



# Early Years Foundation Stage (EYFS) Policy

Policy Reviewed: September 2025

Review Due: September 2027

## ***‘Growing lifelong learners.’***

Our vision is to provide an inspiring education that sets all children up with the knowledge, skills and motivation needed to become learners for life – in the classroom and beyond. We recognise that children join our diverse school community with unique and varied life experiences, interests and skills creating an opportunity for a vibrant and exciting learning journey for all. Through ensuring children feel included, respected, safe and secure; with their achievements and contributions recognised, all children will become caring, responsible future citizens that the community are proud of.

**Article 28: The right to learn and go to school.**

**Article 29: The right to become the best that you can be.**

### **Aims**

We wish to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning. At Moston Fields Primary School, we strongly believe that every child deserves the best possible start in life and has the essential knowledge and skills they need to access to a future of their choice.

### **Objectives**

- To provide a safe and secure learning environment
- To provide each child a happy and positive start to their school life in which they can establish a solid foundation to become a ‘lifelong learner’
- To provide an ambitious and aspirational curriculum for all, in line with the DfE Early Years Foundation Stage guidance
- To enable each child to develop socially, physically, intellectually and emotionally
- To encourage children to be independent within a secure, nurturing and friendly atmosphere
- To support children in building relationships through the development of social skills such as cooperation and sharing
- To work alongside parents and carers to meet each child’s individual needs to ensure they reach their full potential

### **The Early Years Foundation Stage (EYFS)**

There are seven areas of learning and development that set out what providers must teach the children in their settings. All areas of learning and development are important and inter-connected.

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

There are also four specific areas of learning, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm.

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## **Our Curriculum**

The Early Years Curriculum at Moston Fields has been carefully crafted to align with the Early Years Foundation Stage Statutory Framework and the Development Matters Curriculum Guidance for the Early Years Foundation Stage.

Communication and Language underpins all seven areas of learning and development and these essential skills have a high focus and priority within our Early Years curriculum.

In order to create a language rich and friendly learning environment:

- both Reception and Nursery follow a book-based curriculum of twelve carefully selected texts
- Nursery follows a two-year cycle due to our 'Rising Threes' January intake whereby they spend five terms in our Nursery provision

The learning from each subject area whether it be Maths, English, Science, Geography or History stems from the twelve chosen texts. Children learn a range of key skills and concepts which are progressive. These are outlined in the Curriculum Overviews for both Nursery and Reception.

Our curriculum design follows a spiral learning effect, where the children repeat key themes, concepts, skills and learning. Each time the children revisit aspects of the curriculum, they do so with increasing complexity, challenge and detail to build a greater understanding and deepen their knowledge base. Prior learning is drawn upon and then built upon in a carefully sequenced way and allows children to be both secure in their current learning whilst also ensuring the essential foundational knowledge is in place prior to approaching new learning. Our curriculum then feeds into the Key Stage One curriculum, ensuring the continuity and progression in a child's learning and development. Further information about subject specific

approaches, continuous provision and areas of learning can be found on the EYFS page of our school website.

Our team of Early Years experts nurture, care for, inspire and motivate all children and provide them with the best possible start to their education. Learning is personalised for each child to reflect their interests and next steps ensuring that all children have the best possible outcomes. We support our children to:

- be happy
- feel safe and secure
- be curious
- be able to express themselves
- be independent
- be resilient
- be confident
- thrive as individuals

Our EYFS Class Teachers, led by our Early Years Lead and Headteacher, organise the delivery of our curriculum ensuring progression and development. They monitor the planning and impact through assessments and monitoring activities and use these to further refine the provision in response to pupil need. By keeping up to date with developments on a local and national level, and liaising with other professionals they ensure the EYFS promotes success for all and enables an effective transition into Key Stage One.

## **Our Approach and Overarching Principles**

Four guiding principles share practice in the EYFS:

### ***A Unique Child***

Every child is unique; constantly learning and can be resilient, capable, confident, and self-assured.

### ***Positive Relationships***

Children learn to be strong and independent from a base of loving and secure relationships from parents, siblings, wider family members and the adults they work with in our EYFS environment. Our team work hard to build strong relationships with all the children in our care and prioritise the happiness, safety and wellbeing of every child.

We firmly believe that our children have the greatest success when school and home work in partnership. This is rooted in effective two-way communication from the moment that they start with us and remains a priority throughout their time at school. The EYFS team will share achievements and successes in a child's academic and personal development and invite families to do the same for their child's life beyond our school gates.

### ***Enabling Environments***

Children learn and develop well in environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over

time. Our learning environments are set up to promote learning and play in a safe and secure way, whilst developing independence and resilience in each area of learning. Children in the EYFS have access to dedicated outdoor space in addition to their classroom environment.

### ***Learning and Development***

Children learn and develop at different rates and we believe that each individual should have the opportunity to thrive, regardless of background or need. We are ambitious and aspirational for all of our children.

