



# ASTON-ON-TRENT PRIMARY SCHOOL



## EARLY YEARS POLICY FOR THE FOUNDATION STAGE

School policy, reviewed and approved by Governors on 16<sup>th</sup> March 2026

This policy has been impact assessed in the light of all other school policies, including the Disability Equality Scheme.

**SIGNED:**

**PRINT NAME:**

C. Coles

Chair of Governors

**DATE:**

16.03.26

**SIGNED:**

**PRINT NAME:**

S. Moore

Headteacher

**DATE:**

16.03.26

**ASTON ON TRENT PRIMARY SCHOOL**  
***Achieving Success For All!***

**EARLY YEARS POLICY FOR THE FOUNDATION STAGE**

**Our school Values: Ready, Respectful, Resilient**

Early Years education provides the foundation for lifelong learning, supporting growth across all areas of development. At Aston-on-Trent Primary School, we are committed to creating a nurturing, stimulating environment where every child feels valued and thrives through varied experiences. We promote readiness for learning and life by encouraging resilience, independence, and curiosity through play and structured activities. Working in strong partnership with parents and carers ensures the best outcomes for every child.

**1. Our Aims**

At Aston, our approach is shaped by the four guiding principles of the Early Years Foundation Stage Statutory Framework September 2025. These principles underpin everything we do and ensure that our provision is inclusive, high-quality, and focused on the best outcomes for every child.

We aim to:

- Create an inclusive environment where every child feels safe, cared for, and valued, promoting equal opportunities and anti-discriminatory practice so that all children can thrive.
- Provide rich, varied, and enabling learning experiences that celebrate achievements and respect diversity, supporting children's unique interests and needs.
- Foster resilience, independence, and a positive attitude to learning, helping children develop confidence and curiosity through strong, nurturing relationships.
- Build essential social and communication skills through a well-planned, relevant curriculum, strengthened by partnerships with parents and carers to ensure continuity and shared success.

These aims reflect our commitment to the four EYFS principles:

- Every child is unique
- Positive relationships
- Enabling environments
- Partnership with parents and carers

By embedding these principles into our daily practice, we prepare children for learning and life, laying the foundation for lifelong success.

## **2. Our Curriculum**

At Aston-on-Trent Primary School, we use the seven areas of learning and development set out in the EYFS framework (*Section 1 – Learning and Development Requirements*). These areas work together to support the whole child. They are grouped into two categories: the three *prime areas*, which focus on essential early skills, and the four *specific areas*, which build on these foundations to broaden learning.

- **Prime Areas**
  - **Communication and Language**  
(*Listening, Attention and Understanding, Speaking*)
  - **Personal, Social, Emotional Development**  
(*Self-Regulation, Managing Self and Building Relationships*)
  - **Physical Development**  
(*Gross Motor Skills and Fine Motor Skills*)
- **Specific Areas**
  - **Literacy**  
(*Comprehension, Word Reading and Writing*)
  - **Mathematics**  
(*Number and Numerical Patterns*)
  - **Expressive Arts and Design**  
(*Creating with Materials, Being Imaginative and Expressive*)
  - **Understanding the Natural World**  
(*Past and Present, People, Culture and Communities and The Natural World*)

To support progress across all areas, we use a range of effective teaching strategies, including play-based learning, direct teaching, and cooperative learning approaches that encourage collaboration and problem-solving.

### **2.1 Planning**

At Aston-on-Trent Primary School, we provide a dynamic and engaging environment where learning spaces are thoughtfully planned and regularly refreshed with new resources to reflect children's interests and needs. Our provision is flexible, ensuring areas are used to meet specific learning objectives throughout the year.

Learning is delivered through carefully planned half-termly topics, which include clear objectives, opportunities for assessment, and ongoing evaluation. We use Development Matters as a non-statutory guide to support earlier developmental steps, ensuring progression for all children.

We adopt flexible, child-centred approaches that combine play, exploration, and purposeful teaching. Strategies such as collaborative learning, problem-solving activities, and guided support help children develop confidence, independence, and a love of learning.

Early identification of individual needs is a priority. Where additional support is required,

adaptive teaching strategies and targeted interventions are implemented promptly to ensure every child can access the curriculum and make progress.

We share half-termly plans with parents and carers to keep them informed about what their child will be learning and how they can support at home. Weekly planning provides differentiated experiences and opportunities for reflection and assessment.

Our learning environment is designed to keep children actively engaged, supported by teachers and teaching assistants. Every aspect of their experience is planned, recorded, and assessed to maximise learning and development.

Our policy ensures that:

- All children access a broad, balanced, and stimulating curriculum tailored to individual needs.
- Learning experiences are meaningful and relevant.
- Children develop independence and motivation as learners.
- Progress is monitored and supported for every child.
- Opportunities are provided to work towards the Early Learning Goals through a mix of adult-led and child-initiated play.
- Adults use their time effectively to support learning and development.

## **2.2 Characteristics of Effective Learning**

At Aston-on-Trent Primary School, we recognise that how children learn is as important as what they learn. The Characteristics of Effective Learning underpin our approach and are embedded in all aspects of our provision. These characteristics help children become resilient, motivated, and independent learners:

- **Playing and Exploring** – Children investigate and experience things, and ‘have a go’. We provide open-ended resources and opportunities for imaginative play to encourage curiosity and engagement.
- **Active Learning** – Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. Our environment promotes persistence and celebrates effort as well as outcomes.
- **Creating and Thinking Critically** – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. We encourage problem-solving, questioning, and reflection through adult interactions and collaborative activities.

