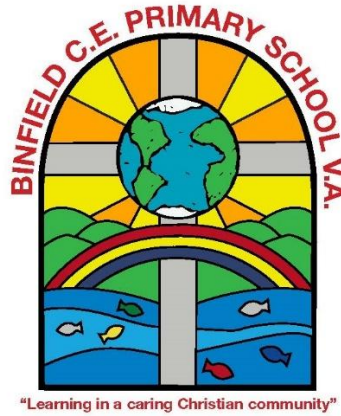


Binfield CE Primary School



Early Years / Foundation Stage Policy

Date Created: June 2026

Next Review Date: June 2029

Binfield CE Primary School

Foundation Stage 2 Policy **June 2026**

Introduction

The first year of school is a unique and special time in every child's life and needs to be valued as such. This policy has been written to reflect Binfield CE Primary School's philosophy in relation to the education and well-being of all children in our Reception Class (Foundation Stage 2). This policy should be read in conjunction with the Early Years Foundation Stage Curriculum Guidance, the EYFS Curriculum statement and the EYFS Progression Overview.

Aims

We aim to:

- provide a welcoming and nurturing environment for children and their families.*
- ensure that all children feel included, secure and valued.*
- establish positive relationships with parents.*
- keep parents well informed about the curriculum and their child's progress.*
- build on what the children already know and can do.*
- help children make links in their learning.*
- stimulate positive attitude and dispositions to learning.*
- encourage independence.*
- value children's interests, providing a balance of direct teaching and child initiated activities.*
- provide a solid foundation in the six areas of learning through well-planned, rich and stimulating experiences.*
- make careful observations in order to support and extend children's learning appropriately.*
- ensure that children with special educational needs are identified and receive appropriate support.*

Planning

- Long term planning: Yearly cycle of topics*
- Medium term planning: Half termly, cross curricular topics based on the six areas of learning in the Foundation Stage. Medium term planning is reviewed before the start of each topic and as an ongoing process throughout (see below).*
- Short term planning: Weekly plans incorporating the six areas of learning taught through adult directed activities, child initiated activities and continuous play provision based on objectives from Foundation Stage Curriculum. Weekly planning is informed by continuous observation of the children during both adult directed and child initiated activities and is discussed at the weekly planning session. The main learning activities are evaluated at the end of each week.*
- Daily Challenges: child initiated activities based on objectives from Foundation Stage Curriculum and informed by observation and assessment of the children*
- Phonics Medium Term Planning: Half termly planning for discrete, daily phonics sessions in line with the the Read Write Inc. phonics scheme.*

Learning and Teaching

The features of good practice in our school that relate to the Foundation Stage are:

- *A Partnership between Foundation Stage staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement*
- *The understanding that teachers have of how children develop and learn, and how this affects their teaching*
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other methods of communication
- a planned curriculum that helps children achieve and extend the Early Learning Goals by the end of the Foundation Stage
- providing children with activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities
- making careful observations of the children and using these observations to inform planning thus supporting and extending the children's learning
- encouraging all members of the Foundation Stage team to make contributions towards the monitoring and observations of the children and to discuss any issues that arise during the weekly planning session
- incorporating the language of learning and thinking into all classroom activities and encouraging the children to use the same language in their daily discourse
- participating in whole school enrichment weeks
- developing the children's understanding of what it means to be a Global Citizen

Play

Play is the prime medium through which young children learn. Play can engage the child's whole being, physically, mentally and emotionally. Through play, children explore and develop learning experiences which help them to 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. They express fears or re-live anxious experiences in controlled and safe situations.

Assessment, Recording and Reporting

This should be in line with and read in conjunction with the schools assessment policy. Assessment takes place in the following ways:

- observations carried out while children are engaged in child initiated activities, in order to gain insight into children's interests and what they can do independently.
- observations carried out during focused group work / whole class teaching in order to assess children's level of understanding related to specific skills and concepts.
- discussions with children about their learning and next steps.
- summative assessments carried out throughout the year to monitor and track children's progress and to inform future planning with regards to phonic knowledge, writing and mathematical development.
- on entry (Baseline) and end of year

All Foundation Stage staff are involved in the observation of the children.

