Rosedale Primary School

A Member of

A Member of Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

EYFS Policy

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Summary of Changes from Previous Version

Version	Date	Author	Summary of Updates
V4	Aug 2026	Helen Baker	All sections – revised document due to updated statutory framework

Our Aims

'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.' (EYFS Statutory Guidance 2026)

At Rosedale Primary School, we aim to provide each child with a safe, secure, nurturing and stimulating learning environment to enable each child to develop and reach their full potential. We promote children's 'school readiness' by providing our children with a broad range of knowledge and skills that provide the right foundations for their whole school life. We understand that children develop quickly in the Early Years and a child's early experiences have a major impact on their future life chances. This is a crucial time for developing their enjoyment of learning, their engagement and motivation.

Our Foundation Stage aims to:

- Make a child's first experience of school happy, positive and engaging by drawing on their own interests as well as following a well-planned EYFS curriculum.
- Build the foundations for learning with a well-planned EYFS Curriculum that is built upon throughout school.
- Develop independent learners through creating a learning environment that promotes independence, by encouraging children to 'have a go' at new learning opportunities and through a well-planned PSED curriculum within EYFS.
- Have high expectations of all of our EYFS children
- Ensure breadth and balance in the curriculum through carefully planned adult input and sensitive interaction, balanced with child-initiated and adult-supported activities. This will be appropriate to the social, emotional, spiritual and intellectual development of individual children, including those with additional needs.
- Provide a setting in which children and adults are able to develop these individual skills regardless of race, social circumstances, religion, culture, gender, ability or additional needs.
- Provide a curriculum firmly based on the principles of active learning to develop independence and meet the needs of the individual child.
- Engage with Parents to become active participants in their children's learning, by building strong home/school relationships.

Intent

Our EYFS Curriculum

Our EYFS curriculum has been designed to give all our children the knowledge, self-belief and cultural capital that they need to succeed in life. It has been built around the Educational Programmes within the EYFS statutory framework. The curriculum is carefully planned and sequenced, starting with what we know about our youngest learners in Nursery and builds on this throughout Nursery, right through to the end of Reception providing children with the knowledge and skills they need as a foundation for Key Stage 1 and 2 to build on. We have tailored our curriculum to meet the needs of our children and the community we serve, adding in the additional knowledge, skills and experiences to make our curriculum unique, challenging & enjoyable. The EYFS Lead has carefully woven appropriate and ambitious vocabulary throughout our EYFS Curriculum, in all Areas of Learning and Development as we believe that Early Language and Early Reading skills are vital to enable each child to have the very best possible start of their educational life. The EYFS Lead has also worked closely with the Reading Lead to ensure high quality texts are used as a starting point for adult led learning opportunities. We follow a systematic approach to teaching synthetic phonics and early reading by using the Little Wandle Letters and Sounds Phonics Scheme. This starts in Nursery, with 'Foundations for Phonics' where children take part in adult led sessions set around different interactive phonics games that are tailored to the needs of young children. The games provide opportunities for many different aspects by developing children's communication and language and listening and attention skills through singing, correctly pronouncing initial sounds in a word, oral blending and counting and clapping syllables in a word. Children in Reception are taught synthetic phonics following Little Wandle's well planned scheme.

In our EYFS, we strive to ensure there are no limits or barriers to our children's achievements, regardless of backgrounds, circumstances or need. Every member of the EYFS team has high ambitions for all children. The Characteristics of Effective Learning are woven into every part of our practice, promoting every child's motivation, aspirations, self-control, respect and resilience. Our long-term aim is to ensure our children know how to make a positive contribution to their community and wider society and fully able to meet the challenges of an ever-changing world in the future.

Our goal is to ensure that all children are happy and engaged. We understand that high-levels of well-being and involvement lead to high-levels of child development and indicate deeper levels of learning. Through our child-centred curriculum, we provide a high-quality, enabling environment that acts as a vehicle for children to develop their skills and knowledge and highly-skilled practitioners to assist them on their journey.

We believe that children need rich, first-hand opportunities to initiate and explore their ideas so that they can develop the learning characteristics that will support their lifelong learning. Our supportive and knowledgeable EYFS team sensitively interact with children, following their interests and fascinations, nurturing children's ability to Play and Explore, Learn Actively and to Create and Think Critically.

Our carefully planned and balanced approach to teaching and learning ensures that children experience a good balance of child-initiated and adult-led learning experiences to ensure all children can work towards their next-steps in learning.

