Cool Milk) first. Please see further instructions in your welcome pack. Access to water is available at all times.

In Nursery a full snack menu incorporates a wide selection of healthy foods. This is to encourage pupils to experiment with foods and develop independent skills when it comes to health and self-care. There is a fruit option every day.

In Reception all children receive a piece of fruit or vegetable from the government school fruit and vegetable scheme.

There is a cost for school dinners for children in nursery but are provided free for all children in Reception. Menus are sent half termly for parents to see, discuss and select with their child. School dinners can be chosen in advance, by parents. Food allergies or intolerances are catered for by the school kitchen. Allergy lanyards are worn by all children with a food allergy. It is the teachers responsibility to ensure children are wearing lanyards and these children are served at the serving hatch.

Monitor & review

This policy will be reviewed regularly by the EYFS staff and SMT alongside any statutory updates in guidance for EYFS from the DFE.