

# **Brown's C of E Primary School**



## **Every Child Matters**

### **POLICY**

**For**

## **EYFS 2025-2026**

**'I can do all things through him who strengthens me.' Philippians 4:13**

Policy Co-ordinator: Executive Headteacher/Head of School

Original Policy Dated: September 2021

Reviewed Policy Date: September 2025

Presented to Academy Committee: September 2025

**Caring. Learning. Enjoying. Achieving. All within the love of God**

**Every child deserves the best possible start in life and the support that enables them to fulfill 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".**

The Early Years Foundation Stage ((EYFS) Nursery, Pre-School and Reception)) applies to children from birth to the end of the Reception year. At Brown's CofE Primary School, until December 2025 children can join at the start either after the term in which they turn 3 or at the start of the Reception year in which the children turn 5 and complete the Foundation Stage. After December 2025 we will not have a nursery within our school setting. In our school, all children can join us, full time, after a period of staggered entry.

The Early Years Foundation Stage is based upon 4 themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice is underpinned by these 4 themes.

## **A Unique Child**

At Brown's C of E Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

We value the diversity of individuals within the school. All children at Brown's C of E Primary School are treated fairly. All children and their families are valued within our school.

In our school we believe that all our children matter. 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.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of children as individuals.

## **Positive Relationships**

At Brown's C of E Primary School, 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.

## **Parents as Partners**

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:

- Talking to parents about their child before their child starts in our school.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open-door policy for parents with any queries.
- Sharing the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents.
- Offering two parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We have good links with various feeder Pre-schools and where possible the Foundation Stage staff meet with providers to discuss each individual child and their transition process into school.

## **Enabling Environments**

At Brown's C of E Primary School, we aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. We recognise that the environment plays a key role in supporting and extending the children's development.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning journeys.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

The Planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

## **The Learning Environment both indoor and outdoor**

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor play area. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

## **Learning and Development**

There are 7 areas of learning and development.

The 3 Prime Areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

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

The 4 Specific Areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

- Literacy
- Mathematics
- Knowledge of the world
- Expressive arts and design

The characteristics of effective learning and the prime and specific areas of learning are all interconnected. The ways in which the child engages with other people and their environment – playing and exploring, active learning and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner. We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.