

Flanderwell Primary School



Early Years Foundation Stage Policy 2025-2026

Approved by: DSAT Executive Team

Date:

Last reviewed on: August 2025

Next review due by: August 2026

'Respect, Inclusion, Aspiration, Kindness and Compassion'



Date of Policy: September 20245

Date of Review: September 2026 (or sooner if required)

Statement of Principles

Pupils:

We all have a right to work, play and learn in a friendly, safe and helpful school

Teachers:

We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

Parents:

We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

Vision and Ethos

At Flanderwell Primary, we aim to...

... provide an environment where **'every child'** grows, thrives and is prepared for life in the modern world and feels safe, happy and confident.

...ensure that **'every minute'** of our time is used well to ensure our pupils have the best possible chances of success during their time with us.

...provide an engaging and relevant curriculum which sets down the foundations for **'every hope'** and aspiration a child may have.

At Flanderwell, we have high expectations for all of our children and believe, wholeheartedly, that happy children learn. For this reason, we foster a warm, caring and inclusive environment and keep our children's interests at the heart of all we do. This includes promoting and expecting the highest standards of behaviour among our pupils including developing core values of **respect, kindness and compassion, inclusion and aspiration**. Safeguarding pupil and staff welfare is of the utmost importance to us. In keeping with this vision and ethos, at Flanderwell we aim to develop a culture based on building relationships rather than a culture based on sanctions. The behaviour policy is central to developing this 'relational' culture.

The Flanderwell aims

- 🌀 All children will learn in a safe, nurturing, inclusive environment which engages all and enables all to achieve great outcomes.
- 🌀 All children are challenged, inspired, and supported as individuals to grow intellectually, personally and spiritually, and achieve their best.
- 🌀 All children will experience a fun, purposeful, balanced curriculum which inspires and promotes independence, and fosters individuality by encouraging all talents and abilities.
- 🌀 All children will develop skills within and beyond the curriculum, so that they have the knowledge, self-confidence and freedom to become life-long learners with an inquisitive, 'have-a go' mentality.
- 🌀 All children will achieve their full potential with a desire and determination to be their very best in all they do through committed, high-quality teaching.
- 🌀 All children will learn to communicate their views, thoughts and feelings effectively both verbally and non-verbally.
- 🌀 All children will be supported to take responsibility for their actions and show respect and tolerance for each other and the wider community whilst celebrating and promoting diversity.
- 🌀 All children show kindness and compassion and recognise the goodness in everyone, make a positive contribution to their community and develop their own spiritual understandin

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2025](#)

[Early years foundation stage statutory framework - for group and school-based providers.pdf.pdf](#)

It also takes account the special educational needs and disability (SEND) code of practice, our administering medicines policy, allergies policy, mobile phone and sharing images policy, intimate

Introduction

"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances." 2025 EYFS Statutory Framework

This policy will look to set out how the Early Years Foundation stage is organized at Flanderwell and how the overarching EYFS principles are delivered.

Organisation

The Early Years Foundation Stage applies to children from birth to the end of the Foundation Stage 2 year.

Our early years setting at Flanderwell comprises of:

Foundation Stage 1 – morning sessions x 5 – 15 hours per week or full day provision x 5 – 30 hours per week for eligible families

Foundation Stage 2 – full day provision for our statutory school age children

All our staff are fully qualified, have a wide range of experience and expertise in working with and educating children. They are committed to professional development and attend up to date training courses.

From time to time, our setting will have visiting student teachers and NVQ students, or volunteers working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have an appropriate DBS certificate and parents will be informed when additional adults join our setting.

The Overarching Principles

Four guiding principles shape our practice in the early years. These are:

- ✿ Every child is a unique child, who is constantly learning and can be resilient, capable, 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 their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- ✿ Children develop and learn at different rates

A Unique Child

At Flanderwell 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, and celebrate successes and achievements, to encourage children to develop a positive attitude to learning.

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill and share stories which explore everyday situations. We understand that children should be allowed to take risks and that they need to be taught how to recognise and avoid hazards.

"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."

Positive Relationships

Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them.

