



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Early Years Foundation Stage Policy

Date of Policy: February 2026

Member of Staff responsible: S. Branch

Review date: February 2029

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to be our best

Proud of ourselves and our community

Successful, skilled and ready for life



Intent

At Mickleover Primary School, we aim to provide the highest quality care and education for all children in our Reception classes, giving them a strong foundation for future learning and development. We create a safe, nurturing and inclusive environment where children feel happy, confident and motivated to be their best.

Our intent is to:

- Provide excellence and equity for all children, regardless of background or starting point
- Foster positive attitudes towards learning, confidence, communication and physical development
- Develop strong personal, social, emotional and academic foundations that enable children to thrive throughout school and later life
- Value each child as an individual and support them to reach their full potential
- Work in close partnership with parents, carers and the wider community
- Ensure robust safeguarding and welfare arrangements are in place at all times

This policy reflects and complies with the **Statutory Framework for the Early Years Foundation Stage (EYFS) 2025** and applies to **Reception-aged children only**.

We are guided by the four EYFS principles:

1. Every child is a **unique child** who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in enabling environments, with **teaching and support from adults** and in partnership with parents and carers.
4. Children develop and learn in different ways and at different rates.

Implementation

Curriculum and Learning & Development

We deliver a broad, balanced and ambitious curriculum that reflects the **seven areas of learning and development**:

Prime areas:

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

Specific areas:

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

Learning is play-based and carefully planned to build on children's interests, prior knowledge and developmental needs. Our long-term plan demonstrates clear progression of knowledge and skills across the seven areas of learning, ensuring children develop the foundational knowledge and skills needed as they move into Year 1. A balance of adult-led and child-initiated learning ensures that all children are supported, challenged and extended appropriately.

Our curriculum is designed to enable all children to make progress towards, and achieve, the **Early Learning Goals (ELGs)** by the end of Reception.

Teaching and Learning

Children access high-quality whole-class, small-group and individual teaching alongside continuous provision.

- Daily phonics teaching follows the Twinkl Phonics programme, linked to Letters and Sounds
- Daily mathematics teaching is delivered through White Rose Maths
- Learning is rooted in high-quality texts which act as a stimulus for learning across the curriculum
- Foundational knowledge is developed through a broad, balanced and progressive curriculum

During free-flow learning, adults take on the roles of observer, co-player and extender to support, scaffold and deepen children's learning through skilled interaction and questioning. These approaches support the Characteristics of Effective Teaching and Learning: **playing and exploring, active learning, and creating and thinking critically.**

Enabling Environments

The learning environment plays a central role in supporting development. Children have daily access to well-resourced indoor and outdoor provision organised into discrete areas of learning. Continuous provision is regularly reviewed to ensure it meets the needs of all learners and enables children to engage in playing and exploring, sustain active learning, and develop critical thinking skills.

The environment promotes independence, collaboration, curiosity and active learning.



Assessment

Assessment is integral to effective teaching and learning and is consistent with EYFS 2025 assessment principles.

- The Reception Baseline Assessment (RBA) is completed within the first six weeks of children starting Reception
- Ongoing formative assessment is based on professional knowledge gained through observation, interaction and discussion
- Assessment does not involve excessive paperwork or unnecessary data tracking
- Observations are recorded in children's learning journeys and used to inform next steps
- Summative assessments are completed against the EYFS Early Learning Goals towards the end of the Summer term

EYFS staff meet regularly to discuss children's progress, moderate judgements and plan appropriate interventions. Parents are invited to attend parent evening meetings in the autumn and spring terms. At the end of the autumn and spring terms, parents receive a short written report outlining their child's learning behaviours and progress in reading, writing and mathematics. At the end of Reception, parents receive a written report outlining attainment against the Early Learning Goals and the Characteristics of Effective Learning, in preparation for transition to Year 1.

Inclusion and SEND

We value all children as individuals, regardless of ethnicity, culture, religion, language, gender or ability. The curriculum is adapted to meet individual needs and ensure that all children can succeed.

Early identification of additional needs is prioritised, and we work closely with parents and external professionals in line with the **SEND Code of Practice (0–25)**.

Any child identified as having special educational needs or disabilities will receive personalised support through the effective implementation of an individual provision plan. Class teachers, working alongside the SENCO, set clear, measurable targets; plan, implement and review interventions; and communicate targets and progress with parents on a regular basis.

Safeguarding, Welfare and Health & Safety

In our EYFS provision, children's safety and welfare are central to all activities and learning. All staff are fully trained in safeguarding procedures and follow the school's Safeguarding and Child Protection Policy, which aligns with *Keeping Children Safe in Education (KCSiE) 2025*, the Whistleblowing Policy, and Intimate Care Policy. Ratios are maintained at all times, and staff are deployed to ensure close supervision, including during continuous provision and free-flow play.



EYFS staff are vigilant in identifying any concerns about a child's wellbeing and act immediately in line with statutory guidance.

Our environment and daily routines are designed to minimise risks and promote safe, independent exploration. Robust EYFS-specific risk assessments are carried out regularly for all indoor and outdoor areas, equipment, and activities, and are reviewed whenever there are significant changes, to ensure the learning environment remains safe and stimulating.

All staff understand their responsibility to report concerns and ensure effective supervision at all times. At least one member of staff with a current Paediatric First Aid qualification is on site and available whenever children are present. This includes during mealtimes and snack times, ensuring children are supervised by a member of staff who holds a valid Paediatric First Aid certificate.

Children are supported to learn how to manage risks safely, maintain good hygiene, and make healthy choices. Attendance is monitored closely, and unexplained or persistent absence is followed up in line with school procedures.

Staff Training, Skills and Supervision

EYFS staff are supported through regular professional development to ensure they have the skills and knowledge required to deliver high-quality early years education. Staff attend training on safeguarding, child development, assessment, high-quality interactions, SEND and inclusion.

Supervision arrangements include performance management meetings, team meetings, and collaborative planning sessions. These structures ensure that staff receive guidance, feedback and professional support to maintain effective practice and meet statutory EYFS requirements.

Parents as Partners

We recognise parents and carers as children's first educators and value their role in supporting learning. We actively promote open, two-way communication through meetings, class dojo, reports, informal discussions, and shared learning opportunities.

Where appropriate, we work with other services and professionals, with parental consent, to ensure children receive the best possible support.

Transition

Transition into Reception (FS2) is carefully planned to ensure children feel secure and confident. Parents complete an entry questionnaire and may request individual discussions.



Staff liaise with feeder settings and provide opportunities for children and families to visit the setting before starting school.

Transition to Year 1 begins in the summer term and includes planned visits, story swaps and a whole-school transition day. Information is shared between staff to ensure continuity of learning and support.

Impact

As a result of our EYFS provision:

- Children are happy, confident and motivated learners
- Children develop strong personal, social, emotional and learning behaviours
- Children achieve GLD across the EYFS Early Learning Goals. Those that don't have made good progress from their starting points
- Children demonstrate independence, resilience and curiosity
- Children are well prepared for the transition to Year 1
- Parents feel informed, supported and engaged in their child's learning journey

Our EYFS provision ensures that children leave Reception with the foundational knowledge, skills and attitudes needed for success in Key Stage 1 and beyond.