



Preston Candover CE Primary School
Love, Hope and Justice

EARLY YEARS POLICY

September 2025

Review Date: September 2026

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the academic year in which a child has their fifth birthday.

The EYFS is statutory and is detailed under the *Statutory Framework for the Early Years Foundation Stage* and the *Practical Guidance for the Early Years Foundation Stage*.

INTENT

We follow the statutory framework and guidance detailed in the EYFS and provide a broad and balanced Early Years curriculum based on first hand experiences and purposeful interactions.

We intend to:-

- ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning
- Understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps
- build positive relationships and work in partnership with parents and carers to encourage happy, independent learners who thrive in school.
- create an indoor and outdoor learning environment that inspires the children to investigate, question and challenge themselves.
- provide the children with every opportunity to fulfil their potential and make at least good progress from their initial starting points
- support transition into KSI so the children are ready and excited to face new challenges

IMPLEMENT

As children make the transition to school, we recognise the importance of working with parents, carers and previous settings to make this journey as smooth as possible.

Throughout the EYFS we follow the Early Years Statutory Framework for the Early Years Foundation Stage by the DfE. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. We have a curriculum that is child-centred, based upon the children's interests and experiences, along with themes which engage the children. We encourage active learning to ensure the children are motivated and interested. We take time to get to know children's interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In the EYFS children are learning when they: -

- Collaborate and learn from one another through shared experiences
- Are supported to set their own challenges in their physical environment and in their learning
- Access resources independently
- Use their senses to explore and investigate
- Develop resilience and positive attitudes to learning

Impact

- We strive to ensure that our children's progress across the EYFS curriculum is at least good from their varied starting points.
We strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations.
- We use our observations of the children to make formative assessments of their attainment and to inform future planning and build upon the children's current knowledge and skills.
- We endeavour to ensure that our children leave the EYFS ready to move with confidence into KSI and their lifelong learning journey.