Staff stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

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:

- Holding welcome meetings for parents and sharing information about interests and needs, before their child starts in our school.
- Facilitating transition from pre-school settings
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school at a Stay and Play session.
- Providing each child with a named key worker – Class teachers also have overall responsibility for every child in their class.
- Operating an open-door policy for parents with queries and daily opportunities to share in a 'first task of the day'.
- Sharing regularly the children's progress with parents and valuing ongoing contributions from parents, working in partnership with parents, to achieve the best possible outcomes for the children.
- Offering three parent/key person/teacher consultation evenings per year, as well as opportunities to meet as and when the need arises.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents- including workshops related to the curriculum.
- 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 strong links with schools within our Academy and regular meetings allow us to focus on continuous improvement to our practice and provision as well as coordinate a very effective transition process.

Enabling Environments

At Flanderwell Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. We acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion. Children are encouraged to interact with others, to move about and explore a wide variety of learning situations, in an enabling environment.

It is important to us that children experience success, have fun and enjoy themselves whilst learning. All the staff in our setting work as part of a team to ensure that children have the very best opportunities. At Flanderwell Primary School, we place high value on our learning environments and the Foundation Stage classrooms are no exception. Practitioners create spaces which engage children's interest and cater for the range of ability and interest in the class. They allow children to explore and learn securely and safely and reflect theme and interest as well as celebrate children's work and achievements. A range of objects of interest, real life images, role play, visitors to school, are all used to promote positive experiences and promote discussion among pupils.

All practitioners plan and work together to ensure continuity and progression, providing age and stage related activities and experiences to suit all children in the setting.

Children access continuous provision in both indoor and outdoor environment to initiate their own play and take part in planned adult-led activities. The Foundation Stage has its own outdoor learning spaces which can be freely accessed by all. 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 still explore, use their senses but be physically active and exuberant. In this area, staff also provide planned activities for children, as well as giving opportunities for them to make their own choices.

We have all weather clothing and footwear available so children are protected and there are no barriers to learning.

At Flanderwell, we feel that play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults. Adults decide what they want children to learn, and the most effective ways to teach it.

The learning environments created at Flanderwell reflects the three characteristics of effective teaching and learning:

- Playing and exploring - children investigate and experience things, and 'have a go'.

- Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children develop and learn at different rates: Inclusive/adaptive practice

Practitioners working with the youngest children are expected to ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

There are seven areas of learning and development that must shape educational provision in early years settings.

All areas of learning and development are important and inter-connected and none should have greater importance over another. Three areas are particularly crucial however, for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

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

COMMUNICATION and LANGUAGE

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. We aim to extend and enrich the children's vocabulary through the frequent sharing of story and non-fiction books, rhymes, role-play and during group/individual conversations, offering opportunities to model and embed new words in a range of contexts: By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, our practitioners build children's language effectively, allowing the children to become comfortable using a rich range of vocabulary and language structures.

Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together. Children regularly speak about their achievements and the things they value.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

At Flanderwell Primary, we pride ourselves on fostering and developing strong relationships between home, school and partner schools in order to make links stronger for the good of the community as a whole. Children's personal, social and emotional development is crucial and enables them to lead healthy and happy lives: At Flanderwell Primary School, we believe it is fundamental to their cognitive development. Children are encouraged to learn, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs.

Through strong, warm and supportive relationships with our practitioners, children are empowered to learn how to understand their own feelings and those of others; they are supported to manage emotions, to develop a positive sense of self, to set themselves simple goals, to have confidence in their own abilities, to persist and wait for what they want and to direct attention as necessary. Through the expert modelling and guidance provided, the children learn how to look after their bodies, including healthy eating, and to manage personal needs independently. Through sensitively supported interactions with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes provide a secure platform from which our children can achieve at school and in later life.

PHYSICAL DEVELOPMENT





At Flanderwell Primary School, we believe that physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives: By creating games and providing opportunities for

play both indoors and outdoors, our practitioners support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Children are given opportunities to move to music, use appropriate equipment, develop and practice their fine and gross motor skills; gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision is crucial to developing hand-eye co-ordination which is later linked to early literacy: Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and sensitive support and encouragement from adults, enables our children to develop proficiency, control and confidence.

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

LITERACY

We have a wide range of resources for the children to use to help them develop early literacy skills and a life-long love of reading. Children are encouraged to use the mark-making areas both indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group reading and writing. The pre-writing activities encourage correct pencil control, left/right orientation and cursive letter formation. Children have carefully planned opportunities to develop their writing skills in accordance with their age, ability and competence.

