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## Statement of intent

At Mulbarton Primary School we recognise and value the importance of the Early Years Foundation Stage in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

We are a learning community. We want everyone in our school to be happy, resilient and feel valued, showing respect for each other and the world we live in. In the Early Years Foundation Stage, we nurture inquisitive, focussed, and aspirational children through rich, inspiring environments, positive relationships, quality interactions and high expectations. With awe, wonder and purposeful play at the heart of our approach, we spark deep learning and help children achieve their full potential.

This policy has been developed in conjunction with the relevant guidance and legislation 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.

We aim to follow the overarching principles set out in the **Early Years Foundation Stage Statutory Framework (2025)** so that every child can learn and develop effectively. The principles are grouped into four distinct but complementary themes:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

Through the implementation of this policy, we will provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.

- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents and/or carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

# 1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE 'Early Years Foundation Stage statutory framework'
- DfE 'Early Years Foundation Stage profile: 2024–2025 handbook'
- DfE 'Keeping children safe in education (KCSIE) 2025'
- DfE 'Working Together to Safeguard Children 2025'

This policy operates in conjunction with the following school policies:

- Teaching and Learning Policy
- Feedback Policy
- Home Learning Policy
- RSE Policy
- Behaviour Policy
- Safeguarding Policy
- Whistleblowing Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- First Aid Policy
- Intimate Care Policy
- Health and Safety Policy

- Safer Recruitment Policy
- Data Protection Policy

## 2. Roles and responsibilities

The Governing board will be responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the [‘Early Years Foundation Stage \(EYFS\) statutory framework’](#) in line with statutory requirements.

The Headteacher will be responsible for:

- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children’s knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed. In particular as set out in Annex B of the Early Years Foundation Stage framework for group and school-based providers.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report Early Years Foundation Stage assessments.
- Ensuring parents are informed about their child’s progress, development and targets, and are aware of relevant Early Years policies, practices and procedures.

The Early Years Foundation Stage (EYFS) lead will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, including the Early Years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the Early Years stage.
- Leading the Early Years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Early Years Foundation Stage (EYFS) statutory framework'.
- Ensuring the educational provision and practice is based on the Early Years Foundation Stage characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the Early Years stage.
- Ensuring the requirements for the Early Years Foundation Stage, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children.
- Developing and maintaining effective relationships with parents, colleagues, the Governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant Early Years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.

All teaching staff will be responsible for:

- Ensuring that the children they support receive learning tailored to their individual needs.
- Helping children become familiar with the setting.
- Building a relationship with parents.
- Helping families with more specialist support, where required.

- Helping children become familiar with the school and acting as a point of contact for children and their parents.
- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
  - The DfE's current 'Early Years Foundation Stage (EYFS) statutory framework' and the requirements therein.
  - The DfE's current '[Early Years Foundation Stage profile handbook](#)'
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

### 3. Curriculum and Planning

In partnership with parents, the school will promote the learning and development of children to ensure they learn and develop well, are kept healthy and safe and have the knowledge and skills they need to start school.

#### **Curriculum planning**

Provision and practice within the Early Years will be centred around the requirements of the DfE's 'Early Years Foundation Stage statutory framework'.

The Early Years Foundation Stage framework outlines seven areas of learning and development that must shape educational programmes in the Early Years. These are categorised as 'prime areas' and 'specific areas'.

**Prime areas** – defined as the areas that are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide a basis for learning in all areas. The prime areas are: :

- Communication and language
- Physical development

- Personal, social, and emotional development

**Specific areas** – defined as the areas through 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 art and design

The school will plan and provide educational programmes that involve activities and experiences for children as set out under each of the seven areas of learning.

### **Planning**

When planning the Early Years curriculum, practitioners will:

- Consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.
- Stimulate children’s interests, responding to each child’s emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.

Mulbarton Primary School has a long-term plan outlining the knowledge and progressive skills to be taught across the year. This is written with the support of the Development Matters and Birth to Five documents. Each term, curriculum maps and knowledge organisers are written and shared with parents / carers. Lesson planning is shared between class teachers and individual lesson plans are written for whole class literacy, maths and topic-based sessions on a weekly basis.

For children whose home language is not English, practitioners will:

- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the Early Years Foundation Stage, ensuring they are ready to benefit from the opportunities available to them when they begin Key Stage 1.
- If a child does not have a strong understanding of English language, staff will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

When organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the Early Years Foundation Stage:

- Playing and exploring – children investigate and experience things, and 'have a go'.
- Active learning – children concentrate and keep trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

### **Continuous Provision**

Mulbarton Primary School believes that children learn best when they are active and engaged with their environment. Children's play provides valuable insights into their understanding of the world, encouraging creativity, thoughtful exploration, problem-solving, and critical thinking. Therefore, each classroom offers an enabling environment where children's play is regarded as the most effective and enjoyable method for them to engage with their learning.

Enhanced provision plans should outline the additional learning opportunities which can be incorporated into the every-day continuous provision activities. The opportunities planned for link should link to the progressive skills and knowledge outlined in the long-term plan and give guidance to staff on how they can incorporate learning into children's play across the different areas within the base.

It is understood that not all learning can be planned in advance. Therefore, the role of adults in Early Years' classrooms is crucial. They work alongside children rather than always leading them. Every interaction with a child is seen as an opportunity to support their learning, with a strong focus on responsiveness and advancing learning in the moment.

All staff members will have due regard to the learning and development requirements as set out in the school's Curriculum Teaching and Learning Policy.

Each child will be assigned a key person (class teacher) who will help to ensure their learning and care is tailored to meet their individual needs.

