



St Peter's Eaton Square Church of England Primary School

Early Years Foundation Stage Policy

Approved by:	Governing Body	Date:
Last reviewed on:	September 2026	
Next review due by:	September 2027	



1 Purpose and scope

This policy explains how St Peter's Eaton Square Church of England Primary School provides high-quality education and care for children in Belgrave Reception class. It sets out our curriculum, teaching, assessment, inclusion, safeguarding and partnership arrangements and should be read alongside the school's safeguarding, behaviour, SEND, assessment, admissions, attendance, online safety, equalities, first aid and health and safety policies.

The policy is rooted in the statutory Early Years Foundation Stage framework for group and school-based providers effective from 1 September 2026. Development Matters supports curriculum design and professional judgement but is not used as a checklist.

2 Our vision for children

At St Peter's, every child is known, valued and supported to flourish. We aim to develop confident, curious and compassionate learners who communicate well, form positive relationships, persevere when learning is difficult and approach school with joy and purpose.

Our Christian vision and values of service, hope, love, forgiveness, faith and wisdom shape relationships, routines and the way adults help children understand themselves and others. The St Peter's Way gives children clear, positive expectations for being ready, respectful and safe.

Our curriculum celebrates the diversity of the school, church and wider London community. It gives children the knowledge, language, experiences and cultural capital they need for future learning while challenging stereotypes and ensuring that children see themselves and others represented fairly.

3 Statutory principles

Our practice reflects the four overarching principles of the 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 independent 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.
- Children develop and learn in different ways and at different rates, and all areas of learning and development are important and interconnected.

4 Leadership and responsibilities

4.1 Governors and the headteacher

- Ensure statutory EYFS requirements are met and that provision is ambitious, inclusive and appropriately resourced.
- Maintain effective safeguarding, safer recruitment, staffing, supervision and professional development arrangements.
- Evaluate the quality and impact of provision, including outcomes for children with SEND, disadvantaged children and children learning English as an additional language.

4.2 Early Years Foundation Stage Lead

- Lead curriculum design, assessment, moderation and transition and ensure that the seven areas of learning are coherently sequenced.



- Work with the phonics lead, SENCO, designated safeguarding lead and senior leaders to identify needs and secure timely support.
- Support and coach adults, monitor teaching and provision, and use evidence to agree precise next steps.

4.3 All adults working in Reception

- Build warm, professional relationships and maintain high expectations for every child.
- Know the curriculum, observe children carefully, teach intentionally and adapt interactions and provision responsively.
- Follow safeguarding, confidentiality, first aid, behaviour, intimate care and reporting procedures at all times.

5 Curriculum intent

Belgrave Reception offers up to 30 places. The curriculum is designed around the children's starting points and the full educational programmes in the EYFS framework. It develops the three prime areas and four specific areas:

Prime areas	Communication and language; personal, social and emotional development; physical development
Specific areas	Literacy; mathematics; understanding the world; expressive arts and design

Communication and language sit at the heart of the curriculum. Reading, stories, conversation, singing, rhyme, role play and carefully planned vocabulary enable children to understand more, express ideas and connect learning across the curriculum.

The curriculum combines daily structured teaching in phonics, literacy and mathematics with purposeful play, exploration, practical investigation, creativity and physical development. Children have regular access to indoor and outdoor provision and weekly opportunities at Grosvenor Forest School.

6 Teaching and learning

6.1 Characteristics of effective teaching and learning

Adults plan for and notice the characteristics of effective teaching and learning: playing and exploring, active learning, and creating and thinking critically. Children are given time to investigate, make choices, practise, revisit, solve problems and explain their thinking.

6.2 Balance of adult-guided and child-initiated learning

We provide a deliberate balance of child-initiated and adult-guided learning. Adults introduce essential knowledge and skills directly, then help children practise and apply them in meaningful contexts. Continuous provision is planned as part of the curriculum rather than as an activity list. Resources, routines and enhancements are selected because they help children learn identified content and become increasingly independent.



6.3 SPES Quality First Teaching pillars

All six school teaching pillars apply in Reception and are interpreted in developmentally appropriate ways:

Teaching pillar	What this looks like in Reception
Self regulation and awareness	Adults co-regulate, teach emotional vocabulary and help children reflect on choices and feelings.
Independence	Routines and accessible resources help children choose, organise, persevere and take increasing responsibility.
Scaffolding	Adults use prompts, visuals, modelling, repetition and carefully reduced support.
Modelling and talk	Adults model language, thinking, phonics, reading, writing, mathematics and social interaction.
Assessment for Learning	Observation, conversation and checks reveal what children understand and what they need next.
Responsive teaching strategies	Teaching, grouping, interactions and provision are adapted promptly in response to need.