These characteristics are considered in planning, observation, and assessment. Practitioners use them to inform next steps and ensure that learning experiences support not only knowledge and skills but also positive attitudes and dispositions for lifelong learning.

## **2.3 Continuous Provision**

Our learning environment is carefully planned to inspire curiosity, independence, and active engagement. It provides opportunities for children to deepen their understanding of the EYFS curriculum through hands-on, play-based experiences. Continuous provision is central to this approach, enabling children to revisit recent learning, practise new skills, and follow their own interests. Staff enhance these opportunities through purposeful interactions and timely interventions. High-quality resources are thoughtfully selected, well-organised, and clearly labelled to ensure children can access them independently across all areas of learning. This dynamic environment supports exploration, creativity, and progression for every child.

## **2.4 Outdoor Learning**

Our indoor and outdoor spaces are safe, inclusive, and stimulating, designed to inspire curiosity and independence. Children move freely between areas, promoting physical activity and varied experiences. Resources are well-organised and accessible, supporting autonomy and choice for all learners, including those with SEND. Continuous provision is regularly updated to reflect children's interests and developmental needs.

Staff enhance learning through purposeful interactions and timely interventions, ensuring every opportunity is maximised.

### **Forest School**

Children attend weekly Forest School sessions, exploring nature and developing confidence, resilience, and practical skills in a safe, supervised environment. Activities encourage curiosity, teamwork, and physical and emotional growth.

## **2.3 Assessment**

Assessment is central to understanding each child's development and planning effective learning experiences. Before starting school, we gather information from parents and previous settings to support a smooth transition.

In the first six weeks of Reception, we administer the Reception Baseline Assessment (RBA) with every child, as required by the statutory framework. This establishes a starting point for progress measures and informs our planning. Outcomes are submitted to the Department for Education in line with statutory guidance.

Ongoing assessment is primarily carried out through daily observations, which capture children's learning and development in real time. These observations are shared with parents via our ParentHub platform, where families receive a weekly summary of their child's learning journey, promoting strong home-school partnerships.

At the end of the EYFS, we complete the Early Years Foundation Stage Profile (EYFSP) for each child. This statutory assessment measures attainment against the 17 Early Learning Goals

(ELGs) and indicates whether a child is at the expected level or emerging. Results are shared with parents/carers and used to support transition into Year 1. The EYFSP is moderated internally and through Local Authority processes to ensure consistency, and data is submitted to the Local Authority by the end of June.

### **3. Transition**

#### **Preschool to Reception**

Our goal is to make every child's move into Reception smooth and positive.

- Staff visit each child in their preschool setting to spend time with them and speak to key staff. This helps us gather important induction information and understand each child's needs and interests, supporting a successful start in Reception.
- In the summer term, children are invited to a transition morning where they explore the classroom, meet their teachers, and get to know their new classmates.

#### **Reception to Year 1**

To prepare children for their transition into Year 1, we gradually introduce them to new routines and environments. They enjoy integrated playtimes on the main playground with Key Stage 1 pupils and staff, begin attending whole-school assemblies such as the Friday celebration assembly, and spend a day in the Year 1 classroom to meet their new teacher and explore the learning space. EYFS and Year 1 teachers also hold transition meetings to share key information, ensuring continuity and a smooth start.

### **4. Working with parents**

We recognise that children learn and develop well when there's a strong partnership between our staff and each child's parents and/or carers. We work with parents and/or carers in several ways:

- In June, a meeting is held for parents and carers to attend where information about the school and EYFS curriculum is shared.
- At the beginning of the school year, once the children have started, parents and carers are invited to a Phonics meeting where the English Lead and class teacher give details as to what and how the children will be taught.
- At the end of each week, a newsletter showing highlights of the week's learning is shared on ParentHub for parents and carers to see.
- Parents and carers are kept informed of their child's progress through termly consultation meetings and a formal end-of-year report.

### **5. Safer Eating Procedures**

We prioritise the safety and wellbeing of every child during mealtimes. Our approach follows the EYFS statutory safeguarding and welfare requirements and reflects best practice for allergy

management, choking prevention, and healthy eating.

### **Key Principles:**

- **Supervision:** A paediatric first-aid trained member of staff is always present when children eat or drink. Children remain within sight and hearing of an adult throughout mealtimes.
- **Individual Needs:** Before admission, we gather detailed information about each child's dietary requirements, allergies, intolerances, and cultural preferences. This information is regularly updated and shared with all staff.
- **Allergy Management:** All staff are trained to recognise allergic reactions and respond appropriately, including administering emergency medication.

## **6. Paediatric First Aid and Recording Procedures**

The safety and wellbeing of every child is our highest priority. In line with statutory EYFS requirements, we ensure that:

- **Paediatric First Aid:** At least one member of staff with a current paediatric first aid qualification is always present when children are in the EYFS setting, including during mealtimes, outdoor play, and trips.
- **Immediate Response:** If a child requires first aid, it is administered promptly by a trained member of staff following best practice guidelines.
- **Recording and Communication:** All first aid incidents are recorded using our secure online medical tracker. This system ensures accurate documentation of the incident, treatment provided, and any follow-up actions.
- **Parent Notifications:** Once an incident is logged, an automatic notification is sent to parents or carers on the same day, providing details of the event and the care given. This promotes transparency and keeps families fully informed
- **Monitoring and Review:** Records are regularly reviewed by the EYFS lead to identify patterns and ensure continuous improvement in health and safety practices.

By maintaining these procedures, we uphold the highest standards of care and ensure that parents have confidence in the safety and wellbeing of their children.

## **7. Safeguarding and Welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved every 2 years. At every review, the policy will be shared with the governing board.