Mickleton Primary School



EYFS Policy

Approved by:	FGB	**Date:**	September 2026
Next review due by:	September 2027		

1. Aims

This policy outlines the provision for children in the Early Years Foundation Stage (EYFS) at Mickleton Primary School. The policy reflects the requirements of the Early Years Foundation Stage Statutory Framework and supports the school's commitment to providing a high-quality, inclusive and ambitious education for all children.

We aim to:

1 Provide every child with the best possible start to their education.
2 Create a safe, nurturing and stimulating environment in which children can thrive.
3 Promote high levels of wellbeing and engagement.
4 Develop children's independence, confidence and resilience.
5 Build strong partnerships with parents and carers.
6 Ensure all children make progress from their individual starting points.
7 Prepare children effectively for the transition into Key Stage 1.

2. Statutory Framework

This policy is based on the requirements of the statutory framework for the Early Years Foundation Stage (EYFS).

The EYFS applies to children from birth to the end of the Reception Year. At Mickleton Primary School, the Reception class forms the EYFS provision.

The EYFS is based upon four overarching principles:

- Every child is a unique child.
- Children learn through positive relationships.
- Children learn and develop well in enabling environments.
- Children develop and learn at different rates.

3. A Unique Child

At Mickleton Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We understand that children develop in individual ways and at varying rates.

Children's attitudes and dispositions to learning are influenced by the encouragement, support and feedback they receive. We promote a positive attitude to learning through praise, celebration and recognition of achievement.

We seek to develop children who:

- Are confident and independent.
- Enjoy learning and challenge.
- Demonstrate resilience and perseverance.
- Show curiosity and creativity.
- Respect themselves and others.
- Are prepared for future learning.

4. Inclusion and Equality

Mickleton Primary School is committed to providing an inclusive environment where every child is valued and supported to achieve their full potential.

We comply with:

- The Equality Act 2010.
- The SEND Code of Practice.
- The EYFS Statutory Framework.
- Relevant safeguarding and child welfare legislation.

We recognise and celebrate diversity within our school community and ensure that all children are treated fairly regardless of race, ethnicity, religion, disability, sex, family background or language.

We meet the needs of all children through:

- Planning learning opportunities that build upon children's existing knowledge, experiences and interests.
- Using a range of teaching approaches and strategies.
- Providing a safe, supportive and stimulating learning environment.
- Using resources that reflect diversity and challenge stereotypes.
- Identifying additional needs at an early stage.
- Working closely with families and external agencies.
- Making reasonable adjustments where required.
- Providing appropriate challenge and support for all learners.

Children with special educational needs and disabilities are supported in accordance with the school's SEND Policy.

5. Welfare and Safeguarding

The welfare, health and safety of children are of paramount importance.

Mickleton Primary School complies with all safeguarding and welfare requirements set out within the EYFS Statutory Framework.

We are committed to:

- Promoting the welfare of children.
- Safeguarding children from harm.
- Supporting children's emotional wellbeing.
- Promoting healthy lifestyles.
- Maintaining safe premises and equipment.
- Ensuring appropriate supervision.
- Managing behaviour positively and appropriately.
- Maintaining required records, policies and procedures.

Children are encouraged to understand boundaries, make sensible choices and recognise risks appropriate to their age and stage of development.

5.1 Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility.

The school follows:

- Keeping Children Safe in Education (current edition).
- Working Together to Safeguard Children.
- EYFS statutory requirements.
- Gloucestershire safeguarding procedures.

All staff receive safeguarding training appropriate to their role and understand their responsibility to identify, respond to and report concerns promptly.

The Designated Safeguarding Lead (DSL) and Deputy DSLs oversee safeguarding arrangements throughout the school.

Further details are contained within the school's Child Protection and Safeguarding Policy.

5.2 Online Safety

Children are introduced to technology in age-appropriate ways.

Online safety is promoted through:

- Direct teaching.
- Adult modelling.
- Appropriate supervision.
- Safe use of digital resources.
- Age-appropriate discussions about keeping safe online.

Further information is available within the school's Online Safety Policy.

6. Positive Relationships

At Mickleton Primary School we recognise that children learn to be strong, confident and independent through secure and positive relationships.

We aim to develop caring, respectful and trusting relationships with:

- Children.
- Parents and carers.
- Colleagues.
- External professionals.

Staff foster an environment where children feel safe, valued and respected and where positive relationships support learning and wellbeing.

7. Partnership with Parents and Carers

We recognise that parents and carers are children's first and most enduring educators and we value them as partners in their child's learning and development.

We support effective partnerships through:

- Liaison with nursery and pre-school providers.
- Transition meetings where required.
- Stay and Play sessions.
- Induction sessions for children and parents.
- Opportunities to visit the Reception classroom before admission.
- An open-door approach to communication.

- Parent consultation meetings.
- Regular sharing of learning and progress.
- Annual written reports.

Where appropriate, staff attend Team Around the Child meetings and work with external agencies to support children's individual needs and transition arrangements.

7.1 Information Sharing

Parents and carers are encouraged to share information about their child's achievements, interests and learning outside school.

The school keeps parents informed through:

- Learning journey records.
- Parent consultations.
- Written reports.
- School communication systems.
- Informal and formal discussions.

8. Enabling Environments

We recognise that the environment plays a key role in supporting children's development and learning.

The Reception learning environment is organised to allow children to:

- Explore independently.
- Make choices.
- Collaborate with others.
- Investigate and problem solve.
- Access resources safely.

