

Care, Aspire, Achieve

Alexandra Park Primary

Early Years Foundation Stage Policy



September 2026

[EYFS statutory framework for group and school-based providers](#)

Approval History

Approved By:	Date of Approval	Version Approved	Comments

Revision History

Revision Date	Previous Revision Date	Summary of Changes	Owner/Editor

Early Years Foundation Stage (EYFS) Policy

Introduction

'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'.

(Statutory Framework for the Early Years Foundation Stage – DfE 2026)

EYFS Principles

Four guiding principles that shape practice in early years:

- Every child is a **unique child** who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- **Importance of learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

This policy is based on the Statutory Framework for the EYFS (September 2026) and applies to children from birth until the end of their Reception year. Alexandra Park Primary School offers Nursery provision for children in the academic year before Reception.

We view early childhood as a unique and valuable phase of life. Our EYFS is not simply preparation for school, it is preparation for life.

Characteristics of Effective Teaching and Learning

Our environment and curriculum promotes the three characteristics of effective teaching and learning:

- Playing and Exploring
 - Active Learning
 - Creating and Thinking Critically
-

Our Vision and Core Values

At Alexandra Park Primary School, we want all children to Care, Aspire and Achieve.

Vision

We provide a curriculum that develops confident, curious and ambitious lifelong learners, enabling all children to fulfil their potential.

Core Values

Our school core values are:

- **Care** – children feel valued, learn to care for themselves and others, and respect the world around them.
 - **Aspire** – children believe in what is possible for their future and develop ambition through rich opportunities.
 - **Achieve** – children build the knowledge, skills and attitudes needed for success in school and life.
-

EYFS Requirements

The EYFS specifies statutory requirements for:

- Learning and Development
- Assessment

- Safeguarding and Welfare

It sets out the educational programmes, Early Learning Goals (ELGs), assessment expectations, safeguarding duties and welfare standards.

Areas of Learning and Development

There are seven inter-connected areas of learning:

Prime Areas (fundamental for all learning)

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

Specific Areas (strengthening and developing the three prime areas of learning)

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

Aims and Intentions

Intent

Our EYFS curriculum:

- Recognises children's prior learning and life experiences.
- Is rooted in strong partnerships with parents, carers and previous settings.
- Is designed around our values: Care, Aspire, Achieve, and our Learning Behaviours: Pride, Curiosity, Determination, Creativity, Collaboration and Independence.
- Prioritises the Prime Areas of learning, recognising their impact on academic outcomes and lifelong well-being.
- Promotes high engagement through enabling environments, purposeful play, sustained shared thinking and extended periods of exploration.
- Cultivates resilience, empathy, confidence and curiosity.

We foster a love of learning by building on children's interests, using high-quality texts to enrich and deepen learning, modelling language clearly, and providing a broad range of purposeful learning opportunities across all areas of the curriculum.

By the end of Reception, our aim is for all children to make good progress from their starting points and transition smoothly into Year 1 as confident, articulate and motivated learners.

Implementation

Curriculum Approach

- Learning themes are introduced each half term, with flexibility for children's interests.
- A balance of child-initiated and adult-directed learning is maintained.
- Schedules evolve through the year to meet developmental needs.
- High-quality adult interactions support sustained shared thinking.
- Indoor and outdoor environments are planned with equal importance.

Communication, Language and Literacy

- High-quality texts are used to develop vocabulary, oracy and comprehension.
- High Quality Interactions are embedded in our approach (We use the ShREC Approach - Share Attention, Respond, Expand, Conversation).
- Word Aware supports the school-wide vocabulary approach to vocabulary development.
- Phonics is taught through Read Write Inc (RWI) from Nursery onward.
- Children access books matched to their phonic knowledge.
- Role play, retelling and shared reading promote storytelling and early writing.

Personal, Social and Emotional Development

- Strong relationships with families underpin the curriculum.
- Stories, rhymes and texts develop emotional literacy.
- Zones of Regulation and Jigsaw (PSHE) are used to support self-regulation, empathy and understanding of emotions.

Physical Development

- Children engage in programmes such as Squiggle While You Wiggle and Dough Disco.
- Daily outdoor teaching and learning opportunities.
- Nursery and Reception receive structured PE lessons targeting gross motor skills.

Mathematics

- Nursery and Reception follow White Rose Maths.
- Children learn through the use of manipulatives, purposeful tasks and games.
- Counting principles (1:1 correspondence, stable order, cardinality) are embedded.
- Reception receive additional Mastery sessions to deepen understanding in number.

Wider Curriculum

- Understanding the World and Expressive Arts and Design are enriched with purposeful, engaging activities.
 - Subject Leaders understand progression from EYFS into KS1.
 - Vocabulary is modelled consistently and explicitly.
-

Impact

Our EYFS provision results in:

- Happy, confident learners who thrive socially and academically.
 - Children well-prepared for Year 1 with strong foundations in communication, reading, maths and personal development.
 - Progress that reflects secure learning across all areas, supported by robust assessment systems.
-

Assessment

Baseline and Ongoing Assessment

Before entry, staff liaise with parents and carers and previous settings to build a holistic picture of each child.

