(Reviewed Sep 2026)

Old Basing Infant School - Early Years Foundation Stage Policy

Introduction

The Government defined Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to five years old.

The purpose of this document is to describe the aims, principles and strategies of Old Basing Infant School for the teaching and learning of Early Years education in line with the EYFS.

Aims of the Early Years Foundation Stage

At Old Basing Infant School, we feel that a child's first experience of school should establish attitudes and habits which will provide a strong basis for the future. Our aims for the EYFS are as follows:

- Provide a broad and balanced curriculum which fosters intellectual, emotional, physical, spiritual, moral, social and cultural development of children.
- Uphold the themes and commitments of the EYFS Framework's four guiding principles:
    - **A Unique Child** – developing resilient, capable, confident and self-assured individuals.
    - **Positive Relationships** – supporting the children in becoming strong and independent.
    - **Enabling Environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
    - **Learning and Developing** – An acknowledgement that children learn in different ways and at different rates by understanding the characteristics of learning i.e. active learning, playing and exploring, creating and thinking critically
- Enable children to learn and develop skills, attitudes and understanding which prepare them for continuing education (in particular, Key Stage 1 of the National Curriculum).
- Enable children to make an effective transition from home and pre-school to school.
- Embrace the articles of the **United Nations Convention on the Rights of the Child**. In particular:
    - **Article 5 (Parental guidance):** we will respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.
    - **Article 3 (Best interests of the child):** The best interests of children must be the primary concern in making decisions that may affect them.
    - **Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest.

The Learning Environment

For our children to learn most effectively, we provide a balance between whole-class teaching sessions, adult-led tasks, carefully planned activities for children to access in the environment and those chosen by the children themselves. We encourage our children to take their own initiative, to engage in problem solving and to make independent choices allowing them to continue their own personal learning journey. At all times, our children are given opportunities to develop long term life skills, such as negotiating with others and to experience learning in an environment (including outside) that allows them to be confident and excited learners. We aim to provide an environment where children:

- Feel secure
- Are interested in what they are doing and are making progress
- Can take their own initiative in their learning
- Foster enthusiasm and excitement so they find their learning enjoyable, rewarding and satisfying
- Are given opportunities for spontaneous interaction and learning from each other
- Can practise, consolidate and extend their previous learning and experiences
- Are involved in practical activities, enquiry and purposeful play
- Are encouraged to think and question to develop their learning further
- Have daily access to the outside learning environment

The Early Years Curriculum

We develop the Foundation Stage Year R curriculum based on the seven areas of learning identified in the EYFS Curriculum Guidance. There are three prime areas and four specific areas:

- The three prime areas are:
    - Personal, Social and Emotional Development
    - Communication and Language
    - Physical Development
- The four specific areas are:
    - Maths
    - English
    - Understanding the World
    - Expressive Arts and Design

At Old Basing Infant School, we want our curriculum to reflect our school values: Kindness, Respect, Collaboration, Resilience, Courage and Curiosity. We offer a curriculum rich in educational and memorable experiences. We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based and work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning for life. We understand that play is an integral part of learning and this is at the heart of our Early Years Curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.
It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to embody our school values:

Kindness – I can play well with others and show compassion and kindness to strengthen relationships and develop new ones.
Respect – I listen, take turns and use respectful language when talking to adults and other children.
Collaboration – I recognise when working as part of a team will lead to the best outcome. I can encourage others but also listen to advice given to interact positively.
Resilience – I know that there are things that I can't do…yet and that if I persevere, believe in myself and seek help from the right place, I just might do it.
Courage – I am confident to try new things, even if they might scare me or I don't think that I can. It is better to try than to do nothing and I can always ask my friends, family and teachers to help me.
Curiosity – I wonder and like to find out the answers to things that I don't yet know.