Implementation

Our EYFS Curriculum follows the EYFS Statutory Framework 2021 and is supported by the Development Matters Guidance 2021. The Characteristics of Effective Teaching and Learning are This policy explains how our practice is underpinned by these four themes:

1. A Unique Child

At Rosedale Primary School, we recognise that every child is constantly learning and can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying
rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs and Disability – We believe that all our children matter and we value
the diversity of individuals within the school. We believe that equality of opportunities for all those in our
care is paramount and all our policies, procedures and practice will reflect the rights of all children and
adults including those with special educational needs or a disability, all ethnic and cultural groups and those with English as an additional language. We have a zero tolerance attitude towards any form of discrimination and will challenge any inappropriate attitudes and practices.

At Rosedale Primary School, we recognise the importance of early intervention in supporting a child's physical, cognitive, social and emotional and behavioural development. Early intervention can take different forms, from supporting parents, school-based programs to improve children's social and emotional skills and additional support at school from appropriate staff (Teachers and support assistants). We make differentiated provision for all ability levels within school and, if deemed appropriate after discussion with parents/carers, support from outside agencies. The class teacher will be responsible for identifying and planning for individual needs with help from the SENDCO if applicable.

2. Positive Relationships

At Rosedale Primary School, we recognise that children learn to be strong, confident and independent
from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise the role that parents have played, and their future role, in
educating the children and we value being partners with them in their child's education.

We do this by:
• Using Tapestry as a communication tool between teachers and families, enabling Parents and family members have a window to their child's learning;
• Developing relationships with parents prior to their children starting school through regular phone calls, in-person meetings, Zoom/Teams sessions, sharing school information and inviting into school to 'Meet the Teacher';
• Talking to parents about their child during the first few days of starting school and asking them to complete an 'All About Me' booklet about their child;
• Offering parents and children the opportunity to spend time with staff in their new classroom before starting school;
• Holding termly meetings for parents, during which the teacher and the parent discuss the child's progress and next steps for learning;
• Sharing information on the school website and through Tapestry, about special events and learning taking place each half term;
• Suggesting activities that can be done at home to support learning;
• Providing children with homework and topic related activities to complete on Tapestry;
• Sending home phonetically decodable reading books and lending library books and encouraging parents to make comments in their child's reading record;
• Providing support videos linked to specific areas of learning to help parents working with their child at
home
• Having stay and play sessions in Nursery;
• Providing end of year reports which outline the progress and achievement made by each child;
• Celebrating children's achievements with their parents;
• Holding meetings to explain how parents/carers can support their children with areas such as early reading, communication skills, writing, mathematics or personal/social development;

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. Each child also has a key person who ensures, along with the class teacher, that every child's learning and care is tailored to meet their individual needs.

"When parents and practitioners work together in early years' settings, the results have a positive impact on children's development and learning"

3. Enabling Environments

At Rosedale Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. The environment in our EYFS classrooms regularly changes to match the needs and interests of our cohorts. These changes happen in response to information gathered from observing the children and assessing their ongoing needs and development. Carefully selected resources are regularly added to areas of continuous provision, inside and outdoors, to further develop and extend a theme or topic and in response to children's interests.

The foundation stage classrooms have been designed, built and organised in such a way that they provide a multi-sensory approach to learning. They have a wide range of Continuous Provision areas set out in an exciting way to enable children to be independent active learners. The base arrangements are flexible and are designed to be safe and accessible to all children.

The children are able to make choices about the materials and equipment they use in any area. The following list gives an indication of the range of activity areas we have organised to provide the most effective environment for learning.

- A creative area which provides a stimulating area in which to paint, print, through a thematic, observational approach.
- A quiet, carpeted reading zone, following a seasonal or topic related theme with a range of well-chosen and presented books.
- A Mark-making, Literacy and phonics area for the development of early writing that has a range of exciting stimuli linked to topic themes, accompanied by a range of supportive phonic resources.
- A mathematical area which includes a range of objects to count and sort, number lines, shapes and games, along with opportunities for investigative maths, which includes themes like counting songs and rhymes with props.
- Mathematical opportunities & resourcing are also planned within other areas of learning to further enable application of maths skills.
- Wet or dry sand, with a range of tools and equipment of varying sizes, including some small world and natural materials to provide imaginative learning opportunities.
- An engaging water play area, which includes a range of equipment and tools to focus on themes, imaginative play and measures.
- Small world, e.g. furniture, characters from different stories and cultures, fabrics, small construction to provide imaginative learning opportunities and activities linked to PSED and Understanding the World.
- Interactive whiteboards and a bank of iPad's with a range of suitable software, and access to other technological equipment including torches, Beebots etc. Carefully planned for to limit screen time in line with the EYFS Statutory Guidance 2026.

- Materials and tools for pupils to manipulate dough.
- Role-play areas which provide opportunities for children to use their Speaking and Listening skills to act in role, revisit experiences and develop PSHE skills. We also use enhancement prop boxes such as birthday parties, wash-day etc to enhance the continuous provision and build upon the children interests.
- An outdoor area where children can develop their physical skills on larger apparatus such as climbing, balancing and physical games equipment as well as large construction, mud kitchen, water, Mathematics and Literacy areas offering different resources and opportunities for play.

4. Learning & Development

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. At Rosedale, children usually join us in Nursery following their third birthday. We offer both 15 and 30 hours for our Nursery pupils. The final year of the EYFS is referred to as the Reception year. Children start Reception full time in September of the school-year they will be five.

This policy refers to the education of pupils from three to five years-old. The Early Years Foundation Stage (EYFS) curriculum ensures that children have the opportunity to develop skills, knowledge and understanding in the following **7 areas of Learning**

3 Prime Areas:

- Personal, Social and Emotional – Self Regulation
  Managing Self
  Building Relationships

- Communication and Language – Listening, Attention & Understanding
  Speaking

- Physical Development – Gross Motor Skills
  Fine Motor Skills

4 Specific Areas:

- Literacy – Comprehension
  Reading
  Writing

- Maths – Number
  Numerical Patterns

- Understanding the World – Past and Present
  People, Culture & Communities
  The Natural World

- Expressive Arts and Design – Creating with Materials
  Being Imaginative & Expressive

Characteristics of Effective Learning;
We ensure that our learning environment and delivery of the EYFS curriculum has a strong emphasis on the characteristics of effective learning and teachers plan with these characteristics in mind;

- **Playing & Exploring** – children investigate, experience and 'have-a-go'
- **Active Learning** – children concentrate, enjoy their achievements and keep on trying if they encounter difficulties
- **Creating & Thinking Critically** – children have and develop their own ideas, make links between ideas and develop a range of strategies.

Children at Rosedale will be taught through an active learning approach. This is a way of working with children based on the philosophy that children learn best from active, purposeful and developmentally appropriate learning experiences. We encourage children from a very early age to make choices and decisions for themselves and be responsible within their own world. In this way children learn that they are capable, able to make decisions and solve problems about activities, which are purposefully meaningful to them.

Implementation: **Quality of Practice – Teaching, Learning & Pedagogy**

We carefully consider when planning and developing the learning opportunities for our children, focusing primarily on the Characteristics of Effective Learning which underpin our whole teaching and learning approach. We believe that young children learn best when;

They have distinct areas within the classrooms that they can access to develop the 7 key areas of learning from the EYFS.
Our Early Years practitioners interact with children in a sensitive and supportive manner.
Their learning has a careful balance of adult led, adult initiated and child initiated learning experiences.
The foundation stage classroom is set out in a carefully planned exciting way where a wide variety of quality resources are easily accessible to the children.
They are working in a stimulating environment where learning is fun and purposeful and they do not make a distinction between "play and work".

They are given time to become engrossed, work in depth and complete an activity, reflecting upon what they have learnt, allowing for high-levels of wellbeing and involvement.
They are given opportunities to discuss their feelings and emotions which are valued and respected by all.
They receive high quality care and education by practitioners who are highly skilled, have a clear understanding of the EYFS, and who understand the importance of observation and how to support children with the next steps in their learning.
They have adults who are good role models who expect high standards of behaviour following Rosedale's behaviour blueprint.
Parents and carers are valued and work in partnership with school to develop the full potential of their child.
They are encouraged to explore, experiment, take risks, make and learn from mistakes and engage in purposeful play.

Assessment and Partnership with Parents

Reception children will complete the statutory Reception Baseline Assessment (RBA) within the first 6 weeks of joining Reception, in line with National requirements. The RBA is an age-appropriate assessment of mathematics and literacy, communication and language that is delivered in English. It is clearly linked to the learning and development requirements of the EYFS. The purpose of the RBA is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure can be created.

On entry to Nursery and Reception classes, the Teachers and Early Years practitioners use their professional judgement, based on observations of individuals, to record the starting points for the children's level of development. In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the Early Years Foundation Stage Profile is completed for each child. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels (emerging) across the seven areas of learning contained in the curriculum guidance for the Foundation Stage. Each child's level of development is recorded as Emerging or Expected against the 17 Early Learning Goals On entry into the foundation stage children are assessed using a range of approaches, with the main focus being observational assessment. Assessments are used to provide practitioners with information that:

- Informs planning for learning
- Informs planning and development of the learning environment to meet the needs of the children
- Sets targets for individual children's learning.
- Aids identification of special educational needs and inclusion priorities.
- Informs parents as to their child's progress and development needs.

