Abingdon Primary School

This school is an academy within The Legacy Learning Trust.

EYFS Policy

Status & review	Term	Year
Last review date/Policy adopted	Autumn	2026
Next review	Autumn	2027
Lead	Mrs K Venis	

1**. Aims**

At Abingdon Primary School, we believe that every child deserves the best possible start to their education.

Our Early Years Foundation Stage provision aims to ensure that every child belongs, thrives, flourishes and achieves. We provide a safe, nurturing and inclusive environment in which children are known, valued, respected, seen and heard.

We aim to:

- establish strong relationships in which children feel safe, secure and confident;
- develop communication, language and vocabulary as foundations for learning;
- provide a carefully sequenced curriculum that builds securely on what children already know and can do;
- develop children as confident, curious, independent and resilient learners;
- provide rich opportunities for purposeful play, exploration, talk and discovery;
- develop the knowledge, skills and dispositions children need for future learning;
- support children to develop positive relationships, emotional wellbeing and a strong sense of belonging;
- provide an inclusive curriculum in which every child can participate, contribute and succeed;
- recognise and respond to children's individual starting points, interests, strengths and needs;
- work in partnership with parents and carers to support children's learning, development and wellbeing;
- ensure that children develop the strong foundations needed for a successful transition into Key Stage 1.

Our EYFS ethos is underpinned by the belief that:

At Abingdon, we belong, thrive, flourish and achieve.

We recognise that our children bring a rich range of cultures, languages, experiences and family backgrounds to school. We value these differences and seek to ensure that every child experiences a strong sense of belonging within our school community.

2. Legislation and Statutory Guidance

Abingdon Primary School's Early Years Foundation Stage provision complies with the requirements of the current Early Years Foundation Stage Statutory Framework for group and school-based providers, which sets the statutory standards for learning, development and care for children from birth to five.

The school also has regard to relevant guidance and legislation, including:

- the Early Years Foundation Stage Statutory Framework;
- Development Matters;

- Strong Foundations in the First Years of School;
- The SEND Code of Practice: 0 to 25 years;
- The Equality Act 2010;
- relevant safeguarding and child protection legislation and statutory guidance;
- Teaching Learning Legacy Trust policies and procedures;
- Abingdon Primary School policies and procedures relating to safeguarding, SEND, behaviour, attendance, health and safety, intimate care and risk assessment.

Development Matters is used to support curriculum design and professional decision-making. It is not used as a checklist and practitioners use professional judgement when assessing children's development.

The principles within Strong Foundations in the First Years of School inform our ongoing evaluation of curriculum, teaching and assessment, particularly in relation to identifying and sequencing foundational knowledge and skills, providing opportunities for practice and ensuring that assessment informs teaching.

3. Our Early Years Foundation Stage Provision

Abingdon Primary School provides education and care across the Early Years Foundation Stage from two years through to the end of Reception.

Foundation Stage 1

Our Foundation Stage 1 provision includes:

- an Early Foundation Stage class for eligible two-year-old children;
- a Foundation Stage 1 class for three- and four-year-old children.

Foundation Stage 1 sessions currently operate as:

Morning: 8:30am–11:30am

Afternoon: 12:15pm–3:15pm

The morning and afternoon sessions are attended by different groups of children.

Foundation Stage 1 is staffed by a teacher and teaching assistants and operates within the statutory staffing ratios and qualification requirements for the age of the children.

Our provision for younger children recognises that learning begins with secure relationships, responsive interactions, familiar routines, repetition, sensory exploration, movement, communication and play. As children develop, the curriculum progressively builds their knowledge, language, independence and confidence.

Foundation Stage 2

Our Foundation Stage 2 provision is two Reception classes for children aged four to five.

The school day is:

8:50am–3:10pm

The current staffing structure comprises:

- two qualified teachers;
- two teaching assistants;
- additional staffing where required to enable children with additional needs to access the curriculum safely and successfully.

Across the EYFS, staffing and deployment are organised to meet statutory requirements and to ensure that children receive appropriate care, supervision, teaching and support.

4. Curriculum

Our EYFS curriculum is ambitious, inclusive and carefully sequenced. It is based on the seven areas of learning and development specified within the EYFS Statutory Framework.

Prime areas

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

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The curriculum is designed to build progressively from children's individual starting points and to develop the knowledge, vocabulary, skills and understanding that children need for future learning.

