



JOHN RAY INFANT
SCHOOL

Early Years Foundation Stage Policy

This policy is based on requirements set out in the 2025 EYFS Framework:
[EYFS statutory framework for group and school-based providers](#)

Aims

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At John Ray Infant School, our provision starts in Reception in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that every child has “the care and support they need to have the best start in life.” We strive to support all children in their learning and provide a curriculum which “ensures children’s ‘school readiness’ and gives children the right foundation for good future progress through school and life” (Statutory Framework for the EYFS 2025)

Our EYFS provision is based upon the four principles of **a unique child, positive relationships, enabling environments with teaching and support from adults and learning and developing.**

- We recognise that every child is a competent learner who can be resilient, capable and self-assured. We understand that children develop in individual ways, at varying rates. Our provision ensures that we meet the needs of all children and enables them to reach their full potential.
- We understand that children learn to be strong and independent from secure relationships and we aim to develop caring and respectful relationships with the children and their families. We know that children's attitudes and dispositions to learning are influenced by feedback from others and therefore use praise, encouragement and intrinsic rewards.
- We aim to create an attractive and stimulating learning environment where children feel secure and challenged. The children have daily access to an indoor and outdoor environment that is set up with planned continuous provision.
- The Early Years Foundation Stage is organised to allow children to explore and take risks securely and safely. There are areas where the children can be active, be quiet and think independently and in partnerships. The provision is set up in learning areas where children can find and locate equipment and resources independently.

Curriculum, Learning and Development

At John Ray Infant School, we create an environment which promotes the three characteristics of effective learning. These are:

- **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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Alongside these, we are ambitious for all children and "plan a challenging and enjoyable experience for each child in all areas of learning and development." (EYFS Framework 2025)

Areas of learning

The EYFS is made up of seven areas of learning and development. These are important and are inter-connected. The prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime areas of learning:

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

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

Specific areas of learning.

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

Baselines and assessment

In line with national guidelines, all children in Reception are baselined within the first six weeks of starting school. Each half term, the children's progress is tracked to identify individual next steps. The EYFS profile is completed at the end of the year and shared with parents/carers.

Curriculum

In accordance with the EYFS Framework 2025, our curriculum at John Ray Infant School has been created to support the specific needs of our children and community. It uses the educational programmes as a foundation to build meaningful learning experiences and builds sequences to allow children to work towards a good level of development.

Each area of learning and development is implemented through planned, purposeful play as well as a mix of adult-led and child-initiated activity. Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff enhance play and extend as needed to further individual learning. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Children are also invited to complete adult led tasks daily. These involve whole class carpet sessions, small group tasks and 1-1 activities. Children are supported to record in books each week and participate in relevant interventions.

Early Reading, Writing and Maths

At John Ray Infants, children are taught to read and write using Little Wandle Phonics. In Reception, formal phonics teaching starts in week 2 and continues daily for the whole year. The children start by recognising letters and phonemes in the Autumn, then progress to reading and writing words in the Spring, and full sentences in the Summer. This is separate from daily handwriting sessions in accordance with the Writing Framework (2025).

We expect children to share books with their families as often as possible, if not daily. Children will take home a class library book as well as a matched phonics book in Reception. When ready, each child participates in reading practice sessions in class three times a week.

Maths at John Ray Infants is taught with a mastery approach. Children have the opportunity to develop a sense of number by talking together, using concrete objects and by moving in small steps. Using White Rose and the NCETM as a key learning resource, children gain a deep understanding of each number that prepares them for KS1.

Inclusion/Additional Educational Needs (AEN)/Special Educational Needs (SEN)

All children and their families are valued at John Ray Infant School. Children are treated as individuals and have equal access to available provision. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments consider contributions from a range of perspectives to ensure that any child with potential additional educational needs is identified at the earliest possible opportunity. Early identification of additional needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's Inclusion Leader is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

Risk Assessment and Safety

We conduct robust and proportionate risk assessments for:

- daily premises checks
- off-site visits and external providers
- activities with physical or environmental risk (e.g. outdoor education)
- fire, hygiene, food safety and evacuation

Parents as Partners

We recognise that parents/carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents/carers before their child starts in our school through meet and greets with parents and the current nursery setting;
- transition sessions, where the child is given the opportunity to spend a short time in class with their teacher and classmates before starting school;
- inviting all parents to an induction meeting before their child starts school;
- holding two parents' evenings in the school year, the first one being within the first term;
- inviting parents to information sessions regarding reading, phonics and maths so that they are more confident to support their child with learning at home;
- encouraging parents to talk to the child's teacher if there are any concerns;
- sending a report home on each child's attainment and progress before the end of each school year;
- arranging a variety of activities throughout the year that encourage collaboration between child, school and parents including stay and play sessions, stay and read sessions, assemblies, school visits;
- being available to greet parents and carers at drop-off/dismissal;
- communicating with parents about learning or school events through methods such as our website, letters, school newsletters or our text service.
- sharing each child's online learning journey on Tapestry and encouraging parents to contribute too.

Structure

Our Reception classes are led by a teacher and supported by at least one teaching assistant.

Transition

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Parents are invited to a meeting to ensure they know about school procedures, allocation of classes and any concerns they may want to express.
- The children are invited to visit their Reception class along with their parents/carers.
- Children requiring extra support may have additional visits regardless of their setting.

Key Stage 1

During the final term in Reception, all children are assessed against the ELGs with either an emerging or expected judgement. Alongside this, reports outlining the children's progress are provided for parents/carers and the year 1 teachers. This report provides a well-rounded picture of a child's knowledge, understanding and abilities as well as comments on the characteristics of effective learning. Parents then have the opportunity to discuss this report before the end of the year. Year 1 teachers are also given a copy of the report which informs the dialogue surrounding transition and how activities are planned for the beginning of Year 1.

Safeguarding

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. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

For details on the following, please see whole school Safeguarding Policy

- Reporting safeguarding concerns
- Training information in safeguarding policies
- Procedures to follow to check the suitability of new recruits.
- Attendance
- Allergy and dietary reporting

“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.” (Statutory Framework for the EYFS, 2025)

At John Ray Infant School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2025. We understand that we are required to:

- Safeguard children.
- Ensure the adults who have contact with children are suitable.
- Promote good health and nutrition.
- Support and understand behaviour.
- Maintain records, policies, and procedures.
- Promote the welfare and safeguarding of children.

See EYFS safeguarding document and risk assessment for specific information.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

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Next Review:	Spring Term 2027