PAISLEY PRIMARY SCHOOL

We value every child in our community: we want them to aspire to the greatest things!

EYFS POLICY

September 2026

Intent

Early Years Foundation Stage

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

'Statutory Framework for the Early Years Foundation Stage'

Early childhood is the foundation on which children build the rest of their lives. At Paisley Primary School we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe early childhood is valid in itself, as part of life. It is important to view the EYFS as a preparation for life and not simply preparation for the next stage of education.

The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the reception year.

All Children begin Paisley Foundation Stage with a variety of experiences and learning. It is the privilege of the practitioners working in FS1 and FS2 to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents and carers, support staff and teachers work effectively together to support children's learning and development.

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic wellbeing. At Paisley the overarching aim of the EYFS is to help young children achieve these five 'Every Child Matters' outcomes.

We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

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 a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.

- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self –confidence
- Work in partnership with parents/carers and value their contributions
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.

Implementation

Learning and Development

The early learning goals (the knowledge, skills and understanding which young children should have acquired by the end of the reception year) and the educational programmes (the matters, skills and processes which are required to be taught to young children) are set out in the, Statutory Framework for the Early Years Foundation Stage September 2021 document.

The 7 areas of learning and development are broken down into Prime and Specific areas. These are as follows;

Prime Areas

- Personal, Social and Emotional Development (PSED)
- Communication and Language (C&L)
- Physical Development (PD)

Specific Areas

- Literacy (C/WR/W)
- Mathematics (M/NP)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

At Paisley we believe these 7 areas to be equally important and depend on each other to support a rounded approach to child development. We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child initiated activities.

Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what the children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests development and learning. Planned opportunities for children to develop their self-regulation and executive function skills contribute to focussed and resilient children. All practitioners who work in the Foundation Stage at Paisley are involved in this process. There are three stages of the planning curriculum:

Long Term Planning

To compliment the continuous provision in the environment, we have created a rolling plan of key features and themes which link to a whole school curriculum and gives structure and coherence while enabling us to put the children's needs and interests at the heart of everything we do. These themes run throughout the year covering the 7 areas of learning.

Medium Term Planning

Medium term planning is an ongoing process which records spontaneous learning and child initiated learning in the environment. It is taken from practitioners' observations of the children and enables us to plan children's 'next steps' to move their understanding and learning forward. Characteristics of effective learning are also recorded for each individual child so that planning compliments their particular learning styles and needs.

Short Term Planning

We identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day- to–day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by ongoing observational assessment.

Our short term planning compliments the medium term planning showing a clear link between adult led and child initiated learning which stems from observational assessment.

Staffing and Organisation

Paisley's 2026/2027 Foundation 2 Stage consists of 2 parallel classes, known as Rainbow & Sunshine with a maximum of 45 pupils across 2 large classroom areas. There is a maximum of 40 F1 children 'Raindrops' on role who access the provision classroom. Each F1 child is entitled to a universal offer of 15 hours of provision per week, some children can top up to attend 30 hours per week depending on the EEF eligibility. The school also offers Early explorers, a provision for eleigiable 2 years olds of 15 or 30 hours.

In FS1 and FS2 the children have daily opportunities for structured and free flow play both indoors and outdoors. This time is supported by an adult, who acts as a facilitator to the child's learning. All members of the Foundation Stage Team are involved in planning, preparation and assessment. We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority courses, in-service and local cluster group training. The EYFS is working closely in partnership with the PVI practitioners.

Assessment, Recording and Monitoring

At Paisley we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

Formative Assessment

This type of assessment informs everyday planning, it is based on on-going observational assessment and is based primarily on the practitioners' professional knowledge of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focussed observations, baseline assessment, other focused assessments e.g. sound/number, annotated examples of work, photographs, video and information from parents and is not overly burdensome on practioners. This is mainly recorded on the TAPESTRY observational assessment programme. We plan for observational assessment when undertaking our medium term and short term planning. Characteristics of effective learning may also noted for each individual child. On entry to F2 pupils participate in the national Reception Baseline Assessment and results are submitted to the STA. On entry to F1 a baseline is assessed through observations and dialogue with parents/carers.

Summative Assessment

Summative assessment is based on a holistic view of what the child can demonstrate against each ELG at the end of the F2 year. It is informed by a range of perspectives predominantly based on the teacher's professional judgement, taking account of the child's, carer's and other adult's perspectives. The EYFS overviews and data tracking systems summarise all the formative assessment undertaken and makes statements about the child's achievements against 17 strands of the 7 areas of learning. It is completed at the end of each term by the Foundation Stage team and the EYFS co-ordinator undertakes in - house moderation with the team on a termly basis; LA moderation and Trust moderation are also accessed to validate

assessments. The EYFS co-ordinator monitors teaching and learning across the Foundation Stage each year and analyses EYFS data in conjunction with the Headteacher and SLT.

