



Bosham Primary School

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EYFS Policy

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Approved by Governors	19.10.26.
Chair of Governors	Louise Adams
To be reviewed	Autumn 2027

AIMS

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025.

At Bosham Primary School, our EYFS provision includes:

A 30-place Reception provision accommodated in a dedicated classroom with its own outdoor learning environment.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress, and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership** working between practitioners and parents.

Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

1. THE UNIQUE CHILD

At Bosham Primary we believe every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured. We give every child the opportunity to achieve their best by having realistic yet challenging expectations that meet the needs of all our children across the areas of learning and development. We achieve this by planning to meet the needs of boys and girls, children with disabilities, children with additional educational needs, children with medical needs, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We meet the needs of all our children by:

- using personalised learning plans where appropriate
- planning opportunities that build upon and extend children's knowledge, skills, experiences, and interests
- planning opportunities to develop their well-being, self-esteem and confidence, including experiences that provide risk and challenge
- using a wide range of teaching strategies based on children's learning needs

- providing a secure and supportive learning environment in which the contribution of all children is respected and valued
- using resources which reflect diversity and are free from discrimination or stereotyping
- monitoring children's progress and providing additional support when identified
- using age-appropriate ways to seek the views of all children through observing, listening and sensitive discussion
- seeking advice from specialist agencies where appropriate.

2 POSITIVE RELATIONSHIPS

Children learn to be settled and independent through positive relationships. The class teacher and other adults are responsible for ensuring that all children feel safe and cared for, in order to develop a positive sense of well-being and achievement. As adults in Early Years, we aim to develop good relationships with all children by interacting positively with them and taking time to listen. We also model and support children in forming positive relationships and friendships with one another. Reception teachers have the overall responsibility to all the children in their class, supported by the Learning Support Assistants. All members of staff have access to continued professional development to maintain and extend their specialist expertise. We respect parents are the child's first and future educators. We believe that the positive relationships we build are the key to effective partnerships between all practitioners, parents, carers, and families. We do this by:

- Developing positive relationships with parents during the induction programme and home visit for Reception parents
- Working with parents / carers right from the start to find out about their child's needs, feelings, and interests
- Developing effective partnerships with families throughout the year by offering regular opportunities for them to talk about their child's progress through our open-door policy, open sessions, and parents' evenings
- Helping parents to support children's learning and development and keeping them up to date on class learning using Seesaw and newsletters
- Planning in workshops for carers to attend to share with them the latest research and approaches in setting including phonics and writing
- Encouraging parents to help in school and become involved in a range of enrichment activities and family learning.

3 ENABLING ENVIRONMENTS

At Bosham Primary School, we recognise that the environment plays a key role in supporting and extending children's development and learning. Our environment is carefully planned both indoors and outdoors to help children achieve across all aspects of the EYFS. Opportunities are provided for children to take part in a wide range of experiences and to extend their interests. We

value our outdoor space as much (if not more!) as our indoor space as an integral aspect of our provision.

- Encouraging children to communicate and talk about their experiences prompted through the use of interesting artefacts, curiosity cubes, areas of interest both inside and outside and carefully planned spaces to support interaction and communication
- Developing children's independence and decision making by providing an environment where children can freely access resources and select from the experiences on offer
- Using the outdoor environment to enhance learning and development by providing opportunities that cannot be replicated indoors
- Planning our environment in a workshop style to encourage the use of loose parts and open-ended opportunities to stimulate problem solving and creativity
- Analysing children's responses to different situations and identifying their future learning needs
- Using materials and equipment that reflects both the community that the children come from and the wider world

Encouraging a positive attitude to learning by ensuring our planning begins by observing the children in order to consider their current interests, and developmental stage.

Assessment is an integral part of teaching and learning in EYFS. Practitioners use ongoing formative assessment through observation and interactions with children. Reception children complete the statutory Reception Baseline Assessment within the first six weeks of school. At the end of Reception, teachers complete the EYFS Profile in accordance with statutory requirements.

4 LEARNING AND DEVELOPMENT

Our Early Years classes follow the Curriculum as outlined in the 2025 Statutory Framework of the Early Years Foundation Stage (EYFS). The EYFS framework outlines the Characteristics of Effective Teaching and Learning (CoETL) and the 7 areas of Development.

The CoETL are organised into three primary strands and are essential components towards children becoming self-regulated learners. At Bosham Primary we recognise the value of these characteristics, and we work to instill these in our learners in both the Early Years and beyond in the form of our Creativity Habits.

These are:

- 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
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

There are 17 aspect areas (early learning goals) within 7 curriculum areas of development.

These are divided into Prime and Specific areas of learning.

The 3 Prime areas of learning:

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

Communication and language underpins all areas of learning within our Early Years curriculum and continues to be developed within our provision, teaching, learning and planning methods. The prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building

children's capacity to learn, form relationships and thrive. Planned learning supports the progress and development of listening and speaking, enabling children to process information into thinking and understanding. Children practice their physical skills alongside developing social skills, which supports greater independence and higher levels of confidence.

The 4 Specific Areas of Learning:

- Literacy
- Maths
- Understanding the World
- 7 Expressive Arts

The 4 specific areas of learning provide a context for development and reflect cultural knowledge and accumulated understanding. They are dependent on learning in the Prime areas. Our continuous provision demonstrates a strong emphasis upon supporting children's understanding of the world along with enabling them to express themselves imaginatively and creatively across all areas of the curriculum. New learning and topics are adapted to reflect the needs of the children, their prior experiences, and their interests.

Safeguarding and welfare procedures are outlined in the school's Safeguarding and Child Protection Policy and are adhered to by all staff.

5. TEACHING

Effective Early Years practice demonstrates a balance between play and formal teaching. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities using our outdoor and indoor areas.

Children in Reception will still have ample time to free play, whilst also balancing their time in short lessons such as Phonics and Maths. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities however we always value the importance of children following their own interests and learning through play.

Staff interactions with children during planned and child-initiated play, provides rich opportunities for communicating and modelling language, showing, explaining,

demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

Staff understand that child-adult interactions need to focus not only on curriculum content but as importantly, support children to build the Characteristics of Effective Teaching and Learning. This enables them to develop flexible minds and an enquiring spirit. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. They consider the equipment provided and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Staff understand that teaching is in every activity provided within all the learning environments. There are no activities that occur in the setting which adults do not consider to be opportunities for teaching. While staff do not always know where these opportunities will present themselves, it is the skill of the adults that enable them to readily recognise the 'teachable moments' when they arise and respond to them appropriately.

It is important to us that all children in the school are 'safe'. We educate children about boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

6. STAFFING

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety

- Reception classes are staffed in accordance with statutory requirements and infant class size legislation. Each class is taught by a qualified teacher and supported by a Learning Support Assistant
- All Reception staff hold a valid First Aid certificate and at least one member of staff has a valid Pediatric First Aid certificate. At least one person with a current full Pediatric First Aid certificate will be on the premises and available at all times when children are present. There will also always be at least one person with a Pediatric First Aid certificate present on any school trips.
- The school works closely with the SENDCo and external agencies where appropriate to ensure all children can access the curriculum and make progress.

7. Monitoring and Review

This policy will be reviewed annually by the EYFS lead and SLT and approved by the Governing Body. The policy will be reviewed annually (next update to happen in Autumn 2027).