The children's attainment, achievement and progress are recorded in the following ways:

- ~~individual Learning Diaries – parents are encouraged to make contributions towards these records~~
- ~~observations and next steps via evidenceme app~~
- In the children's books
- completion of the Early Years Foundation Stage Profile half termly via an excel spreadsheet
- phonic assessment records (RWI)
- reading records
- focus task recording sheets (creative, UTW, maths)

The children's attainment, achievement and progress are monitored at regular intervals throughout the year through data analysis. This analysis is then used to inform future planning and intervention groups.

The children's attainment and progress is reported in the following ways:

- open afternoons for parents to look at their child's books Learning Diary and speak to the teacher – held at regular intervals throughout the year
- ~~half termly updates of childrens observation records to parents/carers via email~~
- two parents' evenings throughout the year.
- annual report for parents.

Teachers assessment is moderated on a regular basis, either within the EYFS team, within the KS1 team or with EYFS teachers in the local authority.

Wherever possible, we liaise with and receive records from feeder nurseries within BFC, which are read by teachers for relevant information before being returned to the child's home to ensure we comply with GDPR guidelines. We also visit the main feeder nurseries to discuss how the children have progressed. We make home visits before they start school. EYFS profiles, teacher comments and assessment records are passed to the Year 1 staff at the end of the year.

The end of year EYFS profile data is analysed and shared with SLT, with any arising issues incorporated into the EYFS development plan and leadership planning for the next academic year.

Partnership with Parents

At Binfield CE Primary we feel that establishing a positive partnership with the parents of Foundation Stage children is important. We aim to do this in several ways:

- Home visits before they start
- School prospectus and website
- Induction Evening for parents
- Information pack
- School visit for parents and children
- Half Termly Curriculum letters
- Parents evenings – sharing children's progress records with parents
- ~~Open door policy (excluding unforeseen circumstances and social distancing measures)~~
- ~~Termly drop in open afternoon sessions~~

- Parents encouraged to help in classroom and on school trips ~~(they must have a Binfield DBS)~~
- FOBS – Parent Teacher Association
- ~~Parents encouraged to make contributions towards their child's learning diary~~
- ~~Curriculum workshops for parents~~
- Informal drop-in sessions for parents/carers

Inclusion / Equality of Opportunities

We believe that all children matter and they are given every opportunity to reach their full potential.

- The Foundation Stage curriculum should be provided in such a way that the preferred learning styles and abilities of all pupils are taken into account.
- All pupils will be given equality of opportunities to access their entitlement of the Foundation Stage curriculum, irrespective of gender, ability or background.
- Pupils are entitled to receive an education, which builds upon their previous knowledge, understanding, skills and interests.

All Foundation Stage staff are involved in ensuring the welfare and safeguarding of the children in our Reception Classes.

Use of Mobile Phones

In order to protect both staff and children, mobile phones will never be used in the classroom to capture images of the children. During teaching times, any mobile phones will be stored in a locked cupboard.

Image recording and technology

~~Both photographs and videos are taken on a daily basis for evidence, recording learning and to create teaching videos. These are captured using school ipads only. These are all password protected and remain on the school site (excluding unusual circumstances such as the COVID lockdown when teachers and TAs were required to create videos at home). These photos are either recorded onto the app 'evidenceme' if an observation or saved to the icloud data storage for the account schoolbinfield@gmail.com. Any photos or videos will only be downloaded to school computers. Photographs and videos will only be published on social media or the school website with the advanced written consent of carers. Photos will be kept digitally until the end of the subsequent academic year, as they are treated as evidence of work in the same way that exercise books remain in school.~~

Policy Review Period

This policy will be reviewed every three years or as necessary.

Signed:

Date: