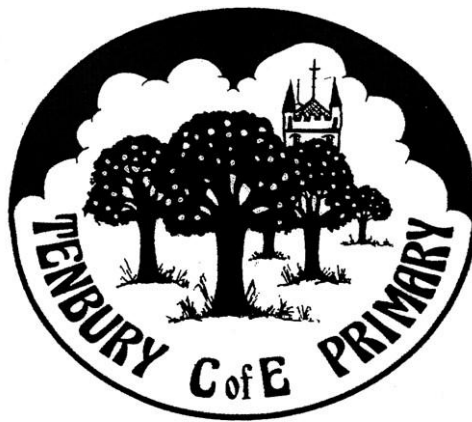


Tenbury CE Primary Academy

Early Years Foundation Stage Policy



‘Therefore encourage one another and build each other up.’

Thessalonians 5:11

C Baker September 2026

**Tenbury Primary School
Foundation Stage Policy**

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up”.

(Statutory Framework 2026)

1 Introduction

- 1.1** The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Entry into our school for all allocated children is at the beginning of the school year. Flexibility in starting will be exercised in conjunction with parental wishes.
- 1.2** The Foundation Stage is important in its own right, and also in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of the Foundation Stage.
- 1.3** Children joining our Reception year have already learnt a great deal. Many have been learning in our pre-school setting or with other early year’s practitioners. The early-years education we offer builds on what our children already know and can do. It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors.

The Early Years Foundation Stage is based upon four guiding principles:

A Unique Child
Positive Relationships
Enabling Environments
Learning and Development

A Unique Child

At Tenbury Primary Academy, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and disposition to learning are influenced by feedback from others. We use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

2 Inclusion at the Foundation Stage

We value the diversity of individuals within our school. All children at Tenbury Primary Academy are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school. We believe that all our children matter and we give them every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning. In the Foundation Stage, we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities,

children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

3 Welfare

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.

"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 EYFS 2026 Section 3.1)

At Tenbury Primary Academy, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Promote good oral health and the importance of brushing teeth.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- Ensure all EYFS staff have a Paediatric First Aid certificate, issued by an approved provider. EYFS students and trainees are rarely included in ratio and never included unless they also hold a Paediatric First Aid certificate.
- Ensure there is always a Paediatric First Aid member of staff present when children in the EYFS are eating and drinking, including when Reception children are eating in the hall. (See separate Food and Drink Policy for more details.)
- Ensure that the 'Screen Use Guidance' is met and is promoted to parents/carers.

All members of staff who have contact with children and families are supervised by the EYFS lead. The supervision provides opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

Other policies relevant to children's welfare in the EYFS:

Safeguarding Policy
Whistleblowing Policy
Supervision Policy
Safer Recruitment Policy
Attendance Policy
Intimate Care Policy
EYFS Nappy Changing Procedure
EYFS Food and Drink Policy
Climate Change Action Plan
Safer Sleep Policy
Uncollected Child Policy
Missing Child in Nursery Policy

Positive Relationships**4 Parents as Partners**

4.1 At Tenbury Primary Academy, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- talking to parents about their child before their child starts in our school;
- visits by the teacher to all children in their home setting prior to their starting school;
- visits by the teacher to as many pre-school settings as possible;
- opportunities given to the children to spend time with their teacher before starting school;
- inviting all parents to an evening induction meeting during the school summer term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our reception class;
- Sharing weekly newsletters with parents and valuing the ongoing contributions they make towards their child's learning;
- Sharing 'Floor Books' and other recorded evidence;
- encouraging parents to talk to the child's teacher/ key worker if there are any concerns;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
- providing various activities that involve parents, i.e. regular communication with home and inviting parents to curriculum meetings/workshops, in order to discuss the kind of work that the children are undertaking.

4.2 There are regular formal meetings for parents at which parents can discuss their child's progress in private with the teacher. At these consultations, the teacher will discuss what the child needs to do next to progress. In Nursery, a short summary of development for all children aged between two and three, will be provided to parents by the Nursery Teacher. This will "identify the child's strengths, and any areas where the child's progress is less than expected".

Parents will receive a report on their child's attainment and progress at the end of each school year.

(Statutory Framework EYFS 2026 Section 2.4)

Enabling Environments

5 The Foundation Stage curriculum

- 5.1** At Tenbury Primary Academy, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

6 Observation, Assessment and Planning

- 6.1** Throughout the Foundation Stage, the practitioners use observations as the basis for planning. All practitioners are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. At Tenbury, our curriculum is based around topics, which are also linked to 'Talk For Writing'. We use the children's interests and learning styles within these themes. This fostering of the children's interests develops a high level of motivation for the children's learning.
- 6.2** The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their foundation year in school, the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals. Two year checks will be completed and shared with parents. We complete these within the first two months of the child starting Nursery.
- 6.3** The Foundation Stage classrooms for Nursery and Reception are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. Each classroom has its own outdoor classroom area as well as a shared outdoor area. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

Learning and Development

7 Aims of the Foundation Stage

- 7.1** There are seven areas of learning and development that must shape educational provision in early year's settings. All areas of learning and development are important and inter-connected. These in turn may be related to the characteristics of learning. Three 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:

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

All children will also be supported in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

7.2 Characteristics of Effective Learning

Tenbury Primary Academy is innovative in the development of its learning and teaching styles for Foundation stage through to and including Year 1. Children will experience various, varied and appropriate learning opportunities. The development of an independent thinker and the acquisition of learning skills will form a large part of the learning. Learning delivery will be centred around close focus work, directed choice activities and whole-class input. In order to provide high-quality experiences for young children, we aim for a balance of adult-directed activities and child-initiated activities.

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning.

- Playing and Exploring – children will have opportunities to investigate and experience things, and 'have a go'.

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the

opportunity to think creatively alongside other children, as well as on their own. They communicate with others as they investigate and solve problems.

- Active Learning – children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- Creating and Thinking Critically – we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions

- . "Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level"

(Statutory Framework EYFS 2026)

8 Reception Baseline Assessment

- 8.1** A short assessment will be taken in the first six weeks in which a child starts school. "There is no expected standard for the assessment". Each child will be assessed "in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for cohort-level school progress measures. Data from the RBA is compared to key stage 2 outcomes 7 years later to form the overall progress measure for a school".

(Statutory Framework EYFS 2026)
(Reception Baseline Assessment May 2026)

9 Induction Procedure

9.1 Timetable

Spring Term Allocation letter issued by Worcestershire County Council

Summer Term	New Intake Parents' meeting in school
Summer Term	Induction sessions for the new Reception children
Autumn Term	Home visits before the children start school

9.2 Dates for the coming induction year can be found in the schools Admission Policy.

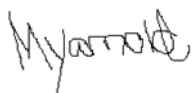
10 Monitoring and review

10.1 This policy is monitored by the governing body, and will be reviewed annually.



Signed:

Headteacher



Signed:

Chair of Governors