Assessment includes:

- The Reception Baseline Assessment – statutory baseline in the first six weeks of Reception
- WellComm and Speech and Language screening for all Nursery and Reception children
- Speech and Language screening for Reception and intervention
- Ongoing observations and assessments – informing planning and next steps in learning - teacher assessment

EYFS Profile

At the end of Reception, teachers judge whether each child is Emerging or Expected for all 17 ELGs. This provides a comprehensive picture of readiness for Year 1.

Assessment is purposeful, proportionate and used to shape high-quality learning experiences.

The school ensures that assessment does not involve long breaks from interaction with children or require excessive paperwork.

When assessing whether an individual child is at the 'expected' level of development, practitioners draw on their knowledge of the child and their own expert professional judgement.

Practitioners keep parents and/or carers up to date with their child's progress and development.

Practitioners address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Assessment informs an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to Key Stage 1.

Inclusion and SEND

We are proud to be a caring, nurturing and supportive school. We believe that all children need to feel happy, secure and safe to meet their potential.

- We celebrate and value each child's strengths, interests and individuality.
- We have high expectations and aspirations for all children.
- The views, wishes and feelings of our children are central to all that we do.
- We work positively and proactively in partnership with families.
- All children are entitled to a broad, balanced and relevant education and to feel secure, safe and valued.
- All children are encouraged and supported to participate fully in all aspects of school life.
- All teachers are teachers of children with SEND and are responsible for the progress and development of every child in their class.

Children with Additional Needs

Ongoing observations and assessments (as part of high-quality teaching) help us understand progress and possible barriers. Parents/Carers provide us with vital information to help us understand a child's strengths and needs and help us to make decisions. We will always listen to and follow up parental concerns as well as listen to the child's views, wishes and feelings. If there are concerns about a child's progress in any of the prime areas of learning, these will be discussed with parents and/or carers, and appropriate strategies and support will be agreed in partnership.

The early identification of children's needs and early intervention to support them is vital. We aim to identify and address barriers to learning as quickly as possible. However, sometimes a child's SEND needs only become apparent following assessment and observation over a longer period of time.

Children's needs are varied. Not all SEND children need the same level of support. Where need is higher, we usually take more actions. Where need is lower, we might only need two or three adjustments. We make reasonable adjustments to the environment, curriculum and teaching approaches to ensure all children can access learning and participate fully in school life.

We match the level of support to the child's level of need. This matching is called our **graduated response** and reflects the levels of support. As part of this graduated response we consider whether a child needs any additional support, including whether they may have a special educational need or disability which requires specialist support. additional needs. Where appropriate, advice may be sought from external agencies and professionals to ensure children receive the support they need to make progress.

Please see the SEND Policy and Information Report for further details.

English as an Additional Language

For children whose home language is not English:

- Reasonable steps are taken to provide opportunities for them to develop and use their home language in play and learning, supporting their language development at home.
- Practitioners ensure that they have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring they are ready to benefit from the opportunities available to them when they begin Key Stage 1.
- Children's skills in communication, language, and literacy skills are assessed in English.

- If children do not have a strong grasp of English language, practitioners explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.
-

Transition

We plan carefully for all transitions:

- Home visits for all Nursery and Reception starters
- Stay and Play sessions
- Induction meetings and settling-in meetings
- Strong relationships with feeder Nurseries
- Joint work between Nursery, Reception and Year 1 staff
- Parent sessions to meet new teachers

Children enter Year 1 ready for the National Curriculum; where needed, provision continues for ELG targets.

Partnership with Parents and Carers

We value parents as children's first educators. Our partnership includes:

- Open communication through Seesaw
 - Daily availability of staff at drop-off/pick-up
 - Termly parent meetings
 - Written end-of-year reports
 - Stay and Play sessions
-

Staff Professional Development

- Staff benefit from high-quality training through our role as an EEF Research School.
 - Approaches are informed by the best available research.
 - Lesson Study, Teacher Research Groups (TRG's) and ongoing CPD ensure continuous improvement.
 - All EYFS teachers receive the National Centre for Excellence in the Teaching of Mathematics (NCETM) training.
-

Key Person System

Each child is assigned a key person. (In Nursery, a two-person key worker model ensures secure attachments. In Reception, the class teacher is the key person).

Parents and/or carers are informed of the name of the key person, and their role, when a child starts attending the setting/school.

The Key Person:

- Helps ensure that every child's learning and care is tailored to meet their individual needs.
- Seeks to engage and support parents and/or carers in guiding their child's development at home.
- Helps families engage with more specialist support if appropriate

Staffing, Ratios and Food

We meet all statutory staffing ratios and ensure:

- Staffing arrangements meet the needs of all children and ensure their safety.
- Constant supervision of children eating.
- Staff are Pediatric First Aid Trained (PFA) and there is always a member of staff in the room who is PFA trained.
- Healthy, balanced meals and snacks are provided.
- Full information is gathered on dietary needs and allergies and shared with all relevant staff.
- Fresh drinking water is available at all times.
- All food-handling staff are trained in food hygiene.

