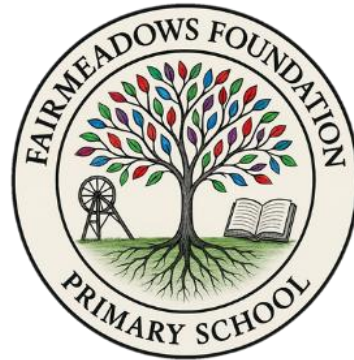




EYFS Policy

Date	July 26
Policy Owner	Resources Management Committee
Reviewed by	Lindsey Page
Job Role	SBM
Review Frequency	2 Yearly
Approved	
Minute Number	

This document will be reviewed periodically or sooner when significant changes are made to the law.

Early Years Foundation Stage Policy

This policy links closely to our EYFS 2026 Curriculum Statement

What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) is the first stage of education, catering for children from birth to five. It is underpinned by four key themes:

- **A Unique Child** – every child is a capable, resilient learner
- **Positive Relationships** – children learn through secure relationships
- **Enabling Environments** – environments respond to children's needs
- **Learning and Development** – children develop at different rates

Rationale

At Fairmeadows, we believe that early education must be child-centred, responsive and rooted in developmentally appropriate practice. We recognise that:

- Learning is most effective when it builds on children's interests and prior experiences
- Play is the primary vehicle for learning, supported by skilled adult interaction
- Strong foundations in communication, physical development and relationships are critical to later success.

We ensure that:

- Learning is coherent, progressive and purposeful
- Staff understand what matters most for children's long-term development
- Teaching balances adult-directed learning with high-quality sustained play

Aims

At Fairmeadows 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 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 and others to meet their needs and help every child to reach their full potential. '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.'

We aim to:

- Provide high-quality, ambitious education that gives children the best possible start
- Deliver a broad and balanced curriculum rooted in the EYFS framework
- Ensure clear progression from Preschool into Reception, leading towards the Early Learning Goals
- Develop children who are confident, independent and motivated learners
- Promote strong communication, language and physical development foundations

- Work in close partnership with parents and carers
- Identify and support children needing additional support as early as possible

EYFS Leadership:

Our EYFS Lead oversees the development of EYFS at Fairmeadows, our Preschool is Governor-Led.

At Fairmeadows we support the development of high-quality teaching, learning and provision to ensure strong outcomes for all children. Closely supported by the SENCo to ensure early identification and effective support for children with additional needs.

Curriculum

Our EYFS team have a clear understanding of how children learn. There is a balance of self-chosen and adult directed activities with children's play supported and extended sensitively. It is important to remember that the curriculum is ***everything a child experiences*** and not only a programme of activities.

The Early Years Foundation Stage is divided into seven areas of learning:

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and to thrive.

These three areas are the **prime** areas:

Communication and Language Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development involves providing opportunities for young children to be active and interactive and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food and self-care.

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities.

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

The **specific** areas are:

Literacy Development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, mastering an understanding of number, using numerical patterns, shapes and measures.

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, the past, technology and the environment.

Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Curriculum Implementation:

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

We use long term plans based on the EYFS principles covering a series of topics each of which offers experiences in all seven areas. These plans will inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

Practitioners working with the youngest children in our Governor-Led Pre-School will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Fairmeadows and grow in confidence and ability within the three prime areas.

Children have whole group times which increase as they progress through the EYFS with times for a daily phonics session using 'Monster Phonics' scheme. We use the Drawing Club principles from Reception to the end of KS1 to support Writing development. Throughout the EYFS we promote Physical skills through Kimbles, Dough Disco, Squiggle, mark-making continuous provision both inside and outside.

As a school all classes follow use Jigsaw for PSHE lessons, Kapow for Foundation Subjects and the NCETM Maths Mastery scheme for Number lessons in KS1.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

Best Practice

1. Teaching and Learning Approach

- High-quality adult interactions within play are central to learning
- Adults model, extend and scaffold learning in real time
- Carpet sessions are concise and purposeful, allowing more time for active learning
- A balance of:
 - Adult-led teaching (e.g. phonics, maths)
 - Child-initiated learning (continuous provision)

2. Continuous Provision

Our continuous provision (resources consistently available for children to access independently).

