FOSTER'S PRIMARY SCHOOL

Early Years Foundation Stage Policy

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Adopted: November 2026
Review Date: November 2027



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1. Introduction and statutory framework

Foster's Primary School is committed to providing a safe, welcoming, inclusive and stimulating Early Years Foundation Stage (EYFS) in which every child is valued, develops confidence and makes progress from their individual starting points. This policy applies to children attending Nursery and Reception.
The school follows the statutory framework for the Early Years Foundation Stage applicable to school-based early years provision, together with relevant safeguarding, equality, SEND and education requirements. The EYFS establishes standards for learning, development and care from birth to age five. The school will review its procedures against the statutory framework and guidance in force at the time of implementation.

2. Aims and guiding principles

At Foster's, we aim to provide an ambitious, broad and balanced early years curriculum; develop communication, language, relationships and independence; foster curiosity and a love of learning; identify barriers early; and build strong partnerships with families.
Our provision is informed by the four overarching principles of the EYFS:

- A unique child: every child is an individual who can become resilient, capable, confident and self-assured.
- Positive relationships: warm, respectful and consistent relationships help children become secure and independent.
- Enabling environments: carefully organised experiences and responsive adults support children's learning.
- Learning and development: children learn and develop at different rates and in different ways.

3. Organisation of the EYFS

Nursery

For the autumn term of 2027, Foster's Nursery plans to offer 26 places on a 30-hour provision, operating from 9.00am to 3.00pm. This is the planned offer and remains subject to confirmation of the final arrangements, eligibility and applicable funding requirements.

Reception

Foster's Primary School has two Reception classes and admits 60 children in total each September.
Staff organise provision to include purposeful adult-led teaching, guided learning and child-initiated play, with appropriate access to indoor and outdoor learning experiences.

4. Admissions and starting school

The London Borough of Bexley is responsible for admission decisions for community schools from Nursery to Year 6. Parents and carers should consult Bexley Council for the full admissions procedure, eligibility rules, current dates and applications: https://www.bexley.gov.uk/admissions.
Applications are made online through Bexley Council: https://www.bexley.gov.uk/services/schools-and-education/primary-schools/starting-primary-school.

Where there are more applications than available places, the local authority applies its published oversubscription criteria. The following is a summary supplied for this policy and is not a substitute for the full, current admissions arrangements:

- Children who are looked after or were previously looked after, within the published definitions.
- Children with qualifying exceptional medical grounds for attendance at the preferred school.
- Children with a qualifying sibling attending the school at the time of admission.
- Qualifying exceptional family medical, disability, social or domestic circumstances where the published criteria are met.
- Distance from home to school, measured in accordance with Bexley's published method.

For authoritative definitions, evidence requirements, tie-break arrangements and any changes to the criteria, refer to https://www.bexley.gov.uk/services/schools-and-education/primary-schools/how-bexley-decide-primary-school-places.

5. Curriculum, teaching and learning

Our EYFS curriculum encompasses seven interconnected areas of learning and development. The three prime areas are communication and language; physical development; and personal, social and emotional development. The four specific areas are literacy; mathematics; understanding the world; and expressive arts and design.
Teaching is responsive to children's interests, experiences, prior learning and assessed needs. Practitioners use modelling, explanation, stories, songs, conversation, questioning, direct teaching and play to extend vocabulary, deepen understanding and encourage children to practise new skills.

Communication, early reading and mathematics

Communication and language underpin all learning. Adults model rich vocabulary, listen attentively, develop children's speaking and listening skills and provide opportunities for sustained conversation. Children experience high-quality stories, rhymes and books and receive systematic phonics teaching in line with the school's agreed approach of Jolly Phonics. Early mathematics is developed through number, pattern, shape, measure, problem-solving and practical experiences using the White Rose Maths scheme and underpinned with use of NumberBlocks.

Characteristics of effective teaching and learning

Planning and interactions reflect playing and exploring, active learning, and creating and thinking critically. Children are encouraged to investigate, persevere, make connections, try ideas and reflect on what they have learned.