Relationship Education and Health Education and My Happy Mind in the EYFS – The My Happy Mind materials are used in Year R to introduce themes such as celebrating, wellbeing and healthy relationships alongside the importance of resilience and goal-setting to achieve. The Six Strands of Wellbeing materials and carefully selected stories exploring themes such as families and understanding differences, are used to support planning and teaching of the Personal, Social and Emotional Development part of the Early Years Curriculum.

Long and medium-term planning is agreed within the year group (teaching staff) and short-term planning discussed with the children, all with consistent objectives. These objectives are based around the skills and knowledge as detailed in our Early Years Skills and Progression Map. Each class manages its own short-term planning, allowing children's individual needs to be considered. The planning takes account of individual progress and future learning needs. We recognise that children's progress will be at different rates and that individual achievements will vary.

Units of work, where appropriate, are sometimes provided by Subject Managers, although the delivery is usually on an integrated basis. We appreciate that, although one activity may focus on a specific learning objective, the learning itself will touch on several others in different areas.

Assessment

Careful assessment, predominantly through observation and record keeping, enables staff to plan a curriculum ***"with the input of the children",*** which meets the needs of the individual and ensures continuity and progression.

Records of Development are passed to the school from local pre-school providers in most cases. Using information in these assessments and our own initial observations in the first half of the Autumn Term, the Early Years team will determine whether children are 'On Track' or 'Not on Track' to achieve the Early Learning Goals based on our school's Early Years Knowledge and Skills Progression Map. This has been created by the Early Years team, drawing on a breadth and wealth of knowledge and experience of early childhood development and the Early Years and Key Stage One Curriculums. Progress is then regularly tracked throughout the year and used to inform pupil progress meetings held in collaboration with the Head Teacher. Teaching and assessment builds upon this to enable children to achieve the Early Learning Goals by the end of the year.

The EYFS Profile is the main system of assessment. Record keeping used in Foundation Stage develops throughout the year into the annual report provided to parents at the end of the year. The outcomes of the EYFS Profile across the cohort are reported to the Local Authority (Hampshire County Council).

The Early Years team also keep records and assessments on guided reading sessions, key word development, phonic skills and any interventions carried out with individual children. Moderation with Key Stage One staff within the school and Early Years practitioners from other local settings takes place regularly to ensure judgements are consistent and as accurate as possible.

Parents are asked to contribute regularly to the EYFS Profile to help build a bigger picture of children's learning and understanding. This is mostly done using Tapestry, an online Learning Journal, through which parental observations can be made alongside regular observations by the Year R team. This programme can also be used to support assessment by matching observations added onto Tapestry with any end of year Early Learning Goal objectives.

Introduction to school

We aim to make the transition from home and pre-school to school as smooth as possible. We value the roles the pre-school providers have in preparing children for school and actively involve them in the transition to school by liaising with our main providers throughout the year and communicating with all pre-school providers in the Summer Term each year to support successful transition. The main pre-school providers are offered the opportunity to bring their children for a look around the school as well.

A series of 'Starting Together' sessions are offered in June/July, prior to children starting school in September. These sessions allow parents to bring their children to school to be involved in a variety of activities. This opportunity enables the children to feel confident and familiar with their new school and begin to form relationships with staff and their peers.

An introductory meeting for parents, in the form of a parents' information evening, gives them the information they need to ensure their children begin school successfully. 'Ready to Start' visits are provided for all children and their families in September, where the children are invited into school on a one-to-one basis to help build familiarity and confidence in the school setting and to support us in developing strong relationships between home and school. Small group play sessions then take place in the afternoon of the first week of school to aid transition and to encourage positive relationships within classes.

When these introductions are not possible in the Summer Term before a child starts school (as in 2019 for the 2020 intake due to the impact of COVID19), alternative contact via video links, email and phone conversations to introduce the children virtually to the school environment and their teachers will be provided. Home visits in July and September also support our transition programme, alongside further introductory meetings and small group play sessions in the first week of school.

(Review 2026 – CS)