

Early Years Foundation Stage Policy

'Together we unlock potential and learn for life'



This policy was approved by the Governing Body of Moor First School at their meeting on:

SignedChair of Governors

SignedHeadteacher

Signed.....EYFS Lead

Review Frequency Every 3 years

Next review: May 2029

Revision updates (between May 2026 and May 2029)	
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Introduction

This policy outlines the provision for children in the Early Years Foundation Stage (EYFS) at Moor First School, including Nursery (2–4 years) and Reception.

It should be read in conjunction with the school's:

- Safeguarding Policy
- Health & Safety Policy
- SEND Policy

At Moor First School, we are committed to providing a safe, inclusive and stimulating environment where all children can thrive, develop independence and foster a lifelong love of learning.

Intent

At Moor First School, it is our intent to provide a powerful curriculum to equip children to be prepared for the ever changing world and develop a love of learning from an early age. We value each individual child and celebrate and respect differences, ensuring we build purposeful relationships, interactions and a deep knowledge of our children to enable them to unlock their potential.

Through a variety of purposeful opportunities, we aim to deliver a progressive approach to learning, engaging, inspiring, challenging and equipping our children with the knowledge and skills to become independent learners as they move onto Key Stage 1.

Throughout EYFS, we believe that our children should be exposed to new opportunities and encouraged to take on new challenges. Our setting allows children to explore, problem solve and safely take risks, enabling them to become active learners.

At Moor First School, we foster a love for outdoor learning, which plays a pivotal role in enabling our children to explore and understand the world around them. This is maximised through our semi-rural setting.

Implementation

Curriculum

The EYFS curriculum is based on the Statutory Framework for the Early Years Foundation Stage and Development Matters guidance.

There are seven areas of learning and development, all of which are important and interconnected:

Prime Areas:

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

Specific Areas:

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

Our curriculum is:

- Progressive and carefully sequenced
- Matched to children's developmental stages and interests
- Delivered through a balance of adult-led and child-initiated learning

Learning is practical and play-based, allowing children time to explore, practise and embed skills.

Characteristics of Effective Learning

We promote the three characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

These are embedded across all areas of provision.

Teaching and Learning

At Moor First School, adults build strong, nurturing relationships with children, creating a safe and supportive environment where all children feel valued and confident to learn. High-quality interactions are central to our practice; adults skilfully question, model and extend children's thinking to deepen understanding and challenge learning.

Adults are actively involved in children's learning, both through carefully planned adult-led sessions and as facilitators within child-initiated play. Through these interactions, adults model language, demonstrate new skills and guide children to embed and extend their learning. Continuous provision is thoughtfully planned and adapted to meet the needs, interests and next steps of all children, ensuring

opportunities for meaningful exploration and development across all areas of learning.

Within our enabling environment, children are encouraged to take risks, test ideas and make choices independently. We place great importance on developing independence and resilience, supporting children to become confident, motivated learners who are willing to 'have a go' and persevere when challenges arise. We firmly believe that fostering independence is key to children's long-term success.

Outdoor learning is prioritised and forms an integral part of daily practice, providing children with rich opportunities to explore, investigate and apply their learning in a different context.

In addition, we place high value on small group teaching, particularly in Literacy and Mathematics. During these focused sessions, adults introduce new learning, explicitly model key skills and language, and support children in developing secure understanding. Children are then given opportunities to apply, practise and embed this learning within continuous provision, enabling them to build confidence and achieve independently.

Early Reading and Phonics

At Moor First School, we recognise that reading is a fundamental life skill and a key priority within our Early Years provision. We are committed to developing confident, fluent readers and fostering a lifelong love of reading from the earliest stages.

We teach reading through a combination of systematic synthetic phonics, shared reading, individual reading, home reading and access to a wide range of high-quality texts. Children in EYFS take part in daily phonics sessions following the Little Wandle programme. These sessions are carefully structured, progressive and tailored to children's individual stages of development, ensuring all children build secure foundations in early reading.

Through phonics teaching, children develop the skills to decode, build fluency and develop early comprehension. Alongside this, we place strong emphasis on reading for pleasure, ensuring children are exposed to a rich and varied range of stories, rhymes and texts.