In the foundation stage all teaching and support staff are actively involved in the assessment process. On-going assessment based on regular observation of the children working on activities as well adult and child interactions and carefully planned assessment tasks inform pupil progress meetings, attainment and pupils' next steps in their learning.

Each child's progress is recorded termly onto school-based tracking systems and Arbor. We view parents as partners in their child's education and regularly communicate through transition meetings, during stay and play sessions, regular informal communication at drop off and pick up times and at set times throughout the year during Parents Evenings. At the end of the school year parents are informed in writing of their child's attainment and progress. At the end of Reception, parents are informed of their child's progress in terms of the Early Years Foundation Stage Profile.

Safety and Welfare

At Rosedale Primary School, we recognise that 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. We understand that we are legally required to comply with the welfare requirements as stated in section three of the Statutory Framework for EYFS (2026) and have regard to the 'Keeping Children Safe in Education', 'Working Together to Safeguard Children' statutory guidance and the 'Prevent duty guidance for England and Wales'. We endeavour to meet all these requirements and staff receive annual safeguarding training to ensure their knowledge of the safeguarding requirements are up to date. Our full safeguarding and welfare procedures are outlined in the schools Safeguarding and Health and Safety policies.

Staff in the EYFS carry out risk assessment checks of the learning environment, both indoor and outdoor, to ensure the areas are safe and to minimise any preventable risk of harm.

Safeguarding and Welfare Requirements

In accordance with the updated statutory framework, safeguarding and and our children's wellbeing underpin our operational culture at Rosedale. We maintain rigours and compliant procedures covering:

Safer Eating and Choking

Rosedale Primary school EYFS meets the new EYFS safeguarding requirements through completion of the Exceed Trust's EYFS safeguarding action plan. Provisions have been made for all staff to be trained in Pediatric first aid, including MDSA's. Food is cut as per new requirements and staff are trained in this. All EYFS staff monitor children when eating both at snack time and at lunchtime. A choking risk assessment is in place.

Safer Sleep

Pupils do not have nap times within our EYFS, however on any occasion in which a child may fall asleep e.g. due to illness, safer sleep guidelines are strictly followed with firm flat surfaces, back-sleeping, regular monitoring and direct supervision.

Screen Use

Any digital technology or screen use is intentional, developmentally appropriate and is balanced with active, physical play and is strictly managed in line with Government guidelines.

Premises and Security

Rosedale Primary school enforces strict vetting of all staff and regular volunteers through our safer recruitment process. Pupils are handed to their parents and carers at the end of their session by the practitioners. Password systems are in place to protect children. All practitioners follow the school's safeguarding procedures. Dogs are not permitted on our school premises, including breeds banned under the Dangerous Dogs Act.

Health, well being and Safeguarding

Pupils who require nappy changes have intimate care plans in place. Two adults to change a pupil when required in order to safeguard pupils at this time. A designated changing area is in place for this to take place.

Pupils with allergies and medical needs have allergy and or medical plans in place, detailing their allergy and what to do in an emergency. All staff have received recent Allergy and Anaphylaxis training. These plans are shared with parents and EYFS staff.

Any allegations of harm or abuse regarding staff or volunteers are reported immediately following statutory local authority and Ofsted guidelines.

Staffing & Staff Supervision

The Foundation Stage at Rosedale is staffed within the legal minimum requirements of the statutory EYFS requirements.

The staff within the foundation stage work together as a team in the development of planning, assessment and teaching.

A Key Person is allocated to each pupil within EYFS to allow them to build a secure attachment to enable each child to feel safe and secure within their environment, to support their wellbeing and development and to act as the main link between our setting and our families.

EYFS team meetings focus on teaching and learning and enhancing the continuous provision areas. In addition to these meetings, daily discussions take place around children's individual needs and to raise any concerns staff may have relating to children's safety, welfare, learning and development.

Staff Supervision:

The EYFS Statutory Framework states that:

'providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues. Supervision should provide opportunities for staff to:

• discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns
• identify solutions to address issues as they arise
• receive coaching to improve their personal effectiveness

At Rosedale Primary School, EYFS staff supervision complies with the EYFS statutory Framework. All EYFS staff have access to:

- A daily offer of informal, ongoing support with opportunities to share any concerns staff may have around the children in the EYFS
- A termly offer of support, coaching & training, addressing the needs of the children and the staff
- An annual offer of staff training needs and personal interests in development through an appraisal cycle.

Monitoring and Evaluation

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. This policy will be reviewed at the start of each academic year and will incorporate the views of all staff concerned. At every review, the policy will be shared with the governing body at Academy and Trust level.

Version Control

Version	***Revision Date***	***Revised by***	***Section Revised***
V1	Sept 2021	HB	All sections – revised document due