



Threemilestone School

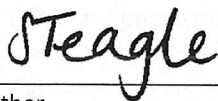
TMS Early Years Foundation Stage (EYFS) Policy

Ratified: 9th September 2025

Next Review Date: June 2026

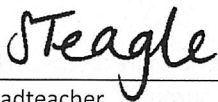
Safeguarding

Threemilestone School is committed to safeguarding and promoting the welfare of all children. We expect all our team members to share this commitment.



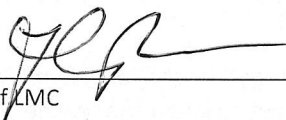
Author

Dated 9th September 2025



Headteacher

Dated 9th September 2025



Chair of LMC

Dated 9th September 2025

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The Foundation Stage

This begins when the child reaches the age of three and continues until the end of the Reception year. It is a crucial stage in education, both in its own right and in preparing children for learning in Key Stage 1 and for life-long learning. We believe that all children should be given the best possible start to their education. We therefore place great value on the quality of our provision in the Foundation Stage.

1. Aims

- To foster positive attitudes to learning to include confidence, curiosity, responsibility, independence, perseverance and resilience.
- To provide children with a well-planned programme which fosters enthusiasm for learning and is challenging and progressive.
- To develop children's knowledge, skills and understanding in all areas of learning.
- To provide opportunities for children to make choices, have a sense of adventure and become independent in their learning in a variety of safe and stimulating environments both indoors and outdoors.
- To establish and maintain a close partnership with parents/carers, families and pre-school providers in our community and with Key Stage 1 within the school.
- To use focussed assessment and record keeping based on direct observation of children and discussion with them. To use this to inform future planning, monitor progress and build on children's prior learning.
- To promote an inclusive ethos for all our children to ensure that none are excluded or disadvantaged.

2. Admission

Our school follows the Cornwall Primary School Admission Arrangements as set out in the annual admissions booklet given to the parents/carers of prospective pupils in the Autumn term. All children are offered a full-time place to start in September of that year.

3. Starting school

The induction arrangements are evaluated each year and amended according to conversations with families. It is important that we get the induction process right for the children and the families and this requires the opportunity to share as much information as possible prior to the start of term. It is also crucial that close communication extends throughout the year.

Currently, the induction process includes individual transition meetings with parents/carers, the EYFS teachers meeting staff from pre-schools, transition meetings with all parents/carers in summer term as well as in September, 'Stay and Play' mornings, and drop in days before term starts.

Once the children are in school, we hold curriculum evenings, Learning Together sessions, family workshops and Face to Face meetings which are all opportunities for parents/carers to get to know the teachers and the school better and understand further on how to support them at home.

4. Accommodation

We review our accommodation annually to ensure that it meets statutory requirements. There are two adjoining EYFS classrooms which provide a bright and stimulating learning environment with a secure, enclosed area for outdoor play (the outside classroom).

The school has a stimulating EYFS garden which provides huge scope for additional learning opportunities. We have a wide range of resources to provide for the seven areas of learning in the Foundation Stage. We also use the school hall, field and playground regularly. We review our resources annually to ensure that they are

- adequate to match the needs of the children;
- in a safe and clean condition for use;
- appropriate for all seven areas of learning.

Our resources include the following:

- a good range of quality books housed and displayed in an attractive, comfortable area;
- sand and water with a variety of equipment;
- mathematical and scientific equipment;
- materials for imaginative play including some equipment for different role play areas;
- a variety of papers and tools/implements to make marks and write;
- a variety of creative media such as paint, dough and clay, wood and junk materials;
- small and large construction equipment;
- Beebots and access to the iPads located in a trolley;
- a variety of outdoor play equipment, including a huge assortment of balls, hoops, beanbags etc and a fleet of scooters, balance bikes and 2 wheeled bicycles with a large variety of helmets; and
- access to cooking equipment, artefacts and growing/living things as and when appropriate.

5. Curriculum

At Threemilestone School our core reference document is Development Matters which includes the principles for good practice. This underpins the EYFS provision at this school. Our planning includes a more formal structure for the teaching in Phonics using Little Wandle (Letters and Sounds revised), and maths as well as providing opportunities for child-initiated learning during STAR Exploration (our Independent Learning Time).

The curriculum is organised into 7 areas of learning: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Maths; Understanding the World; and Expressive Arts and Design. We aim to provide a strong foundation for children's development in the three prime areas (C and L, PD and PSED). The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning.