The classroom contains clearly defined learning areas and children are encouraged to independently access resources and equipment.

8.1 Outdoor Learning

Children have regular access to a secure outdoor environment and are able to move between indoor and outdoor spaces when appropriate.

Outdoor provision enables children to:

- Explore their environment.
- Develop physical skills.
- Use their senses.
- Extend language and communication.
- Investigate and take appropriate risks.

Learning opportunities are planned across both indoor and outdoor environments.

9. Learning and Development

We recognise that children learn and develop in different ways and have different learning styles. Provision across the EYFS supports development across all seven areas of learning.

9.1 Prime Areas

The three prime areas are:

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

These areas are particularly important in developing children's capacity to learn, form relationships and thrive.

9.2 Specific Areas

The four specific areas are:

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

The specific areas build upon and strengthen the prime areas.

10. Teaching and Learning

At Mickleton Primary School, we recognise that effective teaching and learning in the EYFS is characterised by:

- Strong partnerships between school and home.
- Secure knowledge of child development.
- Carefully planned learning opportunities.
- Appropriate adult intervention.
- First-hand experiences.
- Purposeful play.
- High-quality interactions.
- Opportunities for challenge and independence.

A balance of adult-led and child-initiated learning opportunities is provided throughout the school day.

Learning experiences are planned to support progression and to meet the needs, interests and developmental stages of the children.

11. Characteristics of Effective Teaching and Learning

The Characteristics of Effective Teaching and Learning underpin all areas of the EYFS curriculum.

11.1 Playing and Exploring

Children investigate and experience things and are willing to have a go. They explore, experiment, discover and develop understanding through active engagement.

11.2 Active Learning

Children concentrate, keep trying when they encounter difficulties and enjoy their achievements. Staff support children to develop resilience, motivation and independence.

11.3 Creating and Thinking Critically

Children develop their own ideas, make links between learning experiences, solve problems and make decisions. Adults support and extend children's thinking through skilful questioning and interaction.

12. Observation, Assessment and Planning

Assessment forms an integral part of teaching and learning in the EYFS.

Practitioners use ongoing observational assessment during:

- Child-initiated learning.
- Adult-led activities.
- Daily routines.
- Interactions with children.

Planning is informed by:

- The EYFS Statutory Framework.
- Development Matters guidance.
- Professional knowledge of child development.
- Children's interests.
- Assessment information.

Assessment is purposeful and proportionate and does not involve excessive paperwork or evidence gathering.

Children's learning may be evidenced through:

- Observations.
- Photographs.
- Learning journey records.
- Children's work.
- Parent contributions.

Assessment information is used to identify strengths, next steps and any additional support that may be required.

13. Assessment of Progress

Children's progress is evaluated through ongoing formative assessment.

Staff use professional judgement, observations, interactions and children's work to understand each child's stage of development and identify appropriate next steps.

Assessment is used to:

- Inform future planning.
- Support achievement.
- Identify barriers to learning.
- Identify additional needs at an early stage.
- Ensure progress from individual starting points.

Assessment focuses on supporting learning and development rather than generating data.

14. EYFS Profile

At the end of Reception, practitioners complete the Early Years Foundation Stage Profile (EYFSP).

Children are assessed against the seventeen Early Learning Goals.

Children are recorded as attaining either:

- Emerging
- Expected

EYFSP outcomes are reported to parents and submitted to Gloucestershire Local Authority in accordance with national requirements.

15. Transition

Effective transition arrangements are essential in ensuring children feel safe, secure and confident when joining school and when moving into Year 1.

Transition arrangements may include:

- Visits to school.
- Stay and Play sessions.
- Parent information meetings.
- Information sharing with previous settings.
- Liaison with external agencies.
- Visits to Year 1 classrooms.
- Joint activities with Year 1 staff.

Children enter Reception with a range of experiences and starting points. Staff work closely with families and previous settings to ensure a smooth transition and continuity of learning.

By the end of Reception, children are supported to develop the knowledge, skills and attitudes required for a successful transition into Key Stage 1.

16. School Evaluation

The effectiveness of EYFS provision is evaluated through:

- Children's attainment against the Early Learning Goals.
- Progress from individual starting points.
- Quality of teaching and learning.
- Effectiveness of provision and curriculum design.
- Engagement and wellbeing.
- Parent feedback.
- Moderation activities.
- Children's readiness for Year 1.

17. Monitoring, Evaluation and Review

The quality of EYFS provision is monitored by the Headteacher and EYFS Lead through:

- Learning walks.
- Classroom observations.
- Book and learning journey scrutiny.
- Assessment reviews.
- Moderation activities.
- Professional discussions.
- Monitoring of the learning environment.
- Review of pupil outcomes.

The governing body receives information regarding EYFS provision and outcomes through the school's monitoring and evaluation cycle.

This policy will be reviewed annually or earlier if required due to changes in legislation, statutory guidance or local requirements.

Appendix 1: Statutory EYFS Policies and Procedures

Statutory Policy or Procedure	Location
Child Protection and Safeguarding Procedures	Child Protection and Safeguarding Policy
Procedure for Responding to Illness	Health and Safety Policy
Administration of Medicines	Supporting Pupils with Medical Conditions Policy
Emergency Evacuation Procedures	Health and Safety Policy
Visitor Identification Procedures	Child Protection and Safeguarding Policy
Missing Child Procedures	Child Protection and Safeguarding Policy
Uncollected Child Procedures	Child Protection and Safeguarding Policy
Complaints Procedures	Complaints Policy