

**St Neot School and Nursery**  
**Early Years Foundation Stage (EYFS) policy**

The Early Years Foundation Stage begins at St Neot Nursery at age 2, and continues until the end of the Foundation Year. We recognise it as a crucial stage in education, both in its own right and in preparing children for learning in Key Stage One. We believe that all children should be given the best possible start to their education. We therefore place great value on the quality of our provision in the Early Years Foundation Stage.

**Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning across Nursery and the Foundation Class, so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents/carers.
- That every child is included and supported through equality of opportunity and anti-discriminatory practice.
- Positive attitudes to learning including confidence, curiosity, responsibility and independence.
- Promote an inclusive ethos and approach to learning for all our children to ensure that none are excluded or disadvantaged.
- Provide children with a well-planned curriculum, which fosters enthusiasm for learning and is challenging and progressive within a stimulating environment.
- Develop children's knowledge, understanding and skills in all areas of learning through firsthand experiences.
- Provide opportunities for children to make choices and become independent in their learning in a variety of safe and stimulating environments both in and outdoors.
- Establish and maintain a close partnership with parents/ carers and families.
- Use focused assessment and record keeping based on direct observation of children and discussion with them. To use this to inform future planning, monitor progress and build on children's prior learning.

**Legislation**

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

**Structure of the EYFS**

Nursery school runs daily during term time from 9.00am to 3.00pm. We accept 2-year-old funding, 3-year-old 15 hours funding and 30 hours funding and EYFS pupil premium. Parents can choose the hours that their child attends.

The Foundation Year follows the school term with children arriving at school at 8.55am and school finishing at 3.10pm.

New parents are very welcome to book an appointment to look around the Nursery and school with the headteacher prior to admission.

Throughout the school year, the EYFS leader, who is the Foundation teacher, will regularly visit the Nursery to see the children in their familiar environment.

We hold a Parents' Information session prior to admission to explain school life, routines, teaching and learning and assessment in the Early Years Foundation Stage.

Children who are starting school are invited to transition mornings during the summer term, building up to staying for lunch and then the whole day.

The older nursery children who are to join the Foundation class in September enjoy PE and story time with Dewey Class.

## **Meeting Individual Needs**

We provide a safe and supportive learning environment at our school where the contribution of all children is valued. We also employ a wide range of teaching and learning strategies based on children's experiences, interests, skills and learning needs.

In particular we plan carefully to meet the needs of:

- Boys and girls
- Children with special educational needs
- Children with disabilities
- Children from all social, cultural and religious backgrounds
- Children of different ethnic groups including travellers and refugees
- Children from diverse linguistic backgrounds. In addition, we select our resources, equipment and materials thoughtfully choosing those which positively reflect diversity and are free from discrimination and stereotyping.

## **Curriculum**

Our early years settings follow the curriculum as outlined in the latest version of the EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

## **Planning**

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this staff working with the youngest children are expected to focus strongly on the 3 prime areas;

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

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Although the seven areas of learning form the framework for our planning we know that children's learning is not divided into distinct areas, often one experience helps a child to develop a range of new skills and concepts across several areas of learning.

## **Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

We believe that our children learn best by being involved in activities, through first hand experiences, using all of their senses. We provide a range of activities which are interesting, enjoyable, challenging and fun. This encourages our children to explore, experiment, question, investigate, discover, create, practice and consolidate their developing understanding, knowledge and skills.

We believe that if children are excited and motivated by learning, we are helping them to become lifelong learners.

We give high priority to teaching of reading and phonics and all staff have been trained to teach Systematic Synthetic Phonics using Twinkl, an accredited scheme. Phase one phonics is started in Nursery with a weekly book focus, songs and rhymes.

### **Assessment**

At St Neot School and Nursery ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents/carers.

When a child is **aged between 2 and 3**, staff review their progress and provide parents/carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts the Foundation Year**, 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 17 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/carers. The results of the profile are shared with parents/carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

### **Working with parents**

We recognise that children learn and develop well when there is a strong partnership between staff and parents/carers.

Parents/carers are kept up to date with their child's progress and development. A daily communication book is used in Nursery to inform parents of their child's activities. Parents also use the book to communicate with staff.

The progress check and EYFS profile helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person. In Nursery this will be one of the members of staff, and in the Foundation Class it is the teacher. This helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents/carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Parent consultations are held in Autumn and Spring terms in Nursery and Foundation to keep parents up to date on their children's progress and reports issued in the summer term.

## **7. Safeguarding and welfare procedures**

We promote good health in the early years by:

- Encouraging healthy eating
- Promoting good oral health
- Being active
- Promoting positive mental health

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

**This policy will be reviewed and approved by the Governing Board every 2 years.**

Approved by:	Board of Governors	Date: 6 May 2025
Last reviewed on:	6 May 2025	
Next review due by:	May 2027	