

Stoke Park Infant School

Early Years Foundation Stage Policy 2026-2027



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Responsible person	Headteacher
Committee responsible	School
Regularity of review	Annual

Introduction

The Early Years Foundation Stage applies to children from birth to the end of the reception year. In our school, all children join us at the beginning of the school year in which they are five. (Compulsory schooling begins at the start of the term after the child's fifth birthday.) Key Stage 1 begins for our children at the beginning of Year 1. The Foundation Stage is important in its own right and contributes to preparing children for later schooling. The curriculum leads up to the assessment of the Early Learning Goals, which set out what is expected for most children by the end of the Foundation Stage.

The following overarching principles help shape our curriculum:

- Every child is a **unique child**, who is constantly learning and can be capable, resilient, 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 on their learning over time. Children benefit from a strong partnership between practitioners and parents and or carers.
- Children **develop and learn at different rates**. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities (SEND).

EYFS Learning and Development Requirements

Our Curriculum encompasses the seven areas of learning and development. All the areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

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

The other four areas are known as the specific areas:

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

All children will be assessed against the Early Learning Goals at the end of the Reception year. These summarise the knowledge, skills and understanding all young children should have gained at the end of the foundation stage.

At Stoke Park Infant School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development through a program of planned purposeful play, across all areas of learning enabling them to think creatively and critically.
- 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.
- Use and value what each child can do, assessing their individual needs through observation, formative and summative assessments, helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- Provide experiences for all children, whatever their needs, which are inclusive.

The Induction Process

During the Summer Term prior to starting school the following September the following visits are conducted:

- Foundation staff will visit pre-school settings from which September's intake will be taken.
- Each child and their parents and carers will be invited to spend some time in in school and in their classes, in order to familiarise themselves with both the staff and the Foundation Stage environment.

When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

- Where possible, during the first week of term, Foundation Stage staff will visit each child in their home environment.
- From the second week there is a period of time when children will build up to full time in school
- Parents who wish their child to continue to be part-time until their 5th birthday can indicate this to the school.

Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we aim for the schools and parents and carers to work closely in EYFS. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We will develop this working relationship between the school and parents and carers as follows:

- We will outline the school's expectations as part of the induction to school procedure

- We will hold a parent consultation early in the year to establish how a child is settling into the school environment.
- We will publish a theme topic leaflet detailing the areas of learning and the overarching theme of the term or half-term.
- We will operate an open-door policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- There will be opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Education Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEN Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Stoke Park Infant School
Abbotsbury Road
Bishopstoke
Eastleigh
Hants
SO50 8NZ
Tel: 02380 601773

