The Keep Learning Trust
Park View Primary
Early Years Foundation Stage (EYFS) Policy

The Keep Learning Trust

Creating Chances and Choices

Date of review:	September 2026
Approved by:	Headteacher
Next review date:	September 2027

Aims

At Park View Primary School, we believe that every child deserves the best possible start in life. We provide a safe, stimulating and inclusive environment where children are encouraged to develop confidence, independence, resilience and a love of learning.

This policy aims to ensure:

- Children access a broad, balanced and ambitious curriculum.
- High-quality teaching and learning enables all children to make good progress.
- Every child feels valued, included and supported.
- Strong partnerships are established between home and school.
- Children develop the knowledge, skills and behaviours needed for future learning and success.
- Equality of opportunity and anti-discriminatory practice underpin all aspects of provision.

Legislation

This policy is based on the requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) that applies from September 2026 and is reviewed to ensure continued compliance with current Department for Education requirements.

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Attendance Policy
- Health and Safety Policy
- Supporting Children with Medical Conditions Policy

Structure of the EYFS

Our Early Years provision consists of:

- One Nursery class offering morning, afternoon and full-time places.
- Two Reception classes.

Children enter Nursery in the term following their third birthday. We offer both universal and extended funded places in line with government entitlement criteria.

Each class is led by a qualified teacher and supported by suitably qualified teaching assistants.

Curriculum

Our curriculum follows the EYFS Statutory Framework and has been designed to develop children's knowledge, skills and understanding across all seven areas of learning.

The three prime areas are:

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

The four specific areas are:

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

We provide a curriculum that is ambitious, sequential and carefully planned to build children's knowledge over time. Learning is designed to support children in becoming confident, capable and independent learners.

Communication and Language

Communication and language development is central to our curriculum and underpins learning across all areas.

Practitioners:

- Model high-quality language.
- Introduce and revisit ambitious vocabulary.
- Engage children in meaningful conversations.
- Encourage storytelling, questioning and discussion.
- Provide opportunities for songs, rhymes and shared reading throughout the day.

The development of children's spoken language is prioritised as it provides the foundation for future learning and academic success.

Characteristics of Effective Teaching and Learning

We recognise and promote the Characteristics of Effective Teaching and Learning throughout our provision:

Playing and Exploring

Children investigate, explore and experience new things and are encouraged to have a go.

Active Learning

Children are supported to concentrate, persevere and take pride in their achievements.

Creating and Thinking Critically

Children develop their own ideas, make links in their learning, solve problems and develop strategies for success.

These characteristics are embedded throughout both child-initiated and adult-directed learning experiences.

Planning and Teaching

Staff plan engaging learning opportunities that reflect children's interests, developmental stages and individual needs.

Learning takes place through:

- Planned, purposeful play
- Direct teaching
- Adult-led activities
- Child-initiated learning
- Indoor and outdoor provision
- High-quality interactions

Practitioners use ongoing assessment to adapt teaching and ensure all children are appropriately challenged and supported.

As children progress through Reception, the balance of learning gradually includes more adult-directed teaching to prepare them successfully for Key Stage 1.

Outdoor Learning

Children have daily access to high-quality outdoor learning experiences.

The outdoor environment is viewed as an extension of the classroom and supports development across all seven areas of learning. Opportunities are provided for exploration, investigation, physical development, problem solving and collaborative play.

Inclusion and Special Educational Needs

We are committed to ensuring that all children can thrive and achieve success regardless of their background, starting points or individual needs.

We provide an inclusive environment that supports:

- Children with Special Educational Needs and Disabilities (SEND).
- Disadvantaged children.
- Children who speak English as an Additional Language (EAL).
- Children who may require additional support or intervention.

Staff identify needs at the earliest opportunity and work closely with families and external agencies to ensure appropriate provision is in place.

Reasonable adjustments and adaptive teaching strategies are implemented to enable all children to access the curriculum and achieve their potential.

Assessment

Assessment is an integral part of teaching and learning within the EYFS.

Assessment is based primarily on practitioners' professional knowledge of children developed through daily interactions, observations and discussions. Assessment information is used to inform planning and identify next steps in learning.

Nursery

Children's learning and development are recorded through ongoing observations using Tapestry and ClassDojo.

Reception Baseline Assessment

Within the first six weeks of children starting Reception, staff administer the statutory Reception Baseline Assessment.

Ongoing Assessment

Children's progress is monitored regularly and recorded using the school's assessment systems. Information gathered is used to identify strengths, next steps and any additional support required.

EYFS Profile

At the end of Reception, practitioners complete the EYFS Profile, assessing children against the Early Learning Goals and determining whether they are:

- Meeting expected levels of development
- Not meeting the expected levels of development

The EYFS Profile is informed by ongoing assessment and professional judgement.

Moderation takes place internally and with other schools within the Trust to ensure consistency and accuracy of assessments. EYFS Profile data is submitted to the Local Authority annually.

Working with Parents and Carers

We recognise that children learn and develop best when strong partnerships exist between home and school.

We work closely with parents and carers through:

- Induction meetings
- Stay and play sessions
- Parent consultations
- Learning journals
- Workshops and information sessions
- Written reports

Parents are encouraged to contribute to their child's learning journey and share achievements from home.

Key Person Approach

Each child is assigned a key person who helps ensure that learning and care are tailored to meet individual needs.

The key person:

- Builds positive relationships with children and families.
- Supports children's emotional wellbeing.
- Acts as a point of contact for parents and carers.
- Supports transitions and additional needs where appropriate.

Transition

We recognise the importance of effective transitions in supporting children's wellbeing and continued progress.

To support smooth transitions, we:

- Offer visits and transition opportunities before children start.
- Share information with previous settings.
- Meet with parents and carers.
- Ensure effective communication between Nursery, Reception and Year 1 staff.
- Share assessment information to support continuity of learning.

Particular attention is given to supporting children who may be vulnerable or require additional support.

Attendance

Regular attendance is essential to support children's learning, wellbeing and development.

We work closely with families to promote good attendance and punctuality and provide support where attendance concerns arise.

Attendance is monitored in line with the school's Attendance Policy.

Safeguarding and Welfare

The welfare, health and safety of children is our highest priority.

All practitioners receive safeguarding training and understand their responsibilities under Keeping Children Safe in Education and the EYFS Statutory Framework.

Staff are vigilant in identifying and responding to concerns about children's welfare and follow school procedures for reporting concerns.

We promote children's health and wellbeing through:

- Daily toothbrushing opportunities where appropriate
- Healthy eating messages
- Access to fresh drinking water
- Physical activity and outdoor play
- Positive relationships and emotional wellbeing support

Prior to admission, information is gathered regarding:

- Medical needs
- Allergies
- Dietary requirements
- Additional health needs

Individual healthcare plans and allergy management procedures are implemented where required.

Further details are outlined within the school's Safeguarding and Child Protection Policy.

Monitoring Arrangements

The implementation of this policy is monitored by the Headteacher and Early Years Lead.

The policy will be reviewed annually to ensure compliance with statutory requirements, local authority guidance and best practice.

Following review, the policy will be presented to the governing board for approval.