

Gossops Green Primary School



Early Years Foundation Stage Policy

Approved by: LGC
Last Reviewed: November 2025
Next review due: November 2026
Staff Member: EYFS Lead

OUR VISION
'Delivering equity through education, nurture and ambition'

At Gossops Green Primary School, we believe that every child has the right to succeed, to meet their full potential and to understand that high aspiration and dreams are rightfully theirs to own and pursue, whatever their starting point in life might be.

EQUALITY | **EQUITY**



Contents

[1. Aims](#)

[2. Legislation](#)

[3. Structure of the EYFS](#)

[4. Curriculum](#)

[5. Assessment](#)

[6. Working with parents / carers](#)

[7. Safeguarding and welfare procedures](#)

[Appendix 1. List of statutory policies and procedures for the EYFS](#)

1. Aims

This policy aims to ensure that:

- Children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- There is quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- There is close partnership working between practitioners and with parents/carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](#)

3. Structure of the EYFS

All children begin EYFS at Gossops Green School in September. The school operates a short phased in approach and ideally the children are in full time by the end of the first full week. For some children, this may be reviewed and adjusted to enable a slower transition. This will be discussed and agreed with the parents/carers.

4. Curriculum

Our early years setting at Gossops Green follows the EYFS Statutory Framework 2021 and Early Years Foundation Stage Profile Handbook 2022. Alongside these, the school has also created its own bespoke curriculum which is adapted and refined each year.

There are seven areas of learning and development that must shape educational programmes in Early Years' settings. These are equally important and inter-connected. However, the 3 areas known as the

'Prime Areas' are seen as particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Learning to read and enjoy books and stories is a pivotal part of Early Years. Looking at books, sharing books, listening to stories and a highly structured phonics program is embedded throughout the day.

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, practitioners particularly focus on the 3 prime areas in the first term so that children are settled and happy at school, have made good relationships with children and adults and are speaking and listening confidently. Communication is key at Gossops Green School; talking and adult interactions with the children are highly valued and are used to move children's learning forward and develop a range of vocabulary.

Staff also consider the individual needs, interests, and stage of development of each child in their care and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In the first term, the staff plan activities '*in the moment*' (as well as general whole class planning and inputs.) This takes account of individual interests, needs and next steps. Six children are the '*Focus Children*' for two weeks. Parents/carers are informed of this the week before and inform the teachers, via a letter in the Home-School Diary, of their child's current interests, anything happening at home and any concern the parents/carers have. This informs planning along with teacher assessments. The adults particularly base themselves with the '*Focus Children*' and invite other children to participate as much as possible. Continuous provision is planned for all areas of the EYFS curriculum, indoors and outdoors.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

4.2 Learning

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

As children grow older, and as their development allows, the children are expected to complete more adult led activities as well as still taking part in child-initiated activities and planned, purposeful play.

4.3 Outdoor Learning

Much of the learning that occurs outside will be ‘in the moment’ and led by children’s interests. Staff interactions with children will move children’s learning forward and next steps will be addressed. Adults help children to do this successfully by communicating, modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. Outdoor learning also provides opportunities for children to develop gross and fine motor skills through access to larger equipment and physical activities.

At Gossops Green, we want children to have a good understanding of the world around them and particularly about their local environment and community. In EYFS, we learn about these by going on various local outings, such as walks in the woods, visiting the local shops, litter picking walks to improve the local area. We also like to invite parents/carers and local community members to visit the children and teach them about the world around them and the local community.

5. Assessment

At Gossops Green School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents/carers.

- Baseline assessments are completed within the first six weeks of the Autumn term.
- Children’s phonic knowledge is assessed every half term and children are regrouped accordingly.
- Maths skills are assessed regularly, children work on their individual maths targets, which are also shared with parents/carers (from the Spring term).

In EYFS at Gossops Green, assessment is done instantly, and this is shared with children and feedback is given verbally. For example, if a child has incorrectly formed a letter, this is explained to them and they are shown how to correctly form the letter and they then practise straight away.

Observations are made throughout the year on Seesaw but many are not recorded (in line with the new EYFS), with adults focusing on recording ‘Wow moments’ for each child based on their individual next steps and progress. These are used to inform teachers of children’s development and next steps and wherever possible, are acted upon instantly.

At the end of the EYFS, children are assessed against the Early Learning Goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels (‘emerging’)

The profile reflects ongoing observations and discussions with parents/carers. The results of the profile are then shared with parents/carers.

6. Working with Parents/Carers

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents/carers.

Parents/carers are kept up to date with their child’s progress and development. Seesaw helps to provide parents/carers with a well-rounded picture of their child’s knowledge, understanding and abilities. Parents are invited to share photos/videos from home of any special events; the children then share these with the class. There are also Parent consultation evenings, where parents/carers and teachers meet to discuss progress, attainment and next steps.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our statutory *Safeguarding Policy*.

Appendix 1. List of Statutory Policies and Procedures for EYFS

Statutory Policy or Procedure for EYFS	Where can it be found?
Safeguarding policy and procedures	Child Protection and Safeguarding Policy
Procedure for responding to children who are ill or infectious	Parent Handbook
Administering Medicines policy	Managing Medicines Policy
Emergency evacuation procedure	Health and Safety Policy Staff Handbook
Procedure for checking the identity of visitors	Child Protection and Safeguarding Policy Staff Handbook
Procedures for a parent/carer failing to collect a child and for missing children	Child Protection and Safeguarding Policy
Procedure for dealing with concerns and complaints from parents/carers	Complaints Policy