



Thringstone Primary School

Believe and Achieve Together

Early Years Foundation Stage Policy

Adopted by
Governors: February 2026
Due for Review: February 2028

1. Vision for Early Years

At Thringstone Primary School, the Early Years Foundation Stage provides the foundation upon which all future learning is built. Guided by our whole-school vision to *Believe and Achieve Together*, we are committed to giving every child the strongest possible start to their education.

As a school rooted in our community, we are proud of the children and families we serve. We create an environment where children feel safe, valued and ready to learn, and where high expectations are balanced with warmth, care and strong relationships.

Many children begin their educational journey in Little Acorns Pre-School, which is governed and operated by the school. This enables deliberate alignment in early learning experiences, including the introduction of Little Wandle Letters and Sounds Revised and White Rose Maths. Close collaboration between pre-school and Reception staff supports continuity, strengthens early language and number development, and ensures children transition confidently into school.

Our values of Respect, Resilience, Teamwork, Belief and Kindness are evident in daily practice. Through consistent routines, clear boundaries and positive behaviour expectations, children develop independence, confidence and a strong sense of belonging.

We provide a broad and engaging curriculum that supports children to grow academically, socially and emotionally. Our aim is that every child leaves the Early Years as confident, capable and curious learners, fully prepared for the next stage of their education.

2. Legislation and Statutory Requirements

This policy is based on the requirements of the Early Years Foundation Stage Statutory Framework and applies to all children from birth to the end of the Reception year.

The school ensures that provision complies with safeguarding and welfare requirements, learning and development requirements, and assessment arrangements set out within the statutory framework.

This policy should be read alongside the following school policies:

- Safeguarding and Child Protection
- SEND
- Behaviour for Learning
- Supporting Pupils with Medical Conditions
- Health and Safety

3. Roles and Responsibilities

Clear leadership ensures high-quality Early Years provision.

The Governing Board provides strategic oversight and monitors the effectiveness of this policy.

The Headteacher provides strategic leadership of the Early Years, including curriculum design, quality of provision and standards. The Headteacher ensures alignment between Little Acorns Pre-School and Reception so that children experience a coherent and progressively structured start to their education, and that they are well prepared for Key Stage 1.

Reception Teachers are responsible for the day-to-day delivery of the curriculum, assessment of children's progress and the creation of a safe, stimulating learning environment.

The SENDCo supports early identification of additional needs and works with staff and external agencies to ensure appropriate provision.

4. Safeguarding and Welfare

Children's safety and wellbeing are paramount. We follow the safeguarding and welfare requirements of the EYFS statutory framework to ensure children are protected, healthy and supported.

This includes appropriate staff-to-child ratios, paediatric first aid training, robust recruitment procedures, effective supervision and safe learning environments. Further detail is outlined in the school's Safeguarding and Child Protection Policy.

5. Curriculum

Our Early Years curriculum is ambitious, coherently sequenced and designed to give every child the strongest possible foundation for future learning and readiness for Key Stage 1.

Provision reflects the seven areas of learning, with particular emphasis on communication and language, physical development, and personal, social and emotional development, as these underpin success across the curriculum.

Children learn through a balance of adult-directed teaching and purposeful play. High-quality interactions, established routines and carefully designed environments support children to develop independence, confidence and concentration.

As children progress through Reception, teaching becomes increasingly structured to support school readiness and ensure a successful transition into Year 1.

Further detail is set out in the Thringstone Early Years Foundation Stage Framework.

6. Teaching and Assessment

Teaching in the Early Years is responsive and informed by ongoing assessment. Staff observe children to understand their development and use this information to plan learning that is appropriately challenging.

Assessment arrangements include:

- Reception Baseline Assessment

- Ongoing formative assessment
- Early Learning Goals at the end of Reception

Assessment is used to support learning and inform teaching.

7. Inclusion

We are committed to ensuring every child is included, supported and able to achieve their best.

Staff consider each child's starting point and individual needs when planning learning. Early identification enables timely support and intervention where required. We work closely with the SENDCo, families and external professionals to ensure appropriate provision is in place.

Further guidance is available in the school's SEND Policy.

8. Partnership with Parents and Carers

Strong partnerships with parents and carers are central to children's success. We recognise parents as children's first educators and value the information they share.

Regular communication ensures families are informed about progress and supported to continue learning at home. Statutory assessments provide parents with a clear understanding of their child's development.

9. Transition

Effective transition supports children to feel secure and ready to learn. We promote a smooth start to school through strong links with pre-school providers, opportunities for children to visit and become familiar with the setting, induction meetings for parents, and additional transition where required.

We also ensure a well-planned transition into Year 1 so that learning continues seamlessly.

10. Learning Environment and Resources

The Early Years environment is organised to promote independence, curiosity and active learning. Children have access to a dedicated outdoor area directly connected to the indoor provision. Resources reflect both the local community and the wider world, broadening children's experiences and understanding.

11. Monitoring and Review

This policy will be reviewed every two years by the Governing Board. Leaders monitor the quality of provision, safeguarding and outcomes to ensure continued improvement.