## 4. Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

In line with the statutory framework, the school will undertake a summative assessment of each child's development at certain stages. These are:

- Reception Baseline Assessment (RBA) – a short assessment which is taken within the first six weeks of a child starting Reception. The requirements of the RBA are set out in Annex B of the Early Years Foundation Stage statutory framework.
- The Early Years Foundation Stage Profile (EYFSP) – a comprehensive assessment completed in the final academic year in which the child reaches age five, and no later than the 30 June, to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1. The Early Years Foundation Stage profile will be shared with the child's Year 1 teacher, to help inform a discussion between the Reception and Year 1 teachers about each child's stage of development and learning needs. It will also assist with the planning of activities in Year 1.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the Early Years Foundation Stage. Practitioners will interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child. The outcome of these assessments will be shared with key staff so they can target identified areas within their daily interactions.

Parents and/or carers will be kept up-to-date with their child's progress and development, and the Early Years Foundation Stage lead will address any learning and development needs in partnership with parents. The school will share the results of each child's Early Years Foundation Stage profile (but not the Reception baseline assessment) with parents and/or carers.

If a child's progress in any area gives cause for concern, practitioners will discuss this with the child's parents and/or carer and agree how to support the child. Staff will also consider whether a child may have a special educational need or disability which requires specialist support.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might remain in Early Years Foundation Stage provision beyond the end of the academic year in which they reach age 5. In these exceptional cases, the assessment is continued throughout the child's time within Early Years Foundation Stage provision and the profile will be completed once, at the end of the year before the child moves into Year 1.

When undertaking assessment activities, all staff members will have due regard to the school's Assessment Policy, any advice from the LA, and the 'Early Years Foundation Stage Profile Handbook' and the 'Assessment and Reporting Arrangements' (ARA) for that year.

The school must report Early Years Foundation Stage Profile results to local authorities, upon their request.

## **5. Inclusion**

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The Early Years Foundation Stage curriculum will be planned in order to meet the needs of the individual child and support them at their own pace.

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the Early Years Foundation Stage setting will be monitored and managed by the school's SENDCo.

## **6. The learning environment**

The school recognises that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development.

The school will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

Early Years practitioners will ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence.

At all times, children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside.

Independent learning will be encouraged through planned continuous provision (as mentioned above in 4.Planning section) where children can make their own selection from a variety of resourced areas, including: reading, maths, creative, writing, fine motor, phonics, water, sand, malleable, loose parts, construction, small world, role-play, etc.

Staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, will be arranged to further expand children's learning experiences.

## **7. Parental involvement**

We firmly believe that the Early Years Foundation Stage cannot function without the collaboration and support of parents.

Parents will be invited to a parents' evening in the Autumn and Spring Term; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

Parents will be invited to regular learning cafes and in-school events throughout the year.

Parents will be asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents will be asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

## **8. Transition**

### **Transition into Reception**

Before applying for a school place, parents will be invited to bring their child to an open morning / afternoon.

Once a school place has been confirmed, children from local pre-schools will be invited to attend play sessions in the Summer term with their pre-school leaders.

The Early Years lead will visit local pre-schools to meet the children due to join the school and liaise with pre-school managers.

The Early Years lead will also contact previous settings to share learning records and obtain information about children, particularly those with SEND.

Class teachers will have a one-to-one meeting with new families (a woodland visit) at the school during the term before they are due to start.

Children will be invited for a one-hour play session with half of their new class during the term before they are due to start.

Practitioners will support both parents and children where possible to help ease the separation anxiety that can sometimes occur.

For the first week of the first term, children will attend the school in smaller groups (half the class at a time) to ensure their individual transition needs are met.

During the first half term of Reception children will undertake the Reception Baseline Assessment (RBA). Children will not be required to prepare for the assessment and, in most cases, children should not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment. The RBA will not be used as a formative or diagnostic assessment.

Throughout the year, parents will be encouraged to share any information, concerns or successes with staff.

### **Transition into Key Stage 1**

In the final term of the academic year in which the child reaches age five, and no later than 30 June in that term, the Early Years Foundation Stage profile will be completed for each child and submitted to the LA upon request.

The Early Years Foundation Stage profile will provide an outline of each child's progress, assessed against the ELGs and their readiness for Year 1.

For each ELG, teachers will judge whether a child is:

- Meeting the level of development expected at the end of the Early Years Foundation Stage – expected.
- Not yet reaching this level – emerging.

During the Summer term, prior to entry into Year 1, Reception children will:

- Begin to join the main school on the playground during break time, supported by a member of Reception staff.
- Begin to attend assemblies with the main school.
- Adopt a modified timetable, similar to the Year 1 experience, including more adult-guided activities and 'must do' jobs.
- Visit the Year 1 classrooms with their Reception teacher for story time.
- Begin to attend more whole-school activities.

Prior to the children entering Year 1:

- Reception teachers will complete assessments on each child and provide the reports to the Year 1 teacher.
- Phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.
- Reception teachers will pass on the Early Years Foundation Stage profile for each child, including additional information for children who have had an outcome of 'emerging' for one or more ELGs.

During the first half term:

- The Year 1 timetable, in terms of provision, planning and child-led learning, will remain similar to Reception.
- Consideration will be given to the links between the seven areas of learning in the Early Years Foundation Stage and the national curriculum subjects.
- The more formal teaching of Year 1 will be introduced gradually.

## **9. Monitoring and review**

This policy will be reviewed annually by the Governing board and the Headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the Early Years Foundation Stage will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is January 2027.