

Early Years Foundation Stage Policy



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Prepared by	Miss V Miller
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Together, we nurture, inspire and achieve

1. Introduction and Rationale

This policy outlines the principles and practises that underpin the Early Years Foundation Stage (EYFS) provision at Myton Park Primary School. It is designed to ensure that all pupils receive high-quality care and education, enabling them to thrive and reach their full potential. This policy is informed by the Statutory Framework for the Early Years Foundation Stage (2021) and other relevant guidance. It reflects the school's vision and values, particularly *Nurture, Opportunity, and Ambition*.

Early Years vision

In the EYFS, we celebrate that every child is unique. We are passionate about providing an exciting and enabling environment that is calm, nurturing, inclusive and develops a sense of curiosity. We believe that all pupils should learn about and celebrate their differences. We foster positive relationships with pupils and their families, enabling a collective approach to pupils learning to be resilient, independent, respectful and self-assured. We encourage pupils to develop their self-esteem and confidence by trying new things with the support of experienced adults.

We are committed to giving our pupils the best possible start to their school life, teaching them the skills which will ensure their continued success throughout school.

2. Aims and Objectives

The aims of this policy are to:

- Provide a safe, stimulating, and inclusive learning environment for all children in the EYFS.
- Deliver a broad and balanced curriculum that meets the individual needs of each child, including those with SEND and EAL.
- Foster children's personal, social, and emotional development, building their confidence, resilience, and independence.
- Promote positive relationships between children, staff, parents, and the wider community.
- Ensure that all staff have the necessary skills, knowledge, and training to deliver high-quality EYFS provision.
- Prepare children for a smooth transition into Year 1.

Objectives:

- To ensure that all EYFS practises align with the principles and requirements of the Statutory Framework for the EYFS.
- To provide a curriculum that is ambitious and challenging, while also being playful and engaging.
- To regularly assess children's progress and use this information to inform planning and teaching.
- To work in partnership with parents to support their child's learning and development.
- To continuously evaluate and improve the quality of EYFS provision.

3. Legal Framework

This policy adheres to the following key pieces of legislation and guidance:

- The Children Act 1989 and 2004
- The Education Act 2002
- The Equality Act 2010
- The Statutory Framework for the Early Years Foundation Stage (2021)
- Keeping Children Safe in Education (latest version)
- SEND Code of Practice (2015)

4. Roles and Responsibilities

All EYFS staff undertake regular professional development focused on the EYFS curriculum, safeguarding, inclusion, and assessment to maintain high-quality provision and keep abreast of research and statutory updates.

- Headteacher: Overall responsibility for the implementation of the EYFS policy and ensuring that it aligns with the school's strategic objectives.
- Deputy Headteacher: Supports the Headteacher in overseeing the EYFS provision and ensuring its quality.
- EYFS/Early Reading Lead: Responsible for the day-to-day management of the EYFS, including curriculum planning, assessment, and staff development.
- EYFS Staff: Responsible for providing high-quality care and education to children in the EYFS, following the principles and practises outlined in this policy.
- SENDCo: Supports the identification and assessment of children with SEND and works with EYFS staff to provide appropriate support and interventions.
- Parents/Carers: Play a vital role in their child's learning and development and are encouraged to work in partnership with the school.
- Governors: Responsible for monitoring the effectiveness of the EYFS policy and holding the school to account for its implementation.

5. Implementation

The EYFS curriculum is designed in line with the school's vision and the OFSTED Inspection Framework 2025, ensuring it is ambitious and inclusive for all pupils. Curriculum intent focuses on developing foundational knowledge, skills, and dispositions necessary for lifelong learning, in line with the school's ACORN values and the Quality of Education priority.

5.1. Curriculum and Teaching

- The EYFS curriculum at Myton Park Primary School is based on the seven areas of learning and development outlined in the Statutory Framework for the EYFS:
 - Communication and Language
 - Physical Development
 - Personal, Social and Emotional Development

- Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design
- The curriculum is planned to be ambitious and challenging, while also being playful and engaging.
- Teaching is responsive to children's individual needs and interests.
- A balance of adult-led and child-initiated activities is provided.
- The learning environment is stimulating and well-resourced, both indoors and outdoors.
- Activities and resources are carefully chosen to reinforce learning and provide opportunities for children to practice and embed new knowledge and skills, addressing the OFSTED feedback.
- The EYFS curriculum embraces a play-based pedagogy that encourages exploration, creativity, and problem-solving both indoors and outdoors. Outdoor learning is integrated daily, promoting physical development, risk assessment skills, and a connection with the natural environment.
- Our EYFS curriculum incorporates a strong focus on early literacy skills and fostering a love of reading through carefully planned phonics, storytime and reading – for - pleasure activities, supporting the school's priority to develop the reading culture from the earliest stages.
- The school's values (ACORN) are embedded within the EYFS curriculum.
- Reading is prioritised, building on the school's positive reading culture and consistent approach to phonics.
- The curriculum specifically focuses on the systematic teaching and reinforcement of key concepts and skills to ensure pupils develop a secure base of foundational knowledge across all areas of learning.

