



Early Years Foundation Stage Policy
2025/26



Early Years Foundation Stage (EYFS) Policy

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Nursery: At the end of Nursery children are ***excited, engaged, resilient and independent learners***.

Reception: At the end of Reception children are ***problem solving, imaginative, compassionate, competent and confident learners***.

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

This document also complies with our funding agreement and articles of association.

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential.

The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.

The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning.

The EYFS seeks to provide: • Quality and consistency in all early years settings, so that every child makes good progress, and no child gets left behind. • A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly. • Partnership working between practitioners and with parents and/or carers. • Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

3. Structure of the EYFS

Nursery: We offer 2 different sessions, 5 days a week for children aged 2 and 4 years old in our nursery. Morning sessions 8.45-11.45 and Full sessions 8.45-3pm.

Reception: Our reception children start full time school during the academic year in which they are 5 years old.

3.1 Transition

From Nursery to Reception

During the summer term prior to a child's entry into the Reception year, parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express which will ensure a smooth transition is made. Time will be allocated for professional dialogue between Nursery and Reception staff for those children transferring into the Reception classes. Children spend a significant amount of time exploring the wider school environment and visiting their new classrooms in preparation for the following year. Those children who join us from other settings will be visited by a member of the Reception Team in those settings or at their home, where they will meet the child and have a discussion with their new teacher.

Children from IVIA nursery will be invited to attend a stay and play transition session before their entry into Reception.

From Reception to Key Stage One

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

Our Curriculum is based around our Pedagogy and ethos of British Values, Curiosity Approach and In The Moment Planning. The Curriculum follows the children's interest, builds on their knowledge and extends their learning in the moment. We also look at Culture Capital and family backgrounds and interests to support the Curriculum.

As part of the Curriculum we teach using these schemes:

- ❖ Read Write Inc
- ❖ White Rose Maths
- ❖ Talk 4 Writing
- ❖ Helicopter Stories

Our Curriculum is therefore the British Values and Cultural Capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking.

4.1 Planning

Activities and experiences are planned for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children in the Nursery are expected to focus strongly on the 3 prime areas.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other multi-agency teams, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

A core text supports children's learning in both Nursery and Reception and is carefully chosen to support the children's ages and stages of development. Planning is sequential and a curriculum map provides a yearly overview and ensures all areas of learning are covered.

Medium term plans set the learning intentions for the half term and cover all areas of learning.

Talk 4 Writing, Read, write, inc is delivered daily, alongside our White Rose maths sessions and Helicopter Stories.

WellComm toolkit supports children's early communication skills and this intervention is delivered regularly, three times a week.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older in Reception, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

Children experience a wide range of activities through weekly outdoor experiential learning sessions at Muddy Puddle School for both Nursery and Reception and PE lessons with our Sports Coach.

5. Assessment

At Iver Village Infant Academy, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Alongside observations of children in their play we complete phonics (RWI) assessments every 6 weeks.

When a child is aged between two and three, practitioners must review their progress and provide parents and/or carers with a short written summary of their child's development in the prime areas.

Every child has a Tapestry online learning journal where parents can record observations, photos, wow moments and milestones.

Staff use the EYFS profile to track children regularly and this is imputed to Insight three times a year.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

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 ('expected')
- Not yet reaching expected levels ('emerging')

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 Park Academy schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals set out below:

The Early Learning Goals	Prime Areas	Communication and language	Listening, Attention and Understanding	<ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	
			Speaking	<ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	
			Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
				Fine Motor Skills	<ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

		Personal, social, and emotional development	Self - Regulation	<ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
			Managing Self	<ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
			Building Relationships	<ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
	Specific Areas	Literacy	Word Reading	<ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
			Comprehension	<ul style="list-style-type: none"> -Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary. -Anticipate – where appropriate – key events in stories -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

			<p>Writing</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
		Mathematics	<p>Numbers</p> <ul style="list-style-type: none"> -Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
			<p>Numerical Patterns</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
		Understanding the world	<p>Past and Present</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;
			<p>People Culture and Communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.

			The Natural World	<ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
		Expressive arts and design	Creating with Materials	<ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.
			Being imaginative and Expressive	<ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

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. Parents are kept informed regularly via the website, parent workshops, newsletters and the Piota app.

