



Early Years Foundation Stage Policy

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1. Vision Statement

The Beaumont family endeavours to create a love of lifelong learning, grow healthy resilient minds and develop aspirational future citizens. Our children will make a difference by leading by example, showing tolerance and compassion within a diverse world and being an active and valuable part of society.

2. Our Intent and Aims within Early Years

At Beaumont Primary School we aim to:

- 2.1 Give each child a happy, positive and enjoyable start to their school life within a safe and secure environment.
- 2.2 Establish solid foundations and foster a deep love of life-long learning.
- 2.3 Enable each child, through encouragement and high expectations, to develop socially, emotionally, physically and intellectually in order to thrive in a diverse and ever changing world.
- 2.4 Offer a structure for learning that has a range of starting points and unlimited opportunity for development.
- 2.5 Offer a broad, rich and balanced curriculum full of curiosity.
- 2.6 Encourage children to develop independence within a nurturing and supportive atmosphere.
- 2.7 Support children to build relationships through the development of social skills such as cooperation and sharing.
- 2.8 Help each child to recognise their own strengths and achievements by experiencing success. Develop their confidence and resilience so they become aspirational.
- 2.9 Create a curriculum that is ambitious, planned and sequenced and builds on prior learning.
- 2.10 Immerse children in books and reading.
- 2.11 Ignite children's curiosity and keep it alive.

This policy is based upon requirements set out in the 2024 statutory framework for the Early Years Foundation Stage (EYFS)



Implementation of the EYFS Curriculum



Structure of the EYFS

- 3.1 The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our Early Years Foundation Stage accommodates children from the age of 4 to 5 years. In our school we have one Reception class that accommodates up to 30 children.
- 3.2 The Reception class follows the curriculum as outlined in the Early Years Foundation Stage (EYFS) document. This framework defines what we teach and we use the Development Matters guidance to support our curriculum.
- 3.3 The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected. The first three areas are referred to as the Prime areas; these are particularly important for building a foundation that ignites children's curiosity and enthusiasm for learning, forming relationships and thriving. (Early Years Framework 2021.)

Prime Areas of Learning	
Communication & Language	Listening & Attention Understanding Speaking
Personal, Social & Emotional Development	Self-regulation Managing self Building relationships
Physical Development	Fine motor Gross motor

- 3.4 The Prime areas are strengthened and applied through the further four areas which are referred to as the Specific areas.

Specific Areas of Learning	
Literacy	Comprehension Word reading Writing
Mathematics	Numbers Numerical Patterns
Understanding the World	Past & Present People, Cultures & Communities The Natural world
Expressive Arts & Design	Creating with materials Being imaginative & expressive

3.5 The children at Beaumont are taught phonics through our “Phonic Bug” programme and our teaching of mathematics is guided by our “Power Maths” scheme.

3. Play



4.1 Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn.

4.2 Our topic-led approach to learning means we provide a vibrant environment with continuous provision. The indoor and outdoor areas are organised into different learning areas. Each learning area has cross-curricular resources, which children can access independently throughout the day.

4.3 Continuous provision provides children with stimulating, active play to encourage creative and critical thinking alongside other children, as well as on their own. Children are able to practice skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interest and curiosity, inspire those around them and consolidate their understanding and skills.

4.4 The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling and questioning. They teach and extend play whilst developing skills and language. In the continuous provision areas of learning, the children have the opportunity to access our indoor and outdoor provision throughout the school day.

4. Characteristics of Effective Learning

5.1 The EYFS also includes the 'Characteristics of Effective Learning' which help practitioners identify a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are:

- i. Playing and Exploring- the children investigate and experience things and 'have a go.'
- ii. Active Learning- the children concentrate and keep trying, even if they encounter difficulties, they enjoy achieving.
- iii. Creating and Thinking critically- the children have and develop their own ideas, make links between ideas and develop strategies for doing things.

5.2 At Beaumont, all our learning is underpinned by our character education which takes the shape of superheroes, encouraging the children to develop, perseverance, resilience, teamwork, motivation, determination and be aspirational.



5.3 Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements. Children are taught how to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

5. Environment

We create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning. It is vibrant, purposeful and children see their own learning everywhere.

6. Teaching

6.1 The days are structured with a mixture of whole-class teaching, small adult-led group activities and independent exploration within all the different continuous provision activities/areas.