Responsive continuous provision and daily organisation

A central priority for EYFS practice is for adults to spend sustained time in continuous provision, engaging children in high-quality conversations, extending vocabulary and responding to children's interests. Children are encouraged to settle quickly into meaningful activity at the start of the day. Adult-led teaching and purposeful transitions complement sustained opportunities for child-initiated exploration.
Reception planning identifies five phonics sessions and five mathematics sessions each week, alongside five afternoon teaching inputs. Reception phonics includes daily opportunities to practise letter formation and apply sound knowledge. Teaching is adapted to children's development and the school's agreed phonics progression.
Staff plan purposeful story, rhyme and fine-motor sessions and make use of routine moments to promote language, mathematics and independence. A rolling morning snack enables children to choose when to participate, with suitable supervision, food-safety and allergy arrangements.

6. Enabling environments and outdoor learning

The learning environment is designed to be safe, accessible, inviting and purposeful. Resources and activities support independence, communication, creativity, collaboration and challenge. Staff review provision in response to children's needs, interests and progress.

Outdoor learning is an integral part of the EYFS. Where available and appropriate, children have regular opportunities for physical activity, exploration, sensory learning and investigation. Staff teach children to recognise and manage age-appropriate risks while maintaining appropriate supervision and risk assessment.

Indoor and outdoor continuous provision

Learning opportunities across all seven EYFS areas are provided indoors and outdoors. Provision is reviewed and refreshed when children's interests and engagement change, rather than being replaced automatically every week.
Children can independently select resources in construction, art, fine-motor, mathematics and role-play areas, with adult guidance and focused challenges where appropriate. Engaging small-world activities are available, and writing is embedded naturally throughout provision, for example through notepads in role play and clipboards in construction and creative areas.
Each term the school plans a "Messy Play Monday" sensory session, included in mid-term planning and communicated to parents in advance.

7. Assessment and reporting

Assessment is integral to teaching. Staff build an understanding of each child through everyday interactions, observation, discussion with families and relevant information from previous settings. Assessment is proportionate and informs next steps without creating unnecessary paperwork.
Reception staff administer the statutory Reception Baseline Assessment within the required period after a child starts Reception. At the end of Reception, teachers complete the statutory EYFS Profile, assessing each child against the 17 early learning goals as either meeting the expected level or emerging. Outcomes are shared with parents and carers, passed to Year 1 teachers and submitted to the local authority as required.
Staff communicate children's achievements, progress and any areas requiring additional support through routine conversations, meetings and written reporting in accordance with school arrangements and Parent's Evenings.

8. Inclusion and special educational needs

Foster's is committed to ensuring that children with special educational needs and disabilities (SEND), children learning English as an additional language and children with other additional needs can participate fully in EYFS life. Practitioners maintain high expectations and adapt their teaching, environment, resources and communication to remove barriers to learning.
Consistent with Foster's SEND Policy (2026), concerns are identified promptly through observations, progress information, parental views and information from previous settings. Teachers work with the Special Educational Needs Coordinator (SENCo), Miss Smith, to use a graduated approach of assess, plan, do and review, involving families and external professionals where appropriate.
Targeted interventions and additional support are planned and reviewed according to individual need. The class teacher retains responsibility for the child's learning and development. Transition arrangements are adapted for children requiring additional preparation or support. The school's SEND Policy provides further details of responsibilities, provision and family engagement.

9. Safeguarding, welfare and wellbeing

The safety, welfare and wellbeing of children are paramount. All EYFS staff must follow the school's safeguarding and child protection procedures, relevant statutory safeguarding guidance, safer recruitment requirements and the welfare requirements of the current EYFS framework.
The school maintains appropriate arrangements for supervision, staff suitability, safeguarding training, paediatric first aid, attendance, collection of children, intimate care, medicines, accidents, hygiene, food safety, allergies and emergency procedures. Specific procedures and responsibilities are set out in the relevant school policies and operational risk assessments.
Adults promote positive behaviour through secure relationships, predictable routines, clear boundaries, emotional coaching and developmentally appropriate expectations. Staff take children's concerns seriously, promote belonging and respond sensitively to emotional or attendance difficulties.