We encourage children to treat books and other resources with respect and they are given many opportunities to listen to and to join in with, stories, rhymes, songs and poems told by the staff, as well as to contribute to imaginative roleplay.

MATHEMATICS

We aim for children to develop a secure base of knowledge and vocabulary from which mastery of mathematics is built: we plan to foster mathematical understanding and a firm foundation for numeracy through frequent and varied practical activities and by using and understanding language in the development of simple mathematical ideas. Pre- number work is covered through nursery rhymes, songs and rich opportunities for number activities.

Children are given the opportunity to learn about ...

Number: involving counting, subitizing, matching, ordering, comparing quantities, comparing size, shape, length, weight and capacity, simple

mathematical operations, measurement

Numerical patterns; involving patterns with numbers, shapes and space, position, size and colour.

UNDERSTANDING THE WORLD

All children are given rich opportunities to make sense of their physical world and their community. Through solving problems, investigating, making decisions and exploring, they will learn about living things, their environment, the world around them and the people who are important in their lives. Through carefully planned activities, stories, non-fiction, rhymes and poems, we foster children's understanding of our culturally, socially, technologically and ecologically diverse world.

EXPRESSIVE ARTS and DESIGN

We provide opportunities for all children to explore and to develop their artistic and cultural awareness, to share their thoughts, ideas and feelings through a variety of art, design, music, drama, movement, dance and imaginative play activities. Children are given opportunities to engage with the arts, using a wide range of media and materials to make paintings, drawings, collages, models and to use basic musical instruments; The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. We value the creative process and provide opportunities for children to practise key skills. The children learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught by: naming colours; mixing paints and

sorting and matching. At various times during the year, children are given the opportunity to participate in school productions, assemblies and class performances for parents and carers.

Inclusive/adaptive practice

At Flanderwell, we are ambitious for all children and aim to meet the needs of all. To do this, we consider the individual needs, interests, and development of each child in our care. We use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

We value the diversity of individuals within the school and care is taken to assess the needs of each individual child in our setting from the age of 3 onward. All children at Flanderwell Primary School are treated fairly regardless of race, gender, religion or abilities. 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 and interests, when planning for their learning. At Flanderwell, we understand that children learn in a variety of ways and are mindful of this when organising our continuous provision and when planning activities for groups.

We set realistic and challenging expectations and continually evaluate our provision. We do this by regularly updating provision and practice through observing children's individual interests and then planning for 'next steps'.

Parents are encouraged to share any need their child has on entry to the setting. A two-way dialogue is kept between parents to ensure a child's personal needs are met. If a child is considered to show signs of having an SEN, discussions will take place with parents as soon as possible. Our system of Early Intervention allows us to provide age-appropriate programmes of support for children based on individual need. We have links with various multi-agencies and, when necessary, their involvement may be required to support identified children. Parents/Carers will always be informed before an outside agency is asked to assist us in supporting their child.

Safety and Welfare

The welfare of all children is of paramount importance so:

- We ensure all adults who look after the children and who have unsupervised access to them are suitable to do so.
- We ensure that our staffing ratios are always in line with those stated in the EYFS statutory framework
- We ask parents to inform us of any foods/substances their children are allergic to and ensure that staff are aware of the precautions to take – an allergy information board exists in the staff kitchen with photos and names of children who have allergies. There is a designated member of staff for children with allergies.
- We promote good health, preventing the spread of infection and ensuring children do not come into contact with foods/substances to which they are allergic and taking appropriate action when children are ill
- We ensure that our accident logs are kept up to date and that medication including inhalers is suitably stored and checked for expiry dates
- We ensure our first aid kit is checked and replenished
- We ensure that the premises, furniture and equipment is safe and suitable for purpose
- We manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- We ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- We maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- We ensure that all staff receive up to date child protection training and that this is regularly updated.
- We ensure that staff are trained in paediatric first aid and that this is regularly updated.
- We ensure that personal mobile phones, cameras and video recorders are not used anywhere within the setting and that all staff are aware of children whose photos must not be published for use other than in school.
- We promote the good health, including the oral health, of the children they look after.