In the summer term parents receive a written report to summarise the child's achievements against the ELGs.

7. Safeguarding and welfare procedures

Children learn best when they are healthy, safe, and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Our safeguarding and

welfare procedures are designed to create high quality environments which are welcoming, safe, and stimulating, and where children can enjoy learning and grow in confidence. Our Safeguarding and Child Protection Policies cover the whole school including the Early Years.

DBS Checks

All staff in the Early Years have up-to-date DBS checks.

Staff Qualifications, Training, Support, and Skills

The daily experience of children in Early Years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. IVIA ensures that all staff are suitably qualified to undertake their role. They also receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. We also support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

All EYFS staff are qualified in Paediatric First Aid.

Staff: Child Ratios

Staffing arrangements must meet the needs of all children and ensure their safety. We ensure that children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children's needs are met. Children, including whilst eating, must be within sight and hearing of a staff member.

Only staff are included in ratios. Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios only if we are satisfied that they are competent and responsible.

Nursery

For children aged two:

There must be at least one member of staff for every five children.

At least one member of staff must hold an approved level 3 qualification.

At least half of all other staff must hold an approved level 2 qualification.

For children aged three and over, where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status, or another suitable level 6 qualification is working directly with the children:

There must be at least one member of staff for every 13 children.

At least one other member of staff must hold a full and relevant level 3 qualification.

For children aged three and over, when a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status, or another suitable level 6 qualification is not working directly with the children:

There must be at least one member of staff for every eight children.

At least one member of staff must hold a full and relevant level 3 qualification.

At least half of all other staff must hold a full and relevant level 2 qualification.

Reception

Reception classes in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff. Consequently, in an ordinary teaching session, a school must employ sufficient school teachers to enable it to teach its infant classes in groups of no more than 30 per school teacher.

Health

Medicines

IVIA promotes the good health of children attending the EY. If a child is unwell, we will follow our Supporting Pupils with Medical Conditions Policy. Medicine (only prescriptions over three doses) must only be administered by the senior welfare officer to a child where written permission for that medicine has been obtained from the child's parent and/or carer. Forms are available on request from the main office. We will keep a written record each time a medicine is administered to a child, as instructed by the parent/carer.

Food and drink

When we provide snacks and drinks, they will be healthy, balanced, and nutritious. Before a child is admitted to the setting we will obtain information about any special dietary requirements, preferences, and food allergies that the child has, and any special health requirements. Fresh drinking water will be available and accessible at all times. Providers must record and act on information from parents and carers about a child's dietary needs.

Accident or injury

A first aid box accessible at all times with appropriate content for use with children. We will keep a record of accidents or injuries and first aid treatment via Medical Tracker. We will also inform parents and/or carers of any head injuries sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

Managing behaviour

Behaviour will be managed effectively according to the IVIA Behaviour Management Policy.

Safety and Suitability of Premises, Environment, and Equipment Safety

We will ensure that our premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. We comply with requirements of health and safety legislation (including fire safety and hygiene requirements). We take reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency, and have a clear emergency evacuation procedure. We also have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order and tested regularly. Fire exits are clearly identifiable, and fire doors are free of obstruction and easily opened from the inside.

Risk assessment

All staff ensure that all reasonable steps are taken to ensure children in their care are not exposed to risks. Appropriate risk assessments identify aspects of the environment that need to be checked on a regular basis, and how the risk will be removed or minimised.

Outings

Children must be kept safe while on outings. A detailed risk assessment will be undertaken and countersigned prior to the outing. A designated first aider **MUST** be available on all outings.

8. Monitoring arrangements

This policy will be reviewed and approved by the Governing Board every year.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS

Safeguarding policy and procedures - See child protection and safeguarding policy

Procedure for responding to illness -See health and safety policy

Administering medicines policy -See supporting pupils with medical conditions policy

Emergency evacuation procedure -See health and safety policy

Procedure for checking the identity of visitors -See child protection and safeguarding policy

Procedures for a parent failing to collect a child and for missing children - See child protection and safeguarding policy

Procedure for dealing with concerns and complaints- See complaints policy