



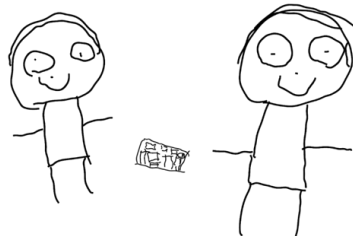
Early Years Foundation Stage Policy Statement

Our Shared Vision

Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships



Equality Mission Statement

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Approved by: Full Governing Body	Date: 11.12.25
Signature (Chair of Governors): Signed copy held on file	Signature (Headteacher): Signed copy held on file
Last reviewed on: November 2025	Next review date: November 2026



This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 3

All organisations concerned with children should work towards what is best for each child.

Article 6

Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

Article 12

Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions considered.

Article 16

Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.

Article 19

Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

This policy should be read in conjunction with the Early Years Foundation Stage (EYFS) Statutory Framework.

Rationale

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

(Statutory framework for the early years foundation stage 2021)

“When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.”

(Development Matters 2020)

At Becontree Primary School, the Early Years Foundation Stage is viewed as a distinctive phase of education which integrates the care and education of our youngest children. We believe that all children are unique and bring with them a diverse range of previous experiences and learning which must be acknowledged and built upon. It is vital that parents are valued as children’s first educators and that they are active partners in their child’s school education.

Our Core Purpose

Highly effective teaching and learning within a culture of **challenge**, **nurture** and **support**.

At Becontree Primary School, we support all children to progress to the best of their ability.

Our curriculum enables as many children as possible to achieve a Good Level of Development by the end of their time in EYFS.

We have **high expectations** of all members of our school community. We **value** the efforts of all and work to enable everyone associated with the school to fulfil their potential and **contribute positively** to their educational experiences.

Our school motto ‘**Respecting One Another**’ includes showing respect for ourselves and others.

Purposes

Our EYFS policy is directly related to our school vision, values and curriculum statement. It documents further aims and strategies we employ in order to address the **four overarching principles of EYFS**.

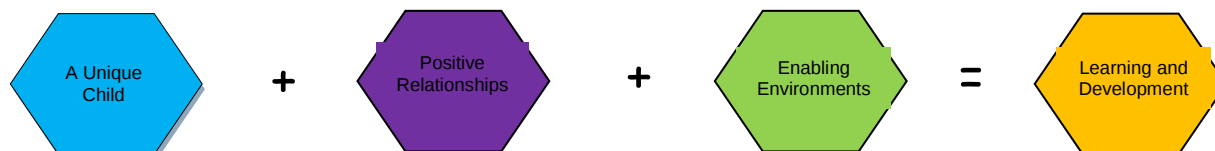
- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independently through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/ or carers.
- We recognise the importance of all areas of **learning and development**. Children develop and learn at different rates. Our practice is informed by the EYFS framework and covers the education and care of all children in EYFS, including children with special educational needs and disabilities.

Our carefully planned curriculum, quality interactions and use of assessment ensures that we address the **seven key features of effective practice**:

- Providing ***the best for every child***.
- Offering consistent, ***high-quality care*** for all of our children.
- Planning a ***curriculum*** with a focus on ***what we want children to learn***.
- Using a range of different approaches to ensure our ***pedagogy*** is effective in ***helping children to learn***.
- Implementing a range of ***assessment*** strategies to ***check what children have learnt*** in order to inform future planning.
- Supporting children to develop their ***self-regulation and executive function***.
- Developing a strong ***partnership with parents*** through positive and regular communications.

Links with other policies:

- Attendance and Punctuality Policy
- Child Protection and Safeguarding Policy
- Intimate Care Policy
- First Aid Policy
- Whistleblowing Policy
- Safer Recruitment Policy



- Individualised induction arrangements - Targeted intervention groups to support a range of needs including Communication and language, Attention and Listening, Personal, Social and Emotional Development, Physical Development and Phonics - Personalised support plans for children with additional needs - Personalised support for children with additional needs to support with transition E.g. transitional objects or visual cards - Intimate Care Plans - Partnerships with other professionals in education, health and social care	Children and Families - Annual welcome meetings - Home visits - Induction procedures, including stay and play sessions and Get Set for Nursery Sessions - Parent/ Carer curriculum workshops - Home/ school communication, including Group Call Xpressions (whole school) and ClassDojo (EYFS) - Planned opportunities to view and give feedback on class floor books - In class parent/ carer activity sessions - Parent/ teacher consultation meetings (twice per year) - Key worker system (Nursery) - End of year reports to parents/carers Staff - Team work - Partnership working with other schools in PACE, the local authority and beyond - Partnership working with Becontree Community Hub, Community Solutions team and other agencies/ professionals	- End of year expectations for nursery and reception - On entry assessments to Nursery in Prime Areas. - Baseline assessments (Reception) - Termly assessments for all 7 Areas of Learning (Nursery and Reception) - Long, medium and short-term planning - Ongoing and focused observations - Ongoing feedback - Provision planning for inside and outside areas - Well – organised and inviting learning environments and resources that promote learning across all 7 areas of learning, as well as developing the Characteristics of Effective Teaching and Learning - Daily routines that provide a balance of child-initiated learning and adult directed learning - Timetables that ensure coverage of all 7 areas of learning, with a key focus on language and communication and early reading Staff CPD - Various training opportunities re curriculum and pedagogy - Annual Appraisals - Sharing knowledge and information from training - Learning from one another and vast experience within the team - Opportunities for all to visit other settings	7 Areas of Learning - Communication and Language - Personal Social and Emotional Development - Physical Development - Literacy - Mathematics - Understanding the World - Expressive Arts and Design Characteristics of Effective Teaching and Learning - Playing and Exploring - Active Learning - Creating and Thinking Critically
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Effective Practice in relation to each of the ***four overarching principles of EYFS, the seven key features of effective practice*** and ***the characteristics of effective teaching and learning*** is detailed in our EYFS Policy File.