



Early Years Foundation Stage Policy

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Aims

At Poplar Farm School we believe that by equipping children with a strong foundation in Early Years, we intend to lay the groundwork for their lifelong learning journey. We know that all children are unique and therefore understand that their learning and development will be individual. We believe that getting to know our children and supporting them by scaffolding learning, which is carefully assessed using skills development, will enable them to develop socially, physically, intellectually, and emotionally.

Guiding Principles

Our vision for children's education is routed in providing a stimulating and enriching environment that maximises learning potential, alongside fostering overall development and preparation for future success.

Our intent is to create a culture of curiosity, exploration and active engagement where our children feel safe, supported and inspired to learn. We support children to build strong relationships with adults and peers. Our children follow the guiding principles of the Poplar Promise which alongside the UNICEF Rights of the Child is an integral part of the learning in reception.

Curriculum

At Poplar Farm School, the EYFS curriculum is skills-based and sequenced to build on new skills whilst giving opportunities to re-visit and reinforce previous learning. Children's interests are followed and as they play and learn they are observed and assessed. This allows staff to identify and support each child's 'next steps' for learning. Developing independence is also a key part of early development at Poplar Farm School.

'Purposeful Play' offers the structure and support needed to ensure our children develop a desire to learn, are open minded and curious, resilient, problem solvers and develop independence, in line with our school Poplar Promise. The outcomes from learning through purposeful play which incorporates a Plan, Do, Review structure, are the same crucial building blocks for early development referred to as Executive Function and Self-Regulation. Having an enabling environment, alongside the implementation of the Plan, Do, Review system, allows our children to make choices, select apparatus, and follow out tasks independently whilst allowing adults to skilfully support and develop

learning opportunities. We promote protective characteristics through book choices, positive and diverse images in the classrooms, and promoting equality of opportunity and anti-discriminatory practice.

We make learning exciting and fun.

Environment

Our environment plays a crucial role in supporting our vision. We create a thoughtful and calm environment. Our spaces are organised to offer a range of learning opportunities, both indoors and outdoors. We ensure the provision has high-quality resources and materials that are carefully selected to promote open-ended play and problem-solving skills. Our environment is structured to allow the children to access core provision independently. There are spaces for quiet reflection, group collaboration, and social interaction, promoting empathy and self-regulation.

Throughout the year we have a strong emphasis on fostering children's personal, social, and emotional development. Children demonstrate self-confidence, resilience, and a positive attitude towards learning through the use of our COEL 'super' bears. We support our children to develop strong relationships with their peers, staff, and families, displaying empathy, respect, and inclusivity. This is supported by our use of Plan, Do, Review system for purposeful play.

Assessment and Monitoring

Assessment and Progress begins during our initial transition sessions. On entry we use the Reception Baseline Assessment (RBA) to assess children's understanding on entry into school. This information allows us to ensure that we are delivering the curriculum at the appropriate level of challenge for our children. At Poplar Farm School, assessment is an integral part of the teaching process, where we assess against our curriculum. Assessment is used to inform planning. The assessment of children's work and skills is ongoing to ensure that understanding is being achieved and that progress is being made. Assessment in EYFS takes the form of both formal and informal observations, photographic evidence and planned activities.

The EYFS profile is a statutory assessment of children's attainment at the end of the early year's foundation stage. This enables teachers to summarise pupils' progress towards the Early Learning Goals. We record each child's level of development as 'expected' or 'working towards' the expected level at the end of the EYFS year.

Special Educational Needs, Disabilities and Inclusion

At Poplar Farm School we ensure our children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability, or gender.

As children begin in our reception classes, they are monitored and supported to settle. Some children may have difficulty accessing the curriculum at the same level as their peers without scaffolding tasks, additional adult support and resources. This will be closely monitored, and we will follow the school procedures.

If your child has an identified SEND need, we will work closely with their setting and yourself to ensure that we are in a position to meet their need when they begin at school.

Transition into Reception

Transition into Reception can be a stressful time for both parents and children. We aim to support you and your child through this process.

We hold a parent induction meeting during the Summer term. This allows parents to meet the staff and have an overview of the support we offer children as they begin school. It also allows staff to address practical issues such as school routines, uniform, PE kit, school dinners, including free school meals, and explain about the induction into Reception.

We support children by ensuring hand over from nursery/pre-school settings via a phone call or visit from member of the EYFS and Pastoral teams before starting school. This also allows staff to discuss individual children's needs with their current setting.

We also hold taster sessions during the Summer Term in school, where the children can meet all the staff and their new cohort and friends. Sessions are focused on learning names, exploring the learning environments, and adapting to new routines.

Safeguarding and Welfare

Safeguarding and Welfare is paramount to ensuring our children stay safe. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and EYFS Statutory Guidance (2026) while we adhere to the schools safeguarding policy using CPOMS.

Children are taught how to stay safe when playing outside and learn how to be 'Safety Inspectors' checking for hazards daily.

We have clear and consistent expectations with behaviour, and we manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs, following the school relationships and behaviour policy at a developmentally appropriate level.

We are a healthy school and participate in the free fruit and milk for the under-fives scheme. We provide the universal infant-free school meal scheme. Freshwater is readily available throughout the day. We actively teach children how to stay healthy by eating a balanced diet, regular exercise and the importance of personal hygiene including dental care.

Monitoring and Review

It is the responsibility of those working in Reception to follow the principles stated in this policy. Acceptance of this policy includes a commitment to implementing it in full.

This policy was adopted on:	September 2026
Review Cycle:	Annually
This policy was subsequently reviewed on:	