### **Inclusion**

Diversity and individuality is valued and celebrated, with all children enjoying a personalised learning journey, based upon their specific needs and interests.

Assessments are used to pinpoint specific needs and planned interventions are put in place to enable each child to be the best that they can be and have the best possible outcomes. The assessment cycle is very fluid and as needs change, the interventions provided change.

We promote and celebrate a love of learning and have high aspirations for all.

For some children additional help or support may be needed and a Special Educational Need may be identified. We firmly believe that *'Identifying need at the earliest point and then making effective provision improves long term outcomes for the child.'*

(SEND Code of Practice 6.11).

It is important to identify pupils that are finding aspects of the EYFS curriculum difficult early so that we can put the appropriate or necessary strategies in place. The Early Years staff work in partnership with our SENDCo and parents and carers to provide high quality personalised teaching and learning and to ensure that the provision in place also promotes ongoing personal development. All children have the right to be educated with their peer group and we are fully committed to promoting the inclusion of all, regardless of their age, ability, gender, race, culture, religious beliefs or background.

Further details can be found in our Special Educational Needs and/or Disabilities policy.

### **Observation, Assessment and Planning**

At Moston Fields Primary School, our Early Years assessment systems are child centred and based around *'noticing what the children can do and what they know.'*

(Grenier, 2020).

Our assessment approach is also informed by the EYFS Framework and the Ofsted descriptors for a high-quality Early Years education. Staff use a cycle of *observation, assessment and planning* to ensure that learning is well-matched to individual needs.

On entry to Nursery and Reception, a robust baseline assessment of every child's stage of development is made using observations, information from parents and from previous settings, (if relevant) and from small tasks done in the first six weeks in key areas such as counting, how children share books, hold their pencils etc.

Internal baseline assessments and observations are used to inform learning opportunities, our curriculum and to adapt sequences of learning to meet the needs of the cohort, including those with lower prior attainment and/or SEND.

In addition to internal observations and assessments, children in the EYFS also participate in the DfE's statutory Reception Baseline Assessment. This is administered during the first 6 weeks of attendance in Reception and is reported through the DfE Portal. This is a data collection exercise and the outcomes are not reported to parents/carers.

### **Responsive Teaching**

The whole staff team contributes to formative (ongoing) assessment, using their knowledge of our learners, their next steps for learning and what we want children to know and be able to do by the end of Nursery and Reception.

Staff are supported to develop their knowledge of the observation checkpoints by the Early Years Lead. Regular feedback from our EYFS team supports teachers to assess and plan further learning and provision for all pupils.

In order to support staff and leaders to shape planning, teaching and EYFS provision, formative assessments will be completed by all staff on an ongoing basis. Summative assessments are carried out at key points in the year: Baseline (within six weeks of entry to Nursery/Reception) and at the end of each term.

### **Transition**

Starting school is an important milestone in any child's life. To ensure that children feel welcome, safe and happy from the outset it is important that the children and their parents / carers build relationships with teaching staff and become familiar with the setting beforehand. This is achieved through 'Stay and Play' events, transition sessions and discussions with parents/carers. Stay and Play sessions provide the perfect opportunity for children, staff and parents / carers to build relationships, for the children to become familiar with the new setting and for parents / carers to ask any questions they may have. Where a pupil may benefit from an enhanced transition, this will be arranged by the Early Years Lead in collaboration with parents/carers.

The majority of our children move into Reception from our Nursery. Within the EYFS structure all TAs and the EYFS Lead work within Nursery, Reception and Willows class and therefore have excellent relationships with all the children, which supports transition. In the summer term, Reception teachers spend time in the Nursery classrooms building relationships. The children will then spend some time in the Reception classroom, visiting

regularly during the latter half of the Summer term, becoming familiar with their new learning environment. Transition meetings are held between Nursery and Reception teams, and between Reception and Year One teams to discuss each child and their needs for the autumn term.

### **Working with Parents and Carers**

We believe that parents and carers are our child's first educators. Our model for parental engagement follows the EYFS framework view that a partnership involves parents/carers, families and practitioners working together to benefit children.

We aim to engage parents/carers and develop strong partnerships in the following ways:

- Attendance at Stay and Play sessions in the Nursery environment for all new children
- Attendance at Stay and Play sessions for pupils new to Reception who have not attended our Nursery
- Conversations and/or home visits when their child starts at Nursery or Reception
- 'Meet the Teacher' sessions
- Attendance at an induction meeting during the term before their child starts school
- Parent workshops at the start of the academic year to share with parents the strategies used in school to teach children early reading and phonics
- Encouraging parents/carers to talk to the child's teacher in the first instance if they have any concerns or questions.
- Attendance and engagement in Parents' Evening appointments
- Attendance at specific celebrations and events throughout the year

### **Safeguarding**

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive, warm relationships with the adults caring for them. We follow the welfare and safeguarding requirements detailed in the Early Years Foundation Stage Statutory Framework, Keeping Children Safe in Education and the school's Child Protection and Safeguarding policy.