Structure of the EYFS

Early Years (EY) applies to pupils from birth to the end of the reception year. Myton Park Foundation Stage is made up of two year group classes, Nursery and Reception. Pupils are admitted to the Nursery class as soon after their third birthday as possible if a place is available. Places are allocated in line with our Nursery admission policy. Our nursery is a 39 place nursery. In addition to the morning and afternoon places we offer two and a half day places and 30 hour places. All pupils are entitled to 15 hours free nursery provision.

5.2. Assessment

- Children's progress is regularly assessed through observation, interaction, and formal assessments.
- Assessment information is used to inform planning and teaching.
- Parents are kept informed of their child's progress through regular meetings and reports.
- Children with SEND are assessed in line with the SEND Code of Practice.
- Formative assessment is used to identify and address any gaps in children's learning.
- Assessment outcomes are used not only to identify additional support needs but also to adapt curriculum planning , ensuring that learning experiences remain challenging,

engaging, and responsive to pupils' evolving interests and developmental stages. Assessment data will be used to identify gaps in foundational knowledge and inform targeted interventions to reinforce key concepts and skills.

- Assessment outcomes are used proactively to identify pupils requiring additional support. Early intervention strategies are implemented promptly in collaboration with SENDCo and families to close any learning gaps.
- Assessment outcomes are used to tailor learning experiences to individual pupils' needs, including those with SEND and EAL, ensuring timely and targeted support is provided to close any gaps in learning.
- Assessment data is regularly reviewed by EYFS leaders to identify patterns in pupil progress and attainment, enabling targeted support and intervention to ensure all pupils achieve their full potential.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

5.3. Inclusion

- Myton Park Primary School is committed to providing an inclusive environment for all children.
- All children are valued and respected, regardless of their background, abilities, or needs.
- Reasonable adjustments are made to ensure that all children can access the curriculum and participate in all activities.
- In addition to reasonable adjustments, targeted interventions and specialist resources are deployed to overcome specific barriers to learning. Staff receive regular training on adapting pedagogy to meet the diverse needs of pupils with SEND and EAL, ensuring full participation and progress in acquiring foundational knowledge. Specific strategies are implemented to support these pupils in developing essential skills in communication, language, literacy, and mathematics.
- The school works closely with parents and external agencies to support children with SEND.
- The school celebrates diversity and promotes equality.
- Specific strategies are employed to support pupils with English as an Additional Language (EAL), including targeted language development activities, visual supports, and collaboration with families to enhance communication and understanding.

5.4. Safeguarding

- Myton Park Primary School is committed to safeguarding and promoting the welfare of children.
- All staff are trained in safeguarding procedures and are aware of their responsibilities.
- The school has a designated safeguarding lead who is responsible for managing safeguarding concerns.
- All EYFS staff receive safeguarding training annually, with updates following any changes in statutory guidance.
- The school follows its Safeguarding Policy and procedures in line with local authority guidance and Keeping Children Safe in Education.
- Intimate care is provided in accordance with the school's Intimate Care Policy, ensuring privacy, dignity, and respect. Staff work closely with parents to tailor support for individual pupils' needs.
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5.5. Transition

- We work closely with Year 1 staff to ensure a smooth transition, including joint planning meetings, shared assessment information and opportunities for pupils to visit the Year 1 classroom. These discussions inform future EYFS planning where gaps are identified.
- The school has a transition policy to support children as they move between different stages of their education.
- Transition arrangements are tailored to meet the individual needs of each child.
- Parents are involved in the transition process.
- The school works closely with other settings to ensure a smooth transition for children joining Myton Park Primary School.

5.6. Parental Engagement

- Myton Park Primary School values the partnership between home and school.
- Parents are encouraged to be actively involved in their child's learning and development.
- The school provides regular opportunities for parents to communicate with staff.
- The school offers workshops and events for parents to support their understanding of the EYFS curriculum.
- We provide parents with resources and guidance to support learning at home, including phonics activities, reading tips, and play-based learning ideas, fostering a consistent approach between home and school. Resources also focus on activities to reinforce foundational skills in mathematics, language, and literacy.
- We utilise multiple communication methods, including digital platforms, newsletters, and face-to-face meetings, to ensure parents are well-informed and actively engaged in their child's learning journey.

6. Monitoring and Evaluation

- The EYFS policy will be reviewed annually by the Headteacher, Deputy Headteacher, and EYFS Lead.
- The effectiveness of the policy will be monitored through observation, data analysis, and feedback from staff, parents, and children.
- Any necessary changes will be made to the policy to ensure that it remains effective and up-to-date.
- The policy will be shared with all staff, parents, and governors.

7. Related Policies

- Child Protection Policy
- SEND Policy and Information Report
- Behaviour Policy
- Equality Policy Statement
- Teaching, Learning and Assessment Policy
- Intimate Care Policy

8. Conclusion

This Early Years Policy is designed to ensure that all children at Myton Park Primary School receive a high-quality early education that prepares them for future success. By working in partnership with staff, parents, and the wider community, we can create a nurturing and stimulating environment where every child can thrive.

This policy will be reviewed and approved every two years or sooner if statutory guidance changes.