- Enables sustained shared thinking and deep play
- Provides carefully selected, purposeful resources
- Embeds reading, writing and maths opportunities across all areas.
- Allows children to revisit, practice and consolidate previously taught skills.

Some examples of this include:

- Writing available in all areas (e.g. clipboards in construction, labels in role play)
- Sand area develops from scoops → funnels → precision tools
- Open-ended construction resources available

3. Enhanced Provision

Enhanced provision works alongside continuous provision this by introducing targeted, responsive additions to the environment, designed to extend children's learning and reflect their current interests, needs and next steps. These enhancements may include specific resources, adult modelling or planned experiences that scaffold new learning and deepen understanding.

Unlike continuous provision, enhanced provision is more dynamic and evolves regularly, ensuring opportunities remain relevant, challenging and purposeful.

These opportunities are carefully planned and updated regularly to evolve with the learning and target next steps.

4. Phonics

- Phase 1 skills are developed in our pre-school (listening, rhythm, oral blending) using the Monster Phonics nursery scheme.
- Daily structured phonics teaching in Reception.
- Around 15 minutes each day and children work through a progressive scheme of the Reception terms in Monster Phonics.
- *Term 1 mostly aligns with Phase 2 sounds (single letter sounds and double constant digraphs).*
- *Term 2 mostly aligns with Phase 3 sounds (final single letter sounds and vowel digraphs).*
- *Term 3 embedded blending and segmenting skills, introducing some Phase 4 cluster blends.*
- We offer daily responsive Wave approach for those who have not met the learning outcomes from the taught session.
- Some children may require further intervention or small group streamed sessions to support gaps in GPC.

5. Writing Development

Writing is developed through:

- Physical readiness first (gross and fine motor development)
- Consistent and coherent approaches (e.g. Drawing Club) making writing enjoyable and imaginative.
- Embedded opportunities in play and environment

Some examples of this include:

- Dough, mark-making, and large-scale painting (easels) used to strengthen muscles
- Storytelling approaches such as dictation or talk-based storytelling

Progression in Literacy skills in Reception			
Progression	Autumn	Spring	Summer
Reading skills	- Hear the initial sounds in words independently. - Recognise individual graphemes. - Orally blend sounds into words simple VC / CVC words. - Begin to segment simple VC words with support. - Identify some GPC on a sound mat. - Listen to stories and recall events. - Begin to recognise some common exception words.	- Recognise some digraphs. - Recognise most single letter graphemes (alphabet). - Begin to read some words in a simple phrase. - Listen to stories predict what might happen next. - Orally blend sounds into words to some say 3 or 4 letter words. - Identify most single letter GPC from a sound mat (alphabet) and begin to use when writing. - Read a few common exception words.	- Recognise most Reception digraphs. (at least 10 by end of Summer). - Understand what has been read and answer questions about the story verbally. - Predict key events in stories. - Retell familiar stories in own words. - Use some taught vocabulary from stories and texts when speaking or role-playing. - Recognise several common exception and many tricky words by sight. - Blend and segment words consistent with phonics. - Segment, blend and read aloud simple sentences.
Writing skills	- Write most of their first name. - Begin to form letter shapes - Orally give meaning to marks and drawings. - Compose sentences verbally and develop imaginative ideas for writing. - Copy letters from a sound mat when writing.	- Name is recognisable to others. - Form most lower case letters from GPC memory. - Write some simple words. - Orally segment the sounds in CVC words. - Copy capital letters from a sound mat when writing. - Know to write a few simple words to begin to form phrases.	- All letters in name are formed correctly. - Form most capital letters. - Form lower case letters correctly and confidently from memory. - Letters are legible and recognisable to others. - Write a simple phrase or sentence when dictated by an adult. - Read work back to an adult. - Adults/others are able to read phases and sentences. - Segment words to spell simple CVC words. - Begin to use finger spaces, full stops and capital letters. - Begin to write most words in a simple phase by segmenting independently. - Use phonics and some vowel sounds to make phonetically plausible attempts at spelling longer words.