Reading at home is encouraged from the beginning of Nursery. Children regularly take books home to share with their families, promoting enjoyment and engagement with reading. As children develop their phonetic knowledge, they are provided with fully decodable reading books matched to their phonic stage. These are changed weekly in line with ongoing phonics assessment, ensuring appropriate challenge and progression.

Daily story time is a valued part of our routine in both Nursery and Reception. Children listen to a wide range of carefully selected texts, including familiar and well-loved stories. These experiences support the development of language, comprehension, imagination and storytelling skills, while also encouraging discussion, questioning and a deeper understanding of texts.

We celebrate reading and actively promote a reading culture across the school. Children's achievements in reading are recognised and shared, helping to motivate and inspire all learners to see themselves as readers.

Early Language and Communication

We believe that the importance of planning for and providing opportunities, time and space for children to talk, listen and understand is paramount. Through careful planning we have created a broad and rich language environment. We ensure the use of talk partners and that time is given to discussion and the sharing of children's ideas. Adults facilitate role-play and small word play to extend children's language. Tiered vocabulary is used for all areas of the EYFS and have been linked to specific topics too. These words are regularly reviewed and revisited during topic sessions to enable practitioners to expand children's vocabulary and check understanding, by learning and exploring new words and applying them in different contexts the children are continuously developing their communication skills.

Adults skilfully interact with children to model, rephrase and scaffold language. Adults ensure the use of open-ended questioning to promote discussion. By developing pupils speaking and listening skills, we enable them to access more areas of learning and communicate with adults and other children.

Learning through play

Learning through play is an important and integral part of Early Years practice. We believe that children learn best from each other as well as activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their language to help make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own developing the characteristics of learning.

Provision for 2-Year-Olds (Nursery)

We recognise that our youngest children have unique needs and require a highly nurturing, developmentally appropriate environment.

Key Principles:

- Strong focus on the prime areas of learning
- Emphasis on attachment, routines and emotional security
- High levels of adult interaction and modelling
- Language-rich environment to support communication development

Practice:

- Smaller steps in learning and development are recognised and celebrated
- Flexible routines to meet care needs (sleep, toileting, comfort)
- Opportunities for sensory play and exploration
- Close partnership with parents to support transitions and development

Care and Welfare:

- Nappy changing and toileting carried out with dignity and care
- Sleep provision available (e.g. sensory/rainbow room where appropriate)
- Strong focus on safeguarding, hygiene and wellbeing

Classroom Organisation

Our Early Years indoor and outdoor environment are organised and accessible for all children. Our outdoor area offers the children opportunity to explore, uses their senses and be physically active. Our outdoor learning provision in EYFS consists of forest school sessions, EYFS outdoor learning environment, outdoor exercise equipment and the trim trail as well as a spacious playground. Children in the early years access these areas of the school regularly as part of their school week. Opportunities for outdoor learning are valued and exploited. Being outdoors provides children with more freedom to learn and the ability to take risks, to explore and to become independent.

Our classrooms are organised, spacious and inviting. Classrooms have been designed with clearly defined areas of provision including reading, writing, maths, role-play, creative, investigation and physical opportunities. A rich set of resources, offering a wide variety of possibilities, are organised using easily accessible open shelving to promote children's independence and enable open-ended learning. Risk assessments are carried out frequently to ensure our learning environments are safe and secure.

During the school year all EYFS Classrooms will change the way they look at different points in the year to support the transition process. This ensures children leaving Nursery are prepared and ready for Reception expectations and the same for Reception moving to Year 1.

Welfare Requirements

At Moor First School, the welfare of every child is paramount. In line with the statutory requirements of the Early Years Foundation Stage (EYFS) framework and our safeguarding responsibilities, we are committed to creating a secure, inclusive, and nurturing environment where children can thrive physically, emotionally, and socially.

Safeguarding and Child Protection

- All staff receive regular safeguarding training and are familiar with the school's Child Protection Policy.
- Designated Safeguarding Leads (DSLs) are clearly identified and accessible to staff, children, and families.
- Concerns about a child's welfare are acted upon swiftly and in accordance with statutory guidance and school procedures.
- We promote a culture of vigilance, where children's voices are heard and respected.