7 Communication language and oracy

Adults use high-quality interactions throughout the day. They listen attentively, follow children's interests where this advances learning, extend sentences, model precise vocabulary, invite children to explain and reason, and create equitable opportunities for every child to contribute.

- Core texts, poems, rhymes and songs are revisited so children develop comprehension, fluency, vocabulary and confidence.
- Interactive reading, sustained shared thinking, storytelling, role play and collaborative talk are planned across the curriculum.
- Visuals, gestures, objects, repetition and pre-teaching support children with SEND and children learning English as an additional language without limiting ambition.
- Speech, language and communication concerns are discussed promptly with families and the SENCO, with specialist advice sought where appropriate.

8 Phonics reading and writing

8.1 Phonics and early reading

The school follows Little Wandle Letters and Sounds Revised. Reception phonics and reading practice are delivered consistently and in accordance with the agreed programme structure. Children receive daily phonics teaching, regular assessment, books matched to secure phonic knowledge and prompt Keep-up support when needed. Adults use consistent language, routines and pronunciation.

Reading for pleasure is equally important. Adults read aloud daily from a diverse and carefully selected range of high-quality books. Children can revisit familiar books and talk



about characters, events, ideas and language. Families are supported to share books and practise reading at home.

8.2 Early writing

Early writing is developed systematically through oral composition, storytelling, phonics, spelling, handwriting and fine-motor development. Adults model the writing process and

provide meaningful reasons to write across the curriculum and provision. Support is adapted and gradually reduced so children become confident and independent writers.

9 Mathematics

Children develop secure number sense and mathematical language through direct teaching, manipulatives, stories, songs, games, routines and problem solving. The curriculum prioritises depth, fluency and connections. Children are encouraged to notice patterns, represent ideas, explain methods and apply mathematical understanding indoors, outdoors and in Forest School.

10 Learning environment and Forest School

The indoor and outdoor environments are safe, welcoming, language-rich and organised to support independence. Areas and resources are selected to reflect the planned curriculum and children's developmental needs. Adults review how effectively the environment promotes communication, physical development, reading, writing, mathematics, creativity and sustained play.

Weekly access to Grosvenor Forest School broadens children's experiences of the natural world and supports physical development, communication, collaboration, curiosity, resilience and appropriate risk awareness. Forest School activity is planned and risk assessed in line with school procedures. Learning outdoors complements rather than replaces the full Reception curriculum.

11 Assessment

Assessment is proportionate and supports teaching. Adults gain an accurate picture through observation, interaction, children's work, discussion with families and focused checks. Assessment should identify what children know and can do, what they need to learn next and whether teaching or provision needs to change. It is not used to generate unnecessary evidence or excessive written records.

- The statutory Reception Baseline Assessment is administered within the first six weeks of a child starting Reception, with appropriate accessibility arrangements.
- Little Wandle assessments and reading-practice records inform grouping, book matching and Keep-up teaching.
- Ongoing assessment informs responsive teaching and timely intervention, particularly in communication, phonics, reading, writing and mathematics.
- Tapestry is used selectively to share significant learning and experiences with families; it does not replace professional knowledge or direct communication.
- The statutory EYFS Profile is completed for every eligible child by 30 June. Judgements against the 17 early learning goals are based on teachers' professional knowledge of each child and are moderated as required.



- Assessment information is shared with Year 1 so curriculum and support continue without unnecessary repetition or loss of learning.

12 Inclusion and equality

Every child is entitled to an ambitious and inclusive curriculum. We do not lower expectations because a child has SEND, is disadvantaged, is learning English as an additional language or has experienced interruption to education. We identify barriers early and make reasonable adjustments so children can participate, belong and succeed.

- The EYFS team works with the SENCO and families through the graduated approach of assess, plan, do and review.
- Teaching may be adapted through language, visuals, sensory support, scaffolding, grouping, resources, environment or additional practice.
- Home language is valued as an asset. Children are supported to develop English while maintaining respect for their linguistic and cultural identity.
- Books, resources and experiences reflect varied families, cultures, faiths, ethnicities, disabilities and life experiences and challenge limiting stereotypes.
- Progress and participation are reviewed for groups and individuals so leaders can address any gaps or unintended barriers.

