



# OWSLEBURY PRIMARY SCHOOL POLICY DOCUMENT

## B80 EARLY YEARS FOUNDATION STAGE (EYFS)

Date of Update	Reason for Update	Next Update
March 2026	Updated in line with current statutory and non-statutory early years frameworks and guidance.	February 2027

### 1. Policy Statement

The Early Years Foundation Stage (EYFS) sets the standards for the learning, development and care of children from birth to the end of the Reception year. At Owslebury Primary School, children join Reception in the September following their fourth birthday.

We recognise that the Reception year plays a crucial role in establishing strong foundations for children's future learning, wellbeing and development. Our aim is to provide a high-quality early education that nurtures curiosity, independence and resilience, while ensuring children develop the knowledge, skills and attitudes needed for later success.

Our approach is underpinned by the school values of nurture, collaboration, resilience, aspiration and respect.

### 2. Legislative and Guidance Framework

This policy is informed by the Statutory Framework for the Early Years Foundation Stage, Development Matters guidance, Strong Foundations in the First Years of School (DfE), the Writing Framework: Writing in Reception, and Keeping Children Safe in Education. It also reflects guidance from Hampshire Local Authority and local moderation processes.

### 3. Principles of Early Years Education

Children learn best when they feel safe and valued, develop strong relationships with adults, and experience a balance between purposeful play and structured teaching. The curriculum supports the development of the whole child and ensures strong foundations in language, literacy, mathematics, physical development and personal wellbeing.

### 4. Intent

Our EYFS curriculum aims to:

- Provide strong foundations for learning
- Promote curiosity and independence

- Develop communication and language
- Foster positive relationships
- Create an enabling environment
- Build strong partnerships with parents
- Ensure inclusion for all children

## **5. Implementation**

Transition arrangements support children in moving successfully into Reception and from Reception to Year 1. These include visits to feeder settings, opportunities for children to visit school, meetings with parents and sharing of information between teachers to ensure continuity of learning.

## **6. Play and Learning**

Play is fundamental to children's development. Learning experiences include child-initiated activities, adult-initiated activities and adult-directed teaching. As children progress through the year, structured teaching gradually increases to support readiness for Year 1.

## **7. Learning Environment**

The Reception environment is carefully organised to support curiosity, independence and engagement. Children access a range of resources indoors and outdoors that promote exploration, creativity and collaboration.

## **8. Curriculum**

The EYFS curriculum includes seven areas of learning:

Prime Areas:

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

Specific Areas:

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

Teaching supports the Characteristics of Effective Learning: playing and exploring, active learning and creating and thinking critically.

## **9. Literacy, Reading and Writing Development**

Developing strong foundations in literacy is a key priority in the Reception curriculum. At Owslebury Primary School, children are immersed in a language-rich

environment where stories, rhymes, songs and meaningful conversation are central to daily learning.

Reading is prioritised to support children in developing a lifelong love of books and secure early reading skills. Early reading is understood to consist of two key elements: language comprehension and word reading.

Children experience a wide range of high-quality texts through daily story sharing, repeated reading of familiar texts, storytelling, role play and discussion of vocabulary and meaning.

Early reading is taught through a systematic synthetic phonics programme using Bug Club Phonics. Daily phonics lessons enable children to learn the relationship between sounds and letters, develop blending skills to read words, segment sounds in words to support spelling and recognise common exception words.

Teaching follows the structured progression of the phonics programme and children practise reading fully decodable books matched to the phonics they have been taught. Children who require additional support receive targeted practice to help them keep up with the pace of learning.

Children take part in regular reading practice sessions in school. These sessions provide opportunities for children to read fully decodable books matched to their current phonics knowledge. Books are reread to support the development of accuracy, automaticity and prosody. Children also take books home regularly so that families can support reading practice.

Writing development is built upon strong foundations in oral language, phonological awareness, phonics knowledge and fine motor development.

Children develop writing through meaningful opportunities to mark make and write within play, adult modelling, shared and guided writing and explicit teaching of letter formation. Children are encouraged to orally rehearse sentences before writing so that ideas are clearly structured.

Teaching focuses on both transcription (spelling and handwriting) and composition (expressing ideas and structuring sentences). Writing opportunities are purposeful so children understand that writing is used to communicate ideas, information and experiences.

## **10. Mathematics**

Children develop early mathematical understanding through participation in the Mastering Number programme delivered through the Solent Maths Hub.

Teaching focuses on developing strong number sense and understanding numbers to ten. Learning emphasises the use of concrete resources, pictorial representations and mathematical talk. Stem sentences are used to support children in explaining their thinking.

Other areas of mathematics, including shape, space and measure, are taught using a similar approach to ensure deep conceptual understanding.

## **11. Inclusion**

All children are valued as individuals. Learning experiences are adapted to meet the needs of children with special educational needs or disabilities, children requiring additional challenge and those from diverse cultural and linguistic backgrounds.

## **12. Assessment**

Assessment is ongoing and informs teaching. Practitioners observe children, interact with them during learning and use professional knowledge of development to plan next steps.

Children complete the statutory Reception Baseline Assessment within the first six weeks of starting school.

At the end of Reception, children are assessed against the Early Learning Goals and the EYFS Profile is completed to support transition to Year 1.

## **13. Safeguarding and Welfare**

The safety and wellbeing of children is paramount. The school complies with safeguarding and welfare requirements outlined in the EYFS statutory framework.

Appropriate staff-to-child ratios are maintained at all times in accordance with statutory requirements. Children are supervised at all times and staff ensure that indoor and outdoor environments are safe, secure and suitable for learning. Risk assessments are carried out where appropriate to ensure that activities and equipment are safe for children to use.

## **14. Partnership with Parents and Professionals**

Parents are valued as partners in their child's education and regular communication is encouraged.

Where appropriate, the school works collaboratively with external professionals such as Health Visitors, Speech and Language therapists and other support services to ensure that children receive the support they need to thrive.

## **15. Pedagogy**

Teaching reflects current research and national guidance on effective early education.

Adults support learning through high-quality interactions, modelling language, extending children's thinking and encouraging sustained shared thinking. Vocabulary development is prioritised across the curriculum.

Practitioners support the development of executive function and self-regulation by helping children to focus attention, follow instructions, persist with challenges and manage their emotions effectively.

## **16. Moderation and Assessment Accuracy**

The Reception teacher participates in moderation activities to ensure assessment judgements are accurate and consistent with national expectations.

This includes internal moderation within school, collaboration with local schools and participation in Hampshire Local Authority EYFS Profile moderation processes where required.