Learning Through Play

'*Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'*

'Early Years Foundation Stage',

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and the outside; children have the freedom to move between the indoor and the outdoor space throughout the day. The provision enables each child to demonstrate their learning and development fully. Provision areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation

Transition into FS1

Every child is invited to attend a 'stay and play' session during the term before they start. We see this as vital in building up relationships with our families. During this time information about the setting is shared and a Paisley starter pack is completed. These 'stay and play' sessions allow the child and their parent/carer to become familiar with the setting before their starting date and meet their child's key-worker. A home visit is conducted before the start date where parents/carers can share concerns and key-workers can familiarise themselves with children. A staggered entry for pupils allows children to settle well. Children attending our Early Explorers provision have termly play visits to the F1 setting.

Transition between FS1 and FS2

At Paisley, we have a seamless transition into FS2 as the FS1 children have access to the same provision all year, ensuring they are calm and confident in both spaces and with all teaching staff across the two years. Provision is set up in a way that supports and challenges the developing needs of both FS1 and FS2 to ensure this can be a calm yet effective learning space for both. Visits to PVI settings are undertaken in the summer term by the key-workers; to meet children and share transition informationParents/Carers are invited to attend an information event in July and children who are new to paisley are invited to attend a 'stay and play' session. At Paisley, the Foundation Stage team meet regularly to discuss assessment and induction issues.

Reception to Year 1 Transition

The main purpose of the EYFS profile assessment is to support a successful transition to KS1 by informing a professional dialogue between EYFS & Y1 teachers. The EYFS Co-ordinator and Phase 1 leader are working in partnership to make the transition into year 1 as smooth as possible.

At Paisley Primary School

- Discussions regarding children's attainment levels help group the children appropriately in KS1.
- Individual written information on CoEL, Stengths, Areas for Development, Vulnerabilities and SEND is provided to Y1 teachers at a formally arranged transfer date.
- Children's overview sheets and phonics tracking sheets are passed onto YR1 teachers.
- Children's individual reading records are passed to Y1 teachers.
- Children begin to use Y1 style exercise books in Summer 2 which continue to be used at the beginning of Y1to ensure consistency in expectation.
- An EYFS end of year class summary is passed on to YR 1 teachers.
- Reception children visit their YR1 class and teacher during the end of the Summer term as part of our whole school transition.
- FS children begin to use the KS1 playground and join the whole school more regularly for assemblies.
- KS1 phase leader invites parents to an information event.

Home/School links

We recognise that parents/carers are the child's first and most enduring educators. When parents/carers and practitioners work together in the early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Outlining the Foundation Stage curriculum to parents/carers during parents evenings and activity sessions, to enable them to understand the value of supporting their child's learning at home.
- Encouraging parents/carers to complete all aspects of the starter packs.
- Operating an 'open door' policy, whereby parents/carers can come and discuss concerns and developments in an informal manner.

- Sharing children's progress through annotated photographs and the TAPESTRY observation parent share system and encouraging parents/carers to become involved in their child's learning by adding to their portfolios.
- Encouraging parents/carers to share their child's 'wow' moments.
- Inviting parents/carers to attend a reading/writing session each week to support their child's literacy development.
- Encouraging parents/carers to listen to their child read regularly, to make use of the word books and phonics resources and to comment on reading progress in a 'home reading response' booklet.
- Discussing individual targets with parents/carers at Parents' evenings (informed by the EYFS overviews)
- Providing an annual written report to parents/carers in July summarising the child's progress against the early learning goals and the EYFS assessment overviews.
- Holding child/parent activity sessions termly to enable parents/carers to play alongside their child in the Foundation Stage environment.
- EYFS newsletters.
- Nativity performance in the summer term, Easter bonnet parade in the spring term & F2 Graduation in the summer term.
- Parent/Carer questionnaires.

Impact

The impact of learning is to improve outcomes for all children and help close the gap for disadvantaged children. By experiencing depth in early learning children will be ready to access future learning in Year 1 and beyond.

Equal Opportunities

At Paisley we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

Inclusion

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. 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 in line with the schools Special Educational Needs Policy. The teacher would discuss these targets with the child and his/her parents/carers. Progress is monitored and reviewed every term. The schools SEND co-ordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. For further information see the whole school Special Educational Needs Policy.

The school works closely with the Hull CC Early Years SEND Team, requesting support and guidance when appropriate and making referrals for individual support. At paisley we welcome support from specialist outside agencies in order to meet every child's needs.

Safeguarding

Please refer to the Child Protection Policy

Health and Safety

Please refer to the Health and Safety Policy. Additional reference should also be made to the EYFS risk assessments.

Policy Review

This policy is reviewed annually from September 2022.

	Signed Headteacher	Signed Chair of Governors
Date of review: September 2026		
Date of next review: September 2027		