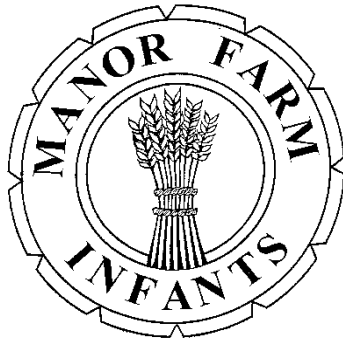


Manor Farm Community Infant School



EYFS Policy

Date policy last reviewed: September 2025

Last updated: September 2023

Introduction

This policy outlines the provision Manor Farm Community Infant School (MFIS) offers to all its pupils in the reception classes. In our school, reception children join us at the beginning of the school year in which they are five years old. We are a two-form entry school with a maximum of 30 children in each class. The Early Years Foundation Stage (EYFS) has its own framework and is therefore treated as a separate Key Stage to set out what is expected of most children by the end of the Foundation Stage. It is important to recognise that EYFS is important in its own right, however these skills and knowledge will also prepare children for later schooling.

Aims

At MFIS, we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe, nurturing and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents, carers and others to meet their needs and to help every child reach their full potential.

As outlined in the EYFS Statutory Framework 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

As part of our practice we:

- Provide a safe, secure and nurturing learning environment
- Provide a balanced curriculum based on the EYFS across the seven areas of learning, using play as the basis for this learning
- Promote equal opportunities for all
- Work in partnership with parents
- Plan exciting and challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are both adult- initiated as well as child-initiated, supported by the adult where appropriate.

Early Years Foundation Stage Curriculum

We plan a broad, rich topic-based curriculum for both indoors and outdoors learning. We aim to ensure that it is exciting, inclusive and challenging, and is based upon our observations of the children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve the early learning goals. All seven areas of learning and development are important and interconnected. At the beginning of the academic year, a strong emphasis is placed on the three prime areas as these underpin the core values to support and ignite learning.

The prime areas of learning include:

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

Children are also supported through the four specific areas, through which the three prime areas are continued to be strengthened and applied.

The specific areas are:

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

Children are provided with a range of meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards a love of learning, building confidence, independence, communication and physical development.

Planning is divided into long term, medium term and short term. Long term plans state the topics to be covered for each year. Medium term plans illustrate the skills and knowledge being taught each term. Short term or weekly plans, show specific activities planned to achieve these.

Within our provision children are taught through:

- Adult led whole group sessions
- Adult led small group sessions
- Adult led independent sessions
- Child led independent sessions
- Child led adult support sessions.

With the children at the heart of our setting we understand that play is vital to children's learning therefore plan a balance of adult led and child-initiated activities. The children are able to free-flow between the indoor and outdoor spaces to explore and experience all areas of the curriculum. Our continuous provision is carefully developed to ensure that a progression of skills and knowledge can be built upon within this time. During children's play, staff will interact to stretch and challenge children further according to their individual needs. They will also ensure that children are encouraged to experience all areas of learning throughout their week.

Observation and Assessment

Assessment in the Foundation Stage takes the form of both formal and informal observations. As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute, and regular discussions between staff take place. Significant observations and milestone moments of children's development are collated in their own paper-based learning journals which shows the children's child initiated and independent achievements. Adult directed activities are also recorded for writing, maths and enriched experiences.

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')

At the end of this assessment children will be awarded a 'good Level of Development'. This is achieved by being at the expected level for the three prime areas, literacy and maths.

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 (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.

Families as Partners

Parental and/or carer engagement is key to forming a successful home-school partnership. As a school we value the involvement of families and welcome them to join us on their child's learning journey. This begins with an invitation to visit the school, meet their child's teacher and visit their classroom. Families can then be involved in a variety of ways:

- Parents/carers are encouraged to leave their child for settling in sessions
- Parents/carers support will be positively encouraged and welcomed. This would include interacting and working with the children whilst they engage in activities within school or at home
- Families will be given the opportunity to take part in visiting their child in the classroom setting to explore their school world and the activities they take part in
- We will offer workshops and information evenings throughout the academic year which will support the children's learning and provide opportunities for parental involvement
- We will keep you updated with weekly information about what your child's learning focus is for the following week and regular whole school newsletters will be sent by email
- Families are invited to various assemblies to celebrate children's achievements
- Parents meetings are held regularly, the first being in the autumn term to discuss how the child has settled and then again in the spring term to discuss progress and achievements
- In the summer term parents receive a written report to summarise the child's achievements against the ELGs. Parents are invited into school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child they should telephone or make an appointment to discuss their concerns with the class teacher or Headteacher
- School and parent contact will be face to face when at school, through parent voice questionnaires and home learning diaries.

Transitions

As a school we feel that the transition between each stage of development is vital to happy, settled and successful children. Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish partnerships with those involved with the child and other settings, including nurseries, childminders and parents and/or carers. Teachers visit children in their familiar setting/ environment and children attend introductory sessions to develop familiarity with the practitioners and the setting. They receive an EYFS pack which includes a Welcome to EYFS information booklet, an 'All About Me' fact sheet for parents to fill in with their child about their interests and a parent questionnaire to outline any other relevant information they wish to share about their child.

In the final term in Reception the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Inclusion

We value the diversity of individuals within the school. All children at MFIS are treated fairly whatever their age, sex, gender, creed, race, ethnicity, or ability. All children and their families are valued. In our school we believe that all our children matter and we give our children every opportunity to achieve their full potential. We do this by taking account of our children's range of life experiences when planning for their learning. In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of the individual child.

Special Educational Needs

We strive to optimise the educational needs of all our pupils, to encourage independence and full participation in the life of the school. A number of pupils will, at some stage of their school career, experience some degree of special educational need. It is our intention that the educational needs of all pupils are identified and provision is made to meet these as early as possible in line with the SEN Code of Practice. It is expected that all relevant information concerning children with special educational needs will be treated with the appropriate respect and confidentiality. Children identified with special educational needs are monitored and initial concerns are discussed with parents, SENDCO, and advice may be sought from other agencies.

Equal opportunities

All areas of provision will be made accessible to all children regardless of age, sex, gender, creed, race, ethnicity, or ability.

Safeguarding

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The Safeguarding Policy is available in school for parents to read if they wish.

Monitoring and review.

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team and Governors will carry out monitoring on the EYFS as part of a whole school monitoring system.