6.2 We ensure there is a balance of child-initiated learning through continuous provision, and adult led activities across the school day. The interaction between the adult and child is essential.

6.3 The adults respond to each child's emerging needs and interests, guiding their development through warm, positive interactions, modelling, questioning and scaffolding their learning.

6.4 Within the Reception class, there are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on maths, literacy, phonics, stories and topic work. These times provide the opportunity for children to develop their ability to work as a group, to listen, to take turns, to answer questions and concentrate.

- 6.5 Whole class reading and story time are important parts of the day. We want our children to develop a life-long love of reading. Children are immersed in a wide range of both fiction and non-fiction texts that are closely linked to the topics taught. All activities provided are vocabulary rich giving children an opportunity to hear, use and understand new vocabulary. Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning.
- 6.6 We make sure there is always time for a whole class story during the day, as well as opportunities to enjoy books within the continuous provision. In Reception, every child is given reading books to share at home as well as access to our online "Phonic bug" reading scheme.
- 6.7 Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. We teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.

7. Planning

- 7.1 The Early Years Foundation Stage Curriculum provides the basis for planning in our Reception class. The planning objectives within the Foundation Stage are supported by the Development Matters Statements from the Early Years Foundation Stage document. Our planning is topic-led with discreet lessons in phonics, reading, writing and maths. All planning and activities are linked to a book each week within that specific topic.



- 7.2 Progress and curriculum coverage are monitored half-termly. Staff reflect on the different ways that children learn and include these in their practice. Within EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. They also respond to children's social and emotional needs as well as their academic achievement.

8. Assessment

- 8.1 At Beaumont Primary school, ongoing assessment is an integral part of the learning and development processes.
- 8.2 Practitioners observe pupils to identify their level of achievement, interests and learning styles. These observations are then used to inform future planning. Observations and assessments are recorded in the children's learning journal books and on our school tracking system. These outcomes are shared with parents at parent conferences and end of term reports.
- 8.3 Practitioners complete the EYFS profile (Statutory requirement) for each child. Pupils are assessed against the 16 early learning goals, indicating whether they are:

- i. 'Expected' - meeting expected levels of development
- ii. 'Emerging' - not yet reaching the expected levels of development

8.4 Children's development levels are assessed as the year progresses. If a child's progress in any of the areas gives cause for concern, practitioners will discuss this with the child's parents/carers and agree how best to support their child.

8.5 By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.

9. Parent Partnership

9.1 We provide information for parents about their children's progress, in line with the requirements of the EYFS. We also provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.



9.2 We believe that parent partnership is vital to the education of our children. We therefore work very closely to ensure that parents/carers are involved in their child's education, and provide them with a weekly newsletter detailing what we are learning and how they can support their child at home.

9.3 We ensure that parents/ carers are kept up to date with their child's progress and development, through regular conversations, twitter and class dojo feeds, coffee mornings, learning journals and parent conferences. We also provide regular parent forums where parents can discuss ideas and experiences with the team. We understand the importance of parents/carers' views, so provide opportunities for feedback throughout the school year.

9.4 We offer workshops to provide parents with an insight into how we teach specific areas of the Early Years Curriculum, detailing ways in which they can support their child's learning at home.

9.5 We make sure parents are aware of all the learning that is taking place and what will be happening in the future, by providing parent overviews and 'Beaumont expert' mats.

10. Safeguarding

10.1 It is important to us that all children in the school are safe. Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

- 10.2 We educate children on the importance of boundaries, rules and limits, and we encourage them to become responsible for their own behaviour by supporting them to make the right choices. We teach the children how to recognise and manage risks in a supervised learning environment. We aim to protect the physical and mental well-being of all children.
- 10.3 Please refer to our school's policies: Safeguarding, PSHE and Positive Behaviour, for further information.

11. SEN

Please see SEN policy

12. Monitoring Arrangements

The Governors will review this policy, every two years.



13. Impact of the EYFS Curriculum

- 13.1 Children are ready for the next stage of education. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on.
- 13.2 We recognise that every child is unique and that they develop and learn in different ways and at varying rates. We want all of our children to develop a positive attitude to learning, and therefore we strive for our children to become curious, resilient and self-assured in order to prepare them for the next stage of education, laying secure foundations for becoming life-long learners.