Although the seven areas of learning form the framework for our planning, we know that children's learning is not divided into distinct areas and so fits perfectly into the whole school's STAR curriculum. Often, one experience helps a child to develop a range of new skills and concepts across several areas of learning and our planning reflects this. We encourage parents/carers to become actively involved in their children's learning in a variety of ways including sharing curriculum information with them, by inviting them in for 'Learning Together' sessions or via zoom on areas such as phonics, reading, pencil grip/letter formation and maths, and through Tapestry, the online learning journey. The children have regular home learning including 'Sounds pouches' so they can practise initial sounds as well as blending to read and segmenting to spell when they are ready, reading and library books, and maths activities to be introduced in the second half of the Autumn term. In addition there is the opportunity to develop STAR learning at home via Tapestry.

6. Teaching and Learning

We believe that our children learn best by being actively involved in activities, through first-hand experiences and their senses. We therefore provide a range of activities which are interesting, enjoyable, challenging and

fun! Through these, we encourage our children to explore, experiment, question, investigate, discover, create, practise and consolidate their developing understanding, knowledge and skills. We firmly believe that if a child is excited and motivated by learning, especially in the early days at our school, then we are already helping that child to become a lifelong learner. We recognise that children learn in different ways and at different rates and we provide time for children to make choices and explore ideas and interests in depth. This means that our timescales are flexible when necessary.

Play

We believe that 'well-planned play is a crucial way in which children learn with enjoyment and challenge during the Foundation Stage. We therefore ensure that children have plenty of opportunities to play in a secure environment with effective support from caring adults. We use the classroom and our outdoor area to enable children to access both planned, structured play activities and self-initiated, spontaneous play activities through our STAR exploration.

Assessment

Assessment plays an important part in recognising children's progress, understanding their needs, and planning future learning and support. Our assessment of children as they progress through the Foundation Stage is based on regular and close observations of and discussions with the children. We involve all adults who meet the child and regard parents/carers as important in this respect. We therefore want to ensure that families can contribute to the assessment process through an ongoing dialogue between home and school.

During the first six weeks of starting school each child completes the Reception Baseline Assessment of early maths and literacy, communication and language and our own 'on entry' assessment to include other areas of learning. These assessments are discussed at both 'Face to Face' settings with parents/carers and termly Pupil Progress meetings and the children are carefully monitored in their progress

In the Summer term, the EYFS profile is completed for each child which provides a well rounded picture of the child's knowledge, understanding and abilities. Each child's level of development is assessed against the 17 Early Learning Goals as "emerging" or "expected". We reflect on and report to the parents/carers about the children's 'Characteristics of Effective Teaching and 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; Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things) We encourage parents/carers to be involved in their child's learning through Tapestry, the use of the reading diaries and our open-door policy where they can come and speak to us during the staggered start and end of the day.

7. Meeting individual needs

We provide a safe and supportive learning environment at our school where the contribution of all children is valued. We also employ a wide range of teaching strategies based on children's experiences, interests, skills and learning needs. In particular, we plan carefully to meet the needs of:

- children with special educational needs;
- children who are entitled to Pupil Premium or Pupil Premium Plus funding;
- children with disabilities;
- children from all social, cultural and religious backgrounds;
- children of different ethnic groups including Travellers and Refugees;
- children from diverse linguistic backgrounds.

In addition, we select our resources, equipment and materials thoughtfully, choosing those which positively reflect diversity and are free from discrimination and stereotyping.

8. Partnership with Parents/Carers

We firmly believe that parents/carers are children's first and most enduring educators. To this end we work hard to promote a successful partnership with a two-way flow of knowledge, information and expertise in a range of ways including:

- Welcome letters/telephone calls/Induction evenings/Entry Profile meetings prior to admission;
- Parents/carers are welcomed into school as voluntary helpers;
- Parents/carers views and knowledge about their own child are listened to e.g. on admission, during formal/informal consultations;
- Parents/carers are given clear information about the school e.g. website, Learning Together sessions, newsletters, displays, meetings;
- Parents/carers and other family members are encouraged to support their child's learning e.g. phonics, maths, sharing books, collecting resources for STAR learning, visits and celebrations, postcards or books about holidays etc.
- Use of 'Tapestry' – the EYFS online learning journeys.

We have links with all feeder pre-school settings and meet staff or communicate via Zoom or telephone in order to discuss the children that we will be receiving. Both EYFS teachers meet with parents/carers for an initial meeting to complete induction paperwork and discuss any queries parents may have, prior to deciding the proposed classes.

9. Monitoring and evaluation

This policy is monitored on an annual basis by the Governing Body and Assistant Headteacher, Mrs Sue Brown. An Early Years SEF (Self Evaluation Form) is written annually which informs an Early Years Action plan starting in September each year.

