



Swiss Gardens Primary School

Swiss Gardens
Shoreham-by-Sea
West Sussex BN43 5WH

POLICY · CURRICULUM & LEARNING

EYFS Policy

Reviewed 2025–2026

ABOUT THIS POLICY

How we teach the Early Years Foundation Stage in our Reception classes — covering the seven areas of learning, the prime areas, and the Early Learning Goals.

The full policy follows from the next page.

We want every child to be curious, have big dreams and be prepared for an exciting future.

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Headteacher: Mrs Naomi Doble · Swiss Gardens Primary School, a maintained school in West Sussex



Swiss Gardens Primary School Early Years Foundation Stage Policy School

Mission Statement

Swiss Gardens Primary School is a happy and caring community school, where all are welcomed and valued. We believe that every child has the right to an education that prepares them for life and their place in society. We work together to achieve the best for all the pupils in our care. We strive to promote a love of learning through a broad and balanced curriculum. Our school values of 'Friendship, Respect, Excellence and Enjoyment' underpin all of our work, because we know these four values contribute strongly to positive attitudes to learning. We work hard to cultivate and nurture attitudes of support, respect and care in our school. We set high expectations in everything we do and strongly believe in the importance of the core skills of reading, writing and mathematics. We are proud of the breadth of experiences we offer in our school community and we aim to encourage and promote contribution through attendance at sports, academic and music clubs and events. We want every child to pursue an interest in something, by offering memorable learning experiences.

Our Philosophy In the Foundation Stage

Children learn best through play-based, first-hand experiences. Every child deserves the best possible start in life. In the Foundation Stage, we aim to achieve this by providing inviting and engaging provision and observing what the children can do and supporting them to move their learning forwards. We believe a well-organised and maintained provision enables children to become independent learners. Through a balance of child-initiated and adult-led experiences, we aim to provide a broad and balanced curriculum which will enable each child to develop emotionally, socially, physically, creatively and intellectually to their full potential and at their own pace. Each child is unique and is valued as an individual. We enrich our curriculum with visitors, offsite trips and real life experiences such as going to the local shop to buy ingredients for making jam tarts, then making and eating them!

Objectives

- To provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children
- To develop warm and secure relationships between children and adults
- To provide a high quality curriculum in line with the Early Years Foundation Stage Profile
- For the children to become aware of moral and social values
- To encourage active learning through first-hand experiences, both through indoor and outdoor play and verbal and non-verbal communication
- To encourage children to become self-motivated and independent learners, with a positive attitude to learning and self-discipline
- To enable children to recognise their place in their local community and where this fits within the wider world
- To foster positive home school links and share a common sense of purpose with parents

The Foundation Stage Curriculum

The revised 2021 EYFS curriculum is based around 7 key features:

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

There are seven areas of learning and development. These are broken down into the Prime and Specific Areas. The Prime Areas are:

- Communication and Language (C&L)
- Physical Development (PD)
- Personal, Social and Emotional Development (PSED)

The Prime Areas are strengthened and applied through the four Specific Areas.

The Specific areas are:

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

Transition from Pre-School to full time Education

We work hard within the local community to establish good links with perspective parents and pupils and provide opportunities for them to hold strong links with the school prior to admission. Our aim is to establish a smooth and successful transition to school. This is facilitated by:

- Maintaining strong links with key feeder settings throughout the school year
- Visits to pre-school establishments
- Welcoming pre-school visits to our setting, where possible
- Liaison with outside agencies
- Child visits to school during the Summer Term
- Staggered start for children in September

- Sharing important transition information with parents in early transition meetings and in future parents meetings

Role of the Teachers

It is the role of the Early Years' Class teachers, under the guidance of EYFS Lead and the Head Teacher:

- To organise the delivery of the Early Years Curriculum and to ensure progression and development
- To monitor and update resources
- To develop and promote home school links with parents and careers
- To liaise and foster good relationships with Pre-School establishments
- To keep up to date with relevant training and ensure this is implemented into practice
- To ensure the wider Early Years team receive training, as necessary
- To continuously monitor children's learning and development, logging relevant concerns when necessary
- To support subject leaders to establish how EYFS underpins each curriculum subject and lays the foundations of future learning

Safeguarding

Our school recognises that every member of our school community has a key role in safeguarding its' pupils We will endeavour to provide an environment where children are safe, valued and know that their concerns will be taken seriously. The school's vision, aims and ethos all clearly support the intention to ensure the safety and security of all children in our care, and these are highly visible in the school. Staff will report any concerns via the school's online safeguarding system 'CPOMS,' and verbally share these with the designated safeguarding lead and deputy safeguarding leads.

Equal Opportunities

All children have an equal entitlement to a good Early Years Curriculum regardless of gender, race, culture, religion, disability and special or medical needs. Swiss Gardens Primary is committed to equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported.

Special Educational Needs and Disabilities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. When assessing children for SEND, first concerns will be shared with our SENCo (C.Older). If further support is needed, an SEN support plan will be implemented, which will identify targets in specific areas of learning for those children who require additional support. The final stage of support for children, if needed, will be the referral for an EHCP with the support from other agencies. The school's SENDCo and Early Years teachers are responsible for providing

additional information and advice to staff and parents and for arranging external intervention and support as necessary.

Assessment

When children start Reception, we assess the ability of each child, using the statutory Reception Baseline Assessment (RBA). The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting Reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from Reception until the end of Key Stage 2. During these initial weeks, we will also conduct our own baseline activities to provide a start point for moving children forward. This will include assessing phonic knowledge, physical control for writing and cutting and understanding of number.

We regularly monitor children's learning, and we use observations and teacher judgement to ensure that future planning reflects identified needs. Teachers complete monitoring and assessments every term, using expected progress check points. These judgments are moderated within the EYFS team. Entry of this data is done termly.

Evidence is kept in the form of Learning Journals which contain a wide range of evidence (photos, examples of children's work, conversations with children, etc.) We strongly believe in the value of physical journals and use these to celebrate children's work and as a working document to discuss their learning with children, parents, school staff and outside agencies. At the end of the school year, children are able to keep their journals as a record of their first year at Swiss Gardens.

In the final term of the year, the EYFS Profile is completed for each child alongside an end of year report. The Profile and report provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Each child's level of development will be assessed against the Early Learning Goals. Practitioners indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). In order for children to achieve the 'Good Level of Development' at the end of the Reception year, they must be confident and secure in all three Prime areas of learning (PSED, PD, C&L) as well as 2 of the Specific Areas of Learning (L, M).

Reporting

We share the results of the Profile with parents/carers, and provide an opportunity to discuss the Profile with the teacher who completed it. Year 1 teachers are given a copy of the Profile assessment report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

- Playing and Exploring - children investigate and experience things, and 'have a go';
- Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs. This additionally assists with the planning of activities in Year 1 and the transition from EYFS to KS1. Data from the EYFS Profile is shared with the Local Authority in line with requirements in June.

Policy Date: Spring 2026

Reviewed by: Caroline Finley (EYFS Lead)

Next Review Date: Spring 2027