Before and After School Care

- The school has determined how many staff are needed to ensure the safety and welfare of children, bearing in mind the type(s) of activity and the age and needs of the children.
- The school has determined what qualifications, if any, the manager and/or staff should have.

Food and Nutrition

- We promote healthy eating habits and follow school food standards.
 - Fresh fruit, vegetables, milk, and water are available daily.
 - All snacks meet nutritional guidelines.
 - Children are encouraged, not forced, to try new foods.
 - Allergies and dietary needs are recorded and strictly followed. Information is shared with all staff.
 - Mealtimes are calm, social learning experiences encouraging independence.
 - Staff model healthy eating behaviours.
 - Choking Incidents are shared with parents/carers, recorded (CPOMS) and regularly reviewed.
-

Supervision and Team Support

- All EYFS staff receive termly 1:1 supervision.
 - Weekly team meetings and feedback/feedforward sessions support reflective practice.
-

Safeguarding and welfare

All reasonable steps are taken to ensure that children in our care are safe and well. Any safeguarding or welfare concerns will be managed in accordance with the school's Child Protection and Safeguarding Policy. All staff working within the EYFS are required to read and understand this policy as part of their induction and ongoing safeguarding responsibilities.

Alexandra Park Primary School has Designated Safeguarding Leads (DSL) and Deputy DSLs who take lead responsibility for safeguarding and child protection. The DSL and Deputy DSLs undertake appropriate safeguarding training in line with statutory requirements.

All staff receive safeguarding and child protection training at induction and regular updates thereafter. This ensures that staff understand safeguarding procedures, remain alert to current safeguarding issues and are able to recognise signs of abuse, neglect and exploitation. Where concerns arise regarding a child's welfare or safety, staff will act promptly and follow the school's safeguarding procedures, including making referrals to external agencies where appropriate.

Staff comply with the requirements of the Statutory Framework for the Early Years Foundation Stage, Working Together to Safeguard Children, Keeping Children Safe in Education and the Prevent Duty. Children's behaviour is supported in a developmentally appropriate manner and in accordance with the school's Behaviour Policy.

The school recognises that safeguarding is everyone's responsibility. Safeguarding and welfare arrangements in the EYFS are designed to ensure that children are protected from harm, their health and wellbeing are promoted, and they are able to learn and develop in a safe, secure and nurturing environment.

Safeguarding and welfare arrangements in the EYFS include:

- Ensuring the suitability of all adults who have contact with children through robust safer recruitment, vetting and induction procedures.
- Promoting children's good health and wellbeing.
- Supporting positive behaviour and emotional development.
- Maintaining required records, policies and procedures.
- Operating secure entry systems and controlled visitor access.
- Releasing children only to authorised adults in accordance with school procedures.
- Undertaking regular risk assessments and maintaining safe learning environments.
- Storing and administering medicines safely in accordance with school procedures.
- Promoting safer sleep practices where applicable and ensuring appropriate supervision and monitoring of children who sleep or rest during the day
- Supporting children's personal care needs through appropriate intimate care arrangements, delivered with dignity, respect and in partnership with parents/carers.
- Promoting online safety and ensuring children access technology in a safe, age-appropriate and supervised manner.
- Ensuring staff understand their responsibilities in relation to safeguarding, child protection, online safety, whistleblowing and professional conduct.

Designated Safeguarding Leads: Charlotte Millward, Phil Brooke, Hayley Wood,

DDSL: Luke Read

First Aid

- All EYFS staff are Pediatric First Aid trained. New members of the team will be trained as a priority.
 - Pediatric First Aid cover is always present.
 - All incidents are recorded and shared with parents.
 - Procedures follow our whole school First Aid Policy.
-

Intimate Care

Staff follow our Intimate Care Policy, ensuring:

- Respectful, sensitive care
- Hygienic, well-equipped changing facilities
- Privacy balanced with safeguarding
- Adequate supply of clothing and resources
- Separate adult facilities

Screen Use

We are aware that screen use should be avoided for under 2s and limited to up to an hour a day for children aged 2 to 5. We take a precautionary approach to using screens in your setting by limiting screen use for children and only use it carefully and intentionally, for specific learning and development aims. We have regard to [screen use guidance for early years settings](#).

This policy is consistent with all other policies adopted by the Governors and should read in conjunction with the following policies relevant to the safety and welfare of children:

- Behaviour Policy
- Safer Sleeping Policy
- SEND Policy
- Safeguarding Policy Including Child Protection
- Attendance
- Intimate Care
- Supporting Pupils' Medical Conditions in Schools & Early Years Settings Policy
- First Aid
- Recruitment and Selection Policy
- Smoking and Vaping Policy
- Safer Recruitment
- Health and Safety Policy

(Our EYFS Risk Assessments are regularly updated)

Summary

This policy is reviewed annually or sooner if legislation or EYFS requirements change.