Health and Safety

- The EYFS environment is risk assessed daily to ensure it remains safe, clean, and suitable for learning and play.
- Children are taught to manage risks through supervised exploration and age-appropriate challenges.
- Staff are trained in paediatric first aid and respond promptly to any incidents or injuries.

Suitable People

- All adults working with children in EYFS undergo enhanced DBS checks and rigorous recruitment procedures.
- Staff are supported through ongoing professional development to maintain high standards of care and education.
- Ratios are maintained in accordance with statutory EYFS guidance, ensuring that children receive appropriate supervision and support at all times to promote safety, engagement, and high-quality learning experiences.

Premises and Equipment

- Our indoor and outdoor learning spaces are designed to be accessible, stimulating, and safe.
- Resources are age-appropriate, well-maintained, and support children's development across all areas of learning.

Medicines and Health

- We follow clear procedures for administering medication, with parental consent and accurate record-keeping.
- Children with medical needs are supported through individual care plans developed in partnership with families and health professionals.

Behaviour and Emotional Wellbeing

- Positive behaviour is promoted through consistent routines, clear expectations, and nurturing relationships.
- Staff model respectful interactions and support children in developing self-regulation and empathy.
- Emotional wellbeing is prioritised through initiatives such as 'Time to Talk'.

Equality and Inclusion

- We actively challenge discrimination and promote equality of opportunity for all children.
- Provision is adapted to meet individual needs, ensuring every child feels valued and included.

Intimate care

Intimate care is delivered with dignity, sensitivity, and respect for the child's privacy. It encompasses support with personal hygiene, toileting, and changing, and is carried out in a way that promotes each child's independence and emotional security.

- Toileting routines are handled discreetly and supportively, with staff responding to individual needs and developmental stages.
- Children are encouraged to develop self-care skills, with gentle guidance and reassurance.
- Procedures are carried out by known and trusted adults, following agreed protocols and with parental consent.
- Staff follow hygiene best practices, including the use of appropriate protective equipment and thorough handwashing.
- Facilities are clean, age-appropriate, and accessible, ensuring children feel safe and confident.
- Any concerns arising during intimate care are recorded and reported in line with safeguarding procedures.

Safe Eating

- Mealtimes are calm, social experiences that support children's independence and wellbeing.
- Staff are trained to supervise eating safely, including awareness of allergies, choking risks, and dietary needs.

- Children are encouraged to try new foods in a supportive environment, with respect for cultural and individual preferences.
- All food provided meets nutritional standards and is prepared in accordance with food hygiene regulations.

Parents as Partners

We value the role that parents and carers are a child's first and most enduring educators and we very much value the contribution they make. We recognise the role that parents have already played, and their future role, in educating their children. We therefore make it our aim to work very closely with parents. We aim to develop caring, respectful and professional relationships with the families of the children in our care. We do this through:

- Providing parents with a handbook of information about our EYFS settings and school readiness information.
- Meeting with parents before their children start school at induction meetings and visits to the classrooms with their children.
- Inviting parents to attend informal session about the curriculum, such a phonics, reading, maths.
- Holding and inviting parents to 1:1 meetings to talk about how their child has settled into the school environment and to talk about their child's progress.
- Sending written reports home about children's attainment and progress.
- Sending home observations of the children's learning via the Seesaw App
- Publishing curriculum topic information on school website.
- Regular contact through Seesaw, newsletters, home school planners.
- Offering a range of activities throughout the school year – assemblies, workshops, Christmas productions and sports days.
- Encouraging parents to be classroom helpers as volunteers.

Induction and Transition

Induction

It is important to us that parents and children feel happy, comfortable and safe when joining our school family whether it be for Nursery or Reception.

We have developed a robust Induction Programme for our new Nursery & Reception children.

It is designed to ensure that both our children and our parents are familiar and comfortable with both the school and the staff before your child even begins school. This means that when your child officially joins our school family they can settle quickly and feel happy in their new school environment

Details of our Induction Programme

During the Summer Term, prior to starting school the following September, there are several parts of Induction that take place. These are detailed below:

- Parents are invited to attend an 'Induction Meeting' at school to meet the EYFS leader and the teaching staff.
- Foundation Stage staff visit pre-school settings to meet the children and their adults.
- Children and parents are invited to 'Stay and Play' sessions in school.
- Children attend an 'Induction session' on their own towards the end of the academic year.
- Our induction policy is flexible and therefore we can adapt our policy if needed to meet the needs of the children and families.