We place particular importance on the prime areas, recognising that secure communication, relationships, emotional development and physical development provide essential foundations for learning across the curriculum.

Our curriculum is delivered through a balance of:

- intentional adult-led teaching;
- carefully planned continuous provision;
- child-initiated play;
- exploration and discovery;
- adult interaction and sustained shared thinking;
- stories, rhymes, songs and conversation;

- modelling and extending language;
- repeated experiences and deliberate practice;
- indoor and outdoor learning;
- meaningful routines and real-life experiences.

Children are given time to revisit, practise, apply and deepen their learning. We recognise that young children's learning is not linear and that secure foundations are more important than simply moving children through age-related statements.

Our curriculum progression documents identify important knowledge, vocabulary and skills across the EYFS. These are revisited and built upon over time so that children increasingly know more, remember more and can do more.

Communication and language are central to our curriculum. Abingdon is committed to being a communication-friendly setting and staff use purposeful conversation, modelling, questioning, repetition and interaction to develop children's understanding and expressive language.

The school is also developing staff practice through Voice 21/oracy professional development, strengthening our focus on high-quality talk and communication.

5. Characteristics of Effective Teaching and Learning

The characteristics of effective teaching and learning describe how children learn rather than what they learn.

Practitioners support children to develop:

Playing and Exploring

Children are encouraged to investigate, explore, make choices and become deeply involved in their play.

Practitioners:

- provide open-ended resources and meaningful experiences;
- follow children's interests while extending their learning;
- encourage children to investigate and find things out;
- model curiosity and a positive attitude towards learning;
- provide time for children to develop and sustain their own play.

Active Learning

Children are supported to become motivated, persistent and involved learners.

Practitioners:

- encourage children to persevere when something is difficult;

- notice and celebrate effort and progress;
- provide opportunities to practise and repeat skills;
- help children understand that mistakes are part of learning;
- support children to develop increasing independence.

Creating and Thinking Critically

Children are encouraged to make connections, develop ideas, solve problems and think in increasingly flexible ways.

Practitioners:

- encourage children to explain their thinking;
- provide opportunities to predict, test, compare and evaluate;
- model problem-solving;
- introduce new vocabulary and concepts;
- extend children's ideas through sensitive questioning and interaction.

Across all three characteristics, practitioners balance child-initiated learning with intentional adult teaching, recognising the importance of both in high-quality early education.

6. Planning and Assessment

Planning and assessment are closely connected at Abingdon Primary School.

Our approach is based on knowing children well, understanding their starting points and using professional judgement to determine what children need to learn next.

Starting Points

Children's starting points are established through:

- information shared by parents and carers;
- previous settings and professionals;
- transition information;
- observations and interactions with children;
- children's interests, strengths and needs;
- appropriate statutory assessment information.

Statutory and Trust Assessment

Assessment across the EYFS is undertaken in accordance with statutory requirements and the assessment approach established by Teaching Learning Legacy Trust. Practitioners use the Trust's EYFS assessment tracker alongside their professional knowledge and ongoing formative assessment to build a rounded understanding of each child's development and progress.

Children in Reception complete the statutory Reception Baseline Assessment within the required timeframe. The information contributes to the school's understanding of children's starting points and, alongside ongoing assessment, supports the evaluation of progress across the Reception year.

As part of the Reception assessment process, the Oxford Language Screen is used to provide additional information about children's communication and language development. This information, alongside statutory and Trust assessment information and practitioners' professional knowledge, contributes to a rounded understanding of children's starting points and informs teaching, provision and targeted support. The school recognises the particular importance of communication and language within its EYFS context. Assessment information, including findings from the Oxford Language Screen, is used to identify areas of need and strengthen the school's focus on high-quality interactions, vocabulary development, listening and understanding, and opportunities for purposeful talk throughout the EYFS.

At the end of Reception, the statutory Early Years Foundation Stage Profile is completed in accordance with national requirements, including the assessment of children's attainment in relation to the Early Learning Goals and the determination of whether children have achieved a Good Level of Development.

Observation and Assessment

Practitioners observe children as part of their everyday practice.

Assessment is used to understand:

- what children know and can do;
- how securely they understand concepts;
- how they communicate and interact;
- their interests and strengths;
- misconceptions or gaps in learning;
- barriers to learning;
- what support or challenge may be needed next.

We value accurate, proportionate assessment and do not use assessment as a tick-list exercise. Evidence is gathered primarily through children's everyday experiences, interactions and learning rather than through excessive recording.