Toileting, intimate care and dignity

Foster's provides sensitive and timely support for children who need assistance with toileting, changing or cleaning following an accident, including children with ongoing continence needs. Children are treated with

dignity, privacy and respect. Children will not be shamed or punished for accidents and toilet training is not a blanket condition of admission or attendance.
For anticipated or recurring care needs, the school and a person with parental responsibility complete the Foster's Intimate Care Plan and Parental Consent form. The plan records the child's needs and views, independence, agreed care and cleaning methods, authorised staff and cover, location and equipment, supplies, parent communication and review arrangements.
Staff encourage the child to do as much as possible independently, explain what they are doing and seek the child's cooperation. Care is normally provided by one authorised, suitably trained adult with another adult informed and nearby; two-person assistance is arranged where an assessed need requires it. Parents may be asked to collect a child if adequate cleaning cannot safely be achieved using school facilities, following an individual best-interests assessment; immediate assistance must still be provided.
The school works with families to build toileting independence at a developmentally appropriate pace, taking account of SEND and medical needs. Specialist medical procedures, medicines and prescribed treatments require separate authorisation, healthcare planning and training. Staff report welfare or safeguarding concerns through the school's designated safeguarding procedures.

10. Partnership with parents and carers

Parents and carers are children's first educators. Foster's values their knowledge and involvement and seeks to build respectful, two-way relationships. Families are encouraged to share information about their child's interests, strengths, experiences, health, language and any additional needs.
The school provides opportunities for families to discuss their child's development, celebrate progress and raise concerns. Staff explain learning priorities and suggest practical ways to support communication, reading, play and independence at home. Families may also access Bexley's "Born Ready, School Ready, Bexley Ready" guidance.

Communication through Showbie

EYFS staff use Showbie to share a detailed weekly learning update with parents and carers. Updates outline phonics, mathematics, the wider topic or curriculum focus, upcoming events and a home challenge. Where useful, they include key vocabulary and practical ways families can support learning at home. Families are also informed in advance of planned sensory or messy-play events.

11. Transitions

Entry into Nursery and Reception

The school seeks to make entry into EYFS positive and reassuring. Transition arrangements may include sharing information with families and previous settings, familiarisation opportunities, meetings and tailored support. Specific visits, timings and any staggered start arrangements are communicated to families ahead of entry rather than assumed to be identical each year.

Nursery to Reception and Reception to Year 1

Practitioners share relevant information about children's strengths, interests, attainment, wellbeing, SEND and effective support strategies with receiving staff, following data protection requirements. Reception-to-Year 1 transition takes account of EYFS Profile outcomes and supports continuity of relationships, teaching and learning, with appropriate adjustments for individual children.

12. Roles, monitoring and review

The Headteacher and governing body oversee implementation of this policy. The EYFS Leader coordinates curriculum and provision, supports staff development, monitors quality and progression, and works with colleagues to identify improvement priorities. Teachers and practitioners are responsible for inclusive teaching, assessment, safeguarding and effective communication with families.
This policy will be reviewed at least annually, or sooner if statutory requirements, local authority arrangements or school provision change. Admissions dates and nursery funding arrangements must be checked before each admissions cycle.

13. Related policies and information

- Foster's Primary School SEND Policy (2026).

- School safeguarding and child protection policy; behaviour policy; health and safety, attendance, medicines and complaints procedures.
- Department for Education: current statutory framework for the Early Years Foundation Stage (school-based providers).
- London Borough of Bexley: https://www.bexley.gov.uk/admissions
- Bexley primary admissions: https://www.bexley.gov.uk/services/schools-and-education/primary-schools/starting-primary-school
- Bexley admissions criteria: https://www.bexley.gov.uk/services/schools-and-education/primary-schools/how-bexley-decide-primary-school-places
- Bexley SEND Local Offer: https://bexleylocaloffer.uk/Page/14629
- Foster's Primary School Intimate Care Policy (adopted September 2026; review September 2027).