



Bassingbourn
Community Primary School

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Early Years Foundation Stage (EYFS) Policy

This policy was ratified on: 30th April 2026

Implemented on: 30th April 2026

Review date: April 2027

1. Introduction and Vision

At Bassingbourn Community Primary School, we believe that every child deserves the very best possible start to their education. We are committed to providing a high-quality Early Years Foundation Stage (EYFS) that enables all children to develop the knowledge, skills, confidence and attitudes they need to succeed in school and in life.

Our EYFS provision is rooted in warm, responsive relationships, high expectations for all children, and a deep understanding of how young children learn and develop. We aim to nurture a lifelong love of learning by fostering curiosity, resilience, independence and joy in learning.

This policy reflects the requirements of the Statutory Framework for the Early Years Foundation Stage (effective from September 2025) and is informed by Development Matters (2025), drawing on evidence-informed practice and the curriculum principles articulated by Dr Julian Grenier.

2. Scope of the EYFS

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. At Bassingbourn Community Primary School, this policy applies specifically to children in the Reception year. However, our curriculum intent and practice reflect the statutory birth-to-five principles of child development, recognising that children's learning and development are cumulative and build on earlier experiences.

3. Aims of the EYFS

Our EYFS aims to:

- Provide a happy, caring, safe and stimulating environment where children feel secure and valued
- Promote children's wellbeing, confidence and positive attitudes to learning
- Recognise every child as a unique individual, developing at their own rate
- Support all children to make strong progress from their individual starting points
- Place communication and language at the heart of learning
- Develop children's independence, self-regulation and social competence
- Work in close partnership with parents and carers
- Prepare children successfully for the transition into Year 1

4. Structure of the EYFS at Bassingbourn

Our EYFS consists of two Reception classes, each with up to 30 children. The classes work collaboratively as one unit, with flexible use of space supported by connecting doors. This allows children to experience both whole-class teaching and opportunities to learn and play in a larger shared environment.

The EYFS learning environment includes well-resourced indoor and outdoor areas. The outdoor environment is an integral part of our provision and is planned with the same curriculum intent as the indoor environment. Children have daily access to outdoor learning in all seasons.

5. Principles Underpinning Our EYFS Practice

Our EYFS provision is shaped by four key principles:

A Unique Child

We recognise that every child is unique, capable, resilient and full of potential. Children develop in individual ways and at different rates. We value and build on children's prior experiences, interests and strengths, working closely with parents and carers to support each child's learning and development.

Positive Relationships

Children learn best through warm, secure and respectful relationships with adults and peers. Staff take time to know each child well and support them to develop confidence, trust and a sense of belonging.

Enabling Environments

We provide carefully planned environments that support learning through exploration, play and purposeful interaction. Resources are accessible and organised to promote independence, sustained engagement and high-quality play.

Learning and Development

Children's learning is supported through a balance of child-initiated activity and adult-led teaching. Adults observe, listen and interact thoughtfully to extend learning, vocabulary and thinking.

6. Learning Through Play

Play is fundamental to young children's learning and development. Through well-planned and responsive play opportunities, children are supported to explore ideas, practise skills, solve problems and develop their imagination.

Effective play in the EYFS at Bassingbourn:

- Is carefully planned and resourced to reflect curriculum priorities
- Is supported by skilled adults who model language and thinking
- Builds on children's interests while guiding learning towards clear intentions
- Promotes collaboration, creativity, risk-taking and resilience

7. Curriculum Intent

What We Mean by Curriculum

Our EYFS curriculum is a carefully sequenced plan of the knowledge, vocabulary, skills and experiences that we want children to secure by the end of Reception. It is not a list of activities or topics, but a clear statement of what matters most in the early years.

The curriculum places particular emphasis on:

- Communication and language
- Self-regulation and personal development
- Early reading and phonics
- Early mathematics and number sense
- Understanding the world and building cultural capital

Organisation of the Curriculum

The curriculum is organised to ensure progression and coherence across the seven areas of learning:

Prime Areas:

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

Specific Areas:

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

Broad themes and high-quality texts are used as contexts to support learning and help children make connections. These themes never replace curriculum priorities and remain flexible to respond to children's interests and needs.

Language and Communication as a Golden Thread

Spoken language underpins all learning. At Bassingbourn, the development of vocabulary, communication and narrative is a central curriculum priority.

All adults:

- Model rich and ambitious language
- Engage in meaningful back-and-forth interactions
- Support children to express ideas, feelings and explanations
- Read, tell and revisit stories, rhymes and poems regularly

8. Self-Regulation and Personal Development

We explicitly support children to develop self-regulation and executive functions. This includes helping children to:

- Manage their attention and behaviour
- Follow routines and expectations
- Persist with tasks and cope with challenge
- Reflect on their actions and feelings

Consistent routines, adult modelling and a shared language for learning support this development.

9. Assessment

Assessment in the EYFS is primarily formative and is used to support high-quality teaching and curriculum decision-making. Practitioners use their professional knowledge, observations and understanding of child development to identify where children are in their learning and what they need next.

We ensure that:

- Assessment does not interrupt learning or reduce time spent interacting with children
- Development Matters is used as guidance, not as a checklist
- Any summative assessment is proportionate and purposeful

At the start of Reception, the statutory Reception Baseline Assessment is completed. At the end of Reception, children are assessed against the EYFS Profile in line with statutory requirements.

Parents and carers are partners in the assessment process and are kept informed of their child's learning and development through regular communication, meetings and written reports.

10. Partnership with Parents and Carers

We recognise that children learn best when there is a strong partnership between home and school. We work closely with parents and carers through transition events, information sessions, regular communication and opportunities to be involved in their child's learning.

Parents are supported with guidance on how to help their child at home and are encouraged to share insights into their child's interests, experiences and achievements.

11. Transitions

We place great importance on supporting children through times of transition.

Nursery to Reception

We work closely with feeder settings and families to ensure a smooth transition, including visits, information sharing, stay-and-play sessions and home visits.

Reception to Year 1

Children are gradually prepared for the move to Key Stage 1 through increasing independence, developing learning behaviours and careful transition planning between Reception and Year 1 staff.

12. Safeguarding and Welfare

Children's safety and wellbeing are paramount. We follow all safeguarding and welfare requirements of the EYFS statutory framework and relevant school policies. All staff are trained in safeguarding; appropriate staffing ratios are maintained, and procedures are in place to ensure children are safe, healthy and well cared for at all times.

We promote good health in the early years, including physical wellbeing, emotional wellbeing and oral health, in line with national guidance and school policies.

13. Monitoring and Review

The implementation and impact of this policy are monitored through the school's monitoring and evaluation cycle, including observations, curriculum review, assessment information and feedback from parents and carers.

This policy will be reviewed annually by the governing body.

Appendix 1. List of statutory policies and procedures for the EYFS

<i>Statutory policy or procedure for the EYFS</i>	<i>Where can it be found?</i>
Safeguarding policy and procedures	See Safeguarding policy
Procedure for responding to illness	See Attendance policy
Administering medicines policy	See Supporting Pupils with Medical Conditions policy
Emergency evacuation procedure	See Health and Safety policy
Procedure for checking the identity of visitors	See Safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See Safeguarding policy
Procedure for dealing with concerns and complaints	See Concerns and Complaints policy
Procedure for supporting children with additional needs	See SEND Policy