In September, the children have a swift introduction to school. All children start in Reception full time. If needed this can be adapted to suit individual needs. It is important to say that if you have any questions, queries or concerns at any point you are most welcome to contact school.

Transition

We have several transitions throughout the Foundation Stage that we manage with care. Transitions are times within the child's school journey when they move within our school to their next year group.

The first transition that occurs during Early Years is the transition from Nursery to Reception and we aim as a school to ensure that transition is as smooth and comfortable as possible. In order to do this, parents are invited to a 'Welcome to Reception' meeting during the summer term this meeting provides parents with information about the school, the curriculum, teaching staff and the day to day life in Reception. There is also the opportunity to talk about other general information, such as school dinners, uniform and any questions or queries. It is also an opportunity to meet the child's new class teacher and members of the EYFS team.

The children's transition takes place in the whole school transition week in July. During this week all children move into their new Reception class to familiarise themselves with their new classrooms and staff. Early Years staff will also meet in the summer term to share information about each child's development and any key information about each child (e.g., medical, SEN, EAL, etc.).

The second transition is that from Reception to Year 1. During this transition the children attend transition days as part of the whole school transition. During these days, the children may begin their new topic, complete exciting art work & displays and spend more time with their new classroom staff. The transition into Year 1 does not stop there, Reception teachers also support Year 1 for the first term in the Autumn. The timetable will be adapted and changed weekly to suit the needs of the children and the move from the Early Years curriculum to the National curriculum.

Assessment

On entry to Nursery or Reception the EYFS staff carries out a baseline assessment, these assessments allow us to identify the child's attainment, their important next steps in learning, and any significant barriers to learning. The curriculum is then tailored accordingly for each individual child.

Children in Reception also complete the Reception Baseline (RBA) with a familiar adult, within the first few weeks of starting, in line with Government expectations. The RBA is a short, interactive and practical assessment of children's early literacy, communication, language and mathematics skills. The aim of the assessment is to gather a starting point for all children so teachers can plan according to children's needs and ensure progress is made. More information about this can be found using the link below:

<https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents>

At the end of Reception each child is assessed against each of the 17 Early Learning Goals (ELG). They are assessed as either emerging, expected, or exceeding the ELG for each of the 17 areas of learning and a report is given to parents informing them about their child's learning and progress in each of the areas of learning. This information is also given to the Year 1 teachers to aide transition.

We make regular assessments of children's learning and use this information to ensure that future planning reflects children's identified needs. Through the regular monitoring of children's progress, we can initiate early action and support. We work closely with parents, carers, and external agencies to ensure all children's needs are met and we enable them to access the curriculum and make progress.

Assessment in the EYFS primarily takes the form of observations, this involves practitioners observing and questioning children to identify their achievements, interests, and next steps for learning. Evidence collection is kept to the minimum required and is used to aide professional discussion or quality assure judgements. This evidence may include images, videos, and observations. This happens throughout the day when children are embedding and extending any previous learning. Observations and assessments are recorded using an online assessment tool, Seesaw and DCPro.

Impact

At Moor First School our children leave Reception 'Year 1 ready'. Our children transition to Key Stage 1 having achieved our curriculum goals and good level of development, enabling them to be confident, independent learners, equipped with the knowledge and skills they need to succeed in their next step of their journey.

Role of the EYFS Lead

Our EYFS lead is committed to raising standards and ensuring each child has the best start on the school journey. We aim to:

- Plan an effective and varied schedule of monitoring so that we know the Quality of Education within Early Years is effectively implemented and embedded.
- Respond quickly and supportively to all barriers preventing outstanding implementation and impact.
- Use monitoring and assessment information to provide effective CPD and challenge.
- Ensure that our EYFS lead supports performance reviews/appraisal of our nursery assistants twice per year.
- Liaise regular with the EYFS link governor and respond to strategic challenge
- Provide clear updates to the Governing Board, Headteacher and SLT.