6. Physical Development

We ensure children develop:

- Core strength, coordination and control
- Shoulder, arm and hand strength essential for writing

Some examples of this include:

- Climbing, balancing, large-scale drawing
- Dough Disco used progressively.
- Squiggle whilst you Wiggle scheme used progressively.
- Sand, water and messy play to develop to develop coordination skills.

7. Communication and Language

- Language is prioritised across the day
- Adults model rich vocabulary and full sentences.
- '5 a day' language approach – including the use of stories, poems, nursery rhymes, songs, books and texts daily.
- Key vocabulary words from Drawing Club are displayed in class. We use actions to help the children link these to their definition.
- We use Place Value Punctuation and Grammar visuals to teach children Tense verbs to support correct spoken grammar and tense.
- We use the Mighty Writer resource to help develop oral sentence composition using visuals.
- We ensure opportunities for:
 - Storytelling
 - Role play
 - Talk-based learning

8. Organisation and Routines

We maximise learning time by:

- Minimising unnecessary transitions (e.g stopping and starting play for whole-school break times; self-registration)
- Embedding learning into daily routines (snack time, singing nursery rhymes at home time).
- Ensuring children have extended time for play.

9. Timetable and Curriculum Design

- A clear rationale for all sessions and interventions
- No unnecessary duplication of programmes / schemes.
- Learning is often moved into the environment rather than over-taught

Observation and Assessment

Observation and assessment are integral to our daily practice. Staff use ongoing, formative observations to inform teaching and next steps, rather than relying on excessive written evidence. We:

- Use continuous, formative assessment based on teacher and key worker observations
- Share learning through Seesaw keep a journal of children's progress and helps with parental relationships. Preschool use Baby's Days.
- Use assessment to inform responsive teaching and next steps.
- Identify children at risk of not achieving the Early Learning Goals (ELGs) at an early stage.
- Track progress using *Insight*. Preschool use Baby's Days.
- Meet with parents in the Autumn and Spring terms to share progress and next steps.
- Provide end-of-year reports in Reception, covering all 17 Early Learning Goals

Environment

Our environment is:

- Enabling, stimulating and well-organised.
- The areas are planned and resources appropriately.
- Designed to promote independence and exploration.
- Carefully planned to ensure resources have clear purpose and are accessible to all

We ensure:

- Effective indoor–outdoor learning opportunities (free flow at times).
- Safe supervision and clear visibility

Safeguarding and Welfare

Children's safety and welfare are paramount. We provide:

- A safe and secure environment
- Clear safeguarding procedures
- A curriculum that teaches children to manage risks and make safe choices
- Individual risk assessments for those with SEND needs who pose dangers to themselves or others.

Further information can be found in our safeguarding, health and safety, and child protection policies.

Inclusion and Equality

At Fairmeadows, we value every child as an individual, regardless of background, ability or need. We:

- Adapt provision to meet individual needs
- Promote equality and inclusion
- Identify SEND needs early and provide targeted support
- Work closely with parents and external agencies
- Ensure inclusive strategies are used daily in class. These include visual timetables, whole class sensory and movement breaks, access to sensory aids like ear defenders or fidgets and visual aids to break down tasks and aid understanding.

Transitions

Transitions are carefully planned to ensure continuity of learning and support children's emotional wellbeing. We:

- Contact previous nursery, child minder or preschool settings. Information sharing is good practice to learn more about the child and their assessment levels.
- For some emerging SEND or pupils with signs of difficulties in some areas, we may carry out home visits or nursery visits.
- Offer transition sessions – stay and play for new families, open evening information events and a whole school transition day.
- Share information with parents and carers
- Hold transition meetings when leaving Reception, with Year 1 staff to ensure a smooth progression and those who did not meet ELG are supported immediately.

Monitoring and Evaluation

We regularly evaluate:

- The impact of our curriculum and provision
- Children's progress and outcomes
- The effectiveness of teaching and the learning environment
- Learning walks and learning observations.
- Pupil progress meetings to review assessment progress.
- We continually reflect by asking: Is our teaching and learning having the desired effect on their development?

Links to Other Policies

- Assessment Recording and Reporting Achievement
- Equality and Diversity Policy
- EYFS Curriculum Statement
- SEND Policy
- Marking and Feedback Policy