13 Personal social and emotional development and behaviour

Secure relationships and predictable routines help children feel safe and ready to learn. Adults explicitly teach emotional vocabulary, turn-taking, friendship, consent and personal boundaries, problem solving and how to seek help. They use co-regulation and modelling so children gradually manage attention, emotions and behaviour more independently.

The school's behaviour policy and St Peter's Way apply in developmentally appropriate ways. Adults respond consistently, restore relationships and help children understand the impact of choices. Any concern about bullying, discriminatory language or harmful behaviour is addressed and recorded in line with school procedures.

14 Safeguarding and welfare

Safeguarding is everyone's responsibility. All staff follow Keeping Children Safe in Education 2026, the EYFS safeguarding and welfare requirements and the school's child protection procedures. Concerns are reported immediately to the designated safeguarding lead or a deputy and recorded using the school's agreed system.

- Children are supervised appropriately and staffing arrangements meet statutory requirements.
- At least one person with a current paediatric first aid certificate is available as required, including on outings.
- Medicines, accidents, allergies, food and drink, toileting and intimate care are managed through the school's agreed procedures and individual plans where required.
- Children are within sight and hearing of an adult while eating. Food is prepared and served safely and choking risks are considered.
- Attendance and punctuality are monitored. Unexplained or concerning absence is followed up promptly in line with safeguarding procedures.
- Mobile phones, cameras, personal devices, photographs and online systems are used only in accordance with school safeguarding and data-protection procedures.
- Screen use is purposeful, limited and considered alongside children's need for talk, movement, play, creativity and direct experience.



- Risk assessments support safe access to indoor, outdoor, Forest School and off-site learning while allowing appropriate challenge and managed risk.
- Dogs and other animals are managed through school risk assessment; prohibited dog breeds are not permitted within EYFS provision.

15 Partnership with parents and carers

Parents and carers know their children best and are essential partners. The school provides clear information about routines, curriculum, phonics, reading, assessment and how learning can be supported at home. Families can share information through direct conversations, meetings and Tapestry.

- Concerns are discussed sensitively and promptly, and families are involved in planning additional support.
- Formal parent meetings and the end-of-year report explain progress, strengths and next steps.
- Workshops and guidance help families understand Little Wandle, reading practice and early learning.
- Information is provided accessibly and interpretation or other reasonable support is arranged where practicable.

16 Transition

16.1 Entry to Reception

Transition arrangements help adults understand each child's interests, strengths, needs, health, language, prior experiences and existing support. The team liaises with families and previous settings, plans visits and settling-in arrangements, and ensures that safeguarding and SEND information is transferred securely and acted upon.

16.2 Transition to Year 1

Reception and Year 1 staff work together so that transition is developmentally appropriate and academically ambitious. Information about curriculum, phonics, reading, writing, mathematics, SEND, safeguarding and effective strategies is transferred. Year 1 provision builds on what children know and can do rather than assuming all children need the same starting point.

17 Monitoring evaluation and professional development

The EYFS Lead and senior leaders evaluate provision through learning walks, observation, planning, children's work, pupil and parent voice, phonics and reading records, assessment information and transition evidence. Monitoring considers curriculum quality, adult-child interaction, inclusion, consistency and impact rather than the quantity of paperwork.

The principal 2026 to 2027 development priorities are communication and language, oracy, consistent Little Wandle implementation, early reading and systematic early writing. Professional development, modelling and coaching are used to improve practice. Judgements and next steps are discussed with staff and governors, and the policy is reviewed annually or sooner if statutory guidance changes.

18 Relevant documents

- Department for Education, Early years foundation stage statutory framework for group and school-based providers, effective 1 September 2026.
- Department for Education, Development Matters, non-statutory curriculum guidance, updated September 2023.



- Department for Education, 2026 Reception Baseline Assessment assessment and reporting arrangements for the academic year 2026 to 2027.
- Department for Education, Early Years Foundation Stage Profile handbook, updated September 2026.
- Department for Education, Keeping Children Safe in Education 2026.
- St Peter's current safeguarding, SEND, behaviour, assessment, attendance, online safety, equalities, first aid, intimate care and health and safety policies.