Assessment Informing Teaching

Assessment information is used to:

- adapt provision;
- identify children requiring additional support;
- identify gaps or misconceptions;
- revisit important knowledge;
- plan appropriate adult interactions;

- provide additional practice;
- adjust the level of challenge;
- inform intervention where appropriate.

Assessment takes place in the moment, enabling practitioners to respond to children's needs and make learning meaningful. Assessment also informs subsequent planning and curriculum decisions.

Our approach reflects the principles of Strong Foundations, particularly the importance of identifying foundational knowledge and skills, providing opportunities for children to practise and ensuring that assessment identifies misunderstandings and informs teaching.

Monitoring Progress

Children's progress is considered over time in relation to their individual starting points and the curriculum expectations for their stage.

Leaders monitor progress to identify:

- children who are making strong progress;
- children who may require additional support;
- gaps in learning across groups or areas;
- the effectiveness of provision and teaching;
- priorities for curriculum development.

Parents and carers are kept informed about their child's development and are encouraged to contribute their knowledge and observations from home.

7. The Learning Environment

Our EYFS environment is an important part of our curriculum.

We provide an enabling environment that encourages children to:

- explore;
- communicate;
- investigate;
- create;
- practise;
- collaborate;
- solve problems;
- develop independence;
- revisit and apply their learning.

We provide carefully considered **indoor and outdoor provision**, with experiences and resources that reflect the developmental stage, interests and needs of the children.

Our continuous provision is progressively developed from:

Early Foundation → Foundation Stage 1 → Foundation Stage 2

so that children encounter familiar principles while experiencing increasing levels of challenge, independence, knowledge and responsibility.

Resources are predominantly open-ended and of high quality, allowing children to use them in different ways and develop their own ideas.

The environment supports a language-rich curriculum through:

- accessible books including those linked to the Abingdon Reading Spine;
- meaningful displays;
- visual prompts;
- vocabulary;
- songs and rhymes;
- opportunities for conversation;
- real experiences;
- opportunities to communicate through play.

Children are encouraged to take increasing responsibility for their environment, including caring for resources, managing personal belongings and participating in routines.

Consistent, safe and predictable routines are fundamental to children's wellbeing and sense of belonging. They provide the security and stability children need to feel safe, develop confidence and independence, and become ready to engage in learning. Across the Early Years Foundation Stage, routines are intentionally established and reinforced so that children know what to expect, develop increasing independence and experience a strong sense of belonging within their environment.

8. Inclusion and SEND

Abingdon Primary School is committed to ensuring that every child can access, participate in and benefit from the EYFS curriculum.

We recognise that children arrive with different experiences, strengths, developmental pathways, languages and needs.

The curriculum and provision are adapted where appropriate for:

- children with SEND;
- children learning English as an additional language;
- disadvantaged children;
- children with developmental differences;
- children working significantly below age-related expectations;
- children working beyond age-related expectations;
- children experiencing barriers to learning or participation.

Practitioners adapt provision through:

- careful observation and assessment;
- smaller-group or individual teaching;
- repetition and overlearning;
- visual supports;
- modelling and scaffolding;
- adapted language;
- appropriate sensory and physical adaptations;
- additional adult support;
- changes to the environment;
- carefully selected resources;
- support for communication and interaction;
- collaboration with parents and relevant professionals.

Children's home languages and cultural experiences are valued and used as strengths within the curriculum.

Where concerns arise, practitioners work closely with the SENCO, families and relevant professionals to identify children's individual needs and agree appropriate support. Where a child is identified as requiring provision through Communication Pathway 1, this may include targeted time within the school's Little ARCH base. This provides a smaller-group, more adult-focused learning environment, with continuous assessment and responsive support tailored to the child's communication and learning needs. Provision is reviewed regularly, with the aim of enabling children to develop the skills, confidence and independence needed to access the universal EYFS offer, with appropriate support where required. Where this is identified as appropriate, children are supported to transition back into universal provision, ensuring that the level and type of support remains responsive to their changing needs.

We maintain high expectations for all children while recognising that equality does not mean every child receives exactly the same support.

9. Safeguarding and Welfare

Safeguarding is central to our EYFS provision.

All EYFS staff follow the school's safeguarding and child protection procedures and the statutory safeguarding and welfare requirements of the EYFS.

The school maintains effective arrangements for:

- child protection and safeguarding;
- safer recruitment and safer working practices;
- staff supervision;
- attendance and punctuality;
- collection and handover arrangements;
- appropriate staff deployment;
- first aid;

- health and hygiene;
- intimate care;
- toileting;
- administration and management of medicines;
- food and drink;
- risk assessment;
- accident and incident recording;
- fire and emergency procedures;
- health and safety;
- online safety;
- maintaining appropriate records;
- information sharing and confidentiality.

EYFS staff receive appropriate safeguarding training and understand their responsibility to identify, respond to and report concerns.

Teaching assistants participate in regular supervision, providing opportunities to discuss children's wellbeing, safeguarding and professional practice.

Attendance is monitored carefully and unexplained absence is followed up promptly in accordance with the school's attendance procedures.

The school's **Intimate Care Policy** is followed wherever intimate care is required.

The school recognises that safeguarding is everyone's responsibility and that children's safety, welfare and wellbeing underpin all aspects of EYFS practice.

10. Relationships, Wellbeing and Behaviour

At Abingdon, we recognise that positive relationships are fundamental to children's learning, development and wellbeing.

Our approach is relational, inclusive and rooted in children's emotional wellbeing. We aim to create an environment in which children feel:

safe, valued, respected, seen and heard.

Practitioners build warm, responsive relationships with children and provide consistent boundaries, clear expectations and predictable routines.

Our approach is underpinned by Abingdon Primary School's values, represented by **ARCH: Aspirational, Resilient, Committed and Harmony**. These values are woven throughout our EYFS provision and are reflected in the relationships we build, the choices we encourage children to make and the way we support children to understand themselves and others.

Through everyday interactions, play, routines and shared experiences, children are supported to develop:

- aspiration and a positive attitude towards learning;
- resilience and the confidence to persevere;
- commitment to themselves, their learning and others;
- harmony through kindness, cooperation, respect and positive relationships.

We use principles from the Thrive Approach to support children's emotional and social development and recognise the importance of attuned adult responses, co-regulation and secure relationships.

Children are supported to understand and express their emotions, communicate their needs, manage disagreements and resolve conflicts appropriately. Adults model respectful behaviour and help children develop the social and emotional skills needed to build positive relationships and contribute to their community.

Behaviour is understood in the context of children's development, communication, relationships and individual needs. Adults respond consistently and positively while maintaining clear expectations and boundaries.

Through our relationships, curriculum and wider school experiences, we aim to develop children who are increasingly confident, resilient, responsible and respectful, and who understand their role as valued members of their school and wider community. In doing so, we lay the foundations for children to become responsible, respectful and contributing members of society.

The EYFS approach is aligned with the school's Behaviour Policy and reflects the wider values and ethos of Abingdon Primary School.

11. Parents and Carers

We recognise parents and carers as children's first and most important educators and value their knowledge of their child.

We work in partnership with families to support children's:

- wellbeing;
- development;
- learning;
- communication;
- attendance;
- independence;
- transition.

Settling In

Settling-in arrangements are responsive to the individual child and their age, stage and needs.

Where appropriate, parents and carers are invited to stay and play alongside their child. Practitioners work with families to determine how long this support is needed and gradually build children's confidence and independence.

Particular attention is given to children who may find separation difficult or who require additional support to establish secure relationships within the setting.

Working Together

Parents are encouraged to share information about their child's:

- interests;
- experiences and achievements;
- development;
- communication;
- home language;
- wellbeing;
- individual needs.

We communicate regularly with families through appropriate school systems, conversations, meetings and information sharing.

We encourage families to support children's learning through simple, meaningful experiences at home, including talking, reading, singing, playing, developing independence and participating in everyday routines.

12. Transition

Effective transition is an important part of our EYFS practice.

We aim to ensure that children experience continuity, security and confidence as they move:

- into Early Foundation;
- from Early Foundation into Foundation Stage 1;
- within Foundation Stage 1;
- from Foundation Stage 1 into Reception;
- from Reception into Year 1.

Transition arrangements are informed by information from families, previous settings and professionals, alongside practitioners' knowledge of the child.

We share relevant information about children's development, strengths, needs and interests to support continuity.

Particular attention is given to children who may require enhanced transition arrangements.

Across the EYFS, we seek consistency in key routines and expectations while recognising that provision should remain developmentally appropriate for each age and stage.

Transition into Key Stage 1

Transition from Reception into Year 1 is viewed as an ongoing process rather than a single event. The Early Years Foundation Stage Phase Leader and Key Stage 1 Phase Leader work closely together throughout the year to ensure continuity in curriculum, assessment, provision and understanding of children's individual needs.

The Early Years Foundation Stage Profile, alongside the child's wider assessment information and knowledge developed by practitioners, provides an important source of information for the Year 1 team. This enables teachers to develop a clear understanding of children's strengths, knowledge, skills and areas requiring further support and to use this information to inform effective planning from the beginning of Year 1.

Transition meetings are supported by the sharing of relevant information between EYFS and Year 1 staff. Where appropriate, members of staff who have developed particularly strong knowledge of individual children, including key adults, meet with the receiving Year 1 team to share information, strategies and advice that may help children to overcome barriers to learning and settle successfully into their new phase.

Our aim is to ensure that children's learning and development continue seamlessly into Year 1, so that teachers can respond to children's individual starting points from the outset and no unnecessary time is lost in establishing what children already know, understand and can do.

13. Leadership, Staffing and Professional Development

The Early Years Foundation Stage is an integral part of the whole-school curriculum at Abingdon Primary School. It follows the school's shared approaches, expectations, policies and values while recognising the distinctive developmental needs of young children.

Early Years Foundation Stage Phase Leader

The Early Years Foundation Stage Phase Leader has overall responsibility for the leadership and development of EYFS provision across the school. The Phase Leader is also the Nursery Teacher and provides oversight of the whole Early Years Foundation Stage.

The EYFS Phase Leader works closely with the Headteacher, Senior Leadership Team, Reception teachers, teaching assistants across the EYFS team, other phase leaders, curriculum leaders and the SENCO. Close collaboration across the EYFS team ensures consistency in expectations, teaching approaches, provision, assessment and children's experiences as they progress from Early Foundation through Foundation Stage 1 and into Reception.

The EYFS Phase Leader also works in partnership with relevant Teaching Learning Legacy Trust colleagues, including through EYFS networks and professional developmental and contributes to a cohesive Trust-wide approach to early years practice.

The EYFS Phase Leader works collaboratively with whole-school and Phase Leaders to ensure a coherent approach to teaching and learning, curriculum progression and assessment from the Early Years Foundation Stage through the school.

The role includes strategic oversight of:

- EYFS curriculum and progression;
- teaching and learning;
- assessment;
- learning environments and provision;
- safeguarding and welfare;
- SEND and inclusion;
- transition;
- staff deployment;
- statutory compliance;
- monitoring and evaluation.

Staffing and Qualifications

Staffing arrangements meet the statutory qualification and ratio requirements of the Early Years Foundation Stage Statutory Framework.

Staff deployment is determined by children's ages, needs, learning requirements, safeguarding considerations and statutory requirements.

Where children have additional needs, the school may deploy additional adults where appropriate to support safe, meaningful and inclusive access to the curriculum.

Induction

All staff receive appropriate induction in accordance with the school's separate Induction Policy.

EYFS staff are introduced to:

- safeguarding and child protection;
- EYFS statutory requirements;
- school policies and procedures;
- curriculum expectations;
- assessment approaches;
- behaviour and relationships;
- health and safety;
- relevant routines and responsibilities.

Continuing Professional Development

Professional development is closely linked to the school's School Improvement Programme. Priorities are informed by evidence, including assessment information, monitoring and evaluation, enabling professional development to respond directly to identified strengths and areas for development and, ultimately, to improve outcomes for children.

EYFS staff also work in partnership with Teaching Learning Legacy Trust EYFS colleagues through network meetings and shared professional development. This supports statutory compliance, professional learning and the sharing of effective practice across the Trust.

EYFS-specific professional development is informed by the school's ongoing self-evaluation of EYFS practice, including the principles and areas identified through the Strong Foundations in the First Years of School audit. Areas identified for development through this process inform EYFS school improvement priorities and professional development, ensuring that practice continues to strengthen and remains closely aligned with evidence-informed early years practice and statutory expectations.

Professional development is therefore responsive to identified need and may focus on areas such as curriculum sequencing, assessment, teaching and interactions, communication and language, inclusion, learning environments and the consistent implementation of the EYFS curriculum. Progress against identified priorities is monitored through ongoing evaluation and review.

Safeguarding Training

All EYFS staff receive safeguarding training in accordance with statutory requirements and Teaching Learning Legacy Trust expectations.

All staff understand that safeguarding is everyone's responsibility. Staff are expected to remain vigilant, recognise that safeguarding concerns can arise in any setting and understand their individual responsibilities for protecting children.

Our safeguarding culture is underpinned by the principle: **"If it can happen, it could happen here."** This encourages staff to remain professionally curious, alert to signs that a child may be at risk of harm and confident in responding appropriately to concerns.

Safeguarding knowledge and practice are maintained through whole-school training, regular safeguarding updates and half-termly safeguarding briefings, alongside any EYFS-specific safeguarding development required.

Staff are expected to know and follow the school's safeguarding and child protection procedures, understand reporting routes and escalate concerns appropriately in line with statutory guidance and school policy.

14. Monitoring, Evaluation and Quality Assurance

The quality and effectiveness of the Early Years Foundation Stage are monitored through the school's established leadership, governance and quality assurance processes.

Responsibility for monitoring is shared across the Early Years Foundation Stage Phase Leader, Senior Leadership Team, curriculum leaders, governors and Teaching Learning Legacy Trust colleagues.

EYFS provision is evaluated through the school's **School Improvement Quality Assurance (SIQA)** processes and through regular monitoring and professional dialogue. This includes consideration of:

- the quality of teaching, learning and adult interactions;
- curriculum intent, implementation and progression;
- children's learning, development and progress;
- the effectiveness of assessment;
- the quality and impact of the learning environment and continuous provision;
- inclusion and SEND provision;
- safeguarding and welfare;
- staff deployment and professional development;
- transition between phases;
- identified strengths and areas for improvement.

Curriculum and assessment are reviewed regularly as part of the school's wider curriculum cycle. EYFS staff work with whole-school curriculum leaders each term to review progression, teaching, assessment and provision, ensuring that the EYFS remains an integral part of the school's curriculum model and that children are well prepared for the next stage of their education.

Assessment information is used to evaluate the impact of teaching and provision and to identify areas requiring further development. It is used both responsively, to adapt teaching and provision in the moment, and over time, to inform planning, identify gaps and evaluate children's progress.

The information shared at the end of Reception, including the Early Years Foundation Stage Profile and the wider professional knowledge developed by the EYFS team, is used to support effective transition into Year 1. This enables receiving teachers to understand children's individual strengths, knowledge, skills and areas for development and to plan appropriately from the beginning of the autumn term.

The effectiveness of transition is considered through ongoing partnership between EYFS and Key Stage 1 staff, rather than through a single transition event. Feedback and professional dialogue are used to identify any further support required and to strengthen continuity between phases.

Monitoring and evaluation are used to inform the school's School Improvement Programme and EYFS professional development priorities. This creates a clear cycle of self-evaluation,

improvement planning, professional development, implementation and review, with the ultimate aim of improving children's experiences, learning and outcomes.

This policy is reviewed in response to changes in statutory requirements, relevant legislation, Teaching Learning Legacy Trust expectations or significant developments in school practice. It will ordinarily be reviewed on a three-year cycle unless an earlier review is required.

15. Abingdon's EYFS Curriculum Principles

Our EYFS provision is underpinned by a small number of principles that guide our decisions about curriculum, teaching, provision and assessment.

Belonging

Children develop secure relationships and a strong sense that they belong within their school community.

Communication

Children are given rich opportunities to listen, understand, talk, communicate and develop vocabulary.

Relationships

Children learn through warm, responsive relationships with trusted adults and through positive relationships with other children.

Play and Exploration

Children have time and space to explore, investigate, create, practise and develop their own ideas.

Knowledge and Understanding

Children develop the knowledge and vocabulary that enable them to understand themselves, others and the world around them.

Independence

Children are supported to become increasingly capable, confident and independent in their learning and everyday lives.

Inclusion

Every child is supported to participate, succeed and experience a genuine sense of belonging.

Strong Foundations

We prioritise the foundational knowledge, skills and dispositions that children need for future learning.

These principles are reflected in our curriculum, environment, interactions, assessment and relationships with families.

16. Review and Approval

This policy has been developed in accordance with the current Early Years Foundation Stage statutory requirements and reflects the curriculum, values, policies and improvement priorities of Abingdon Primary School and Teaching Learning Legacy Trust.

The policy will be reviewed by the Early Years Foundation Stage Phase Leader in consultation with the Headteacher and relevant leaders and will be presented through the school's appropriate governance arrangements.

The policy will ordinarily be reviewed every three years, or sooner where statutory guidance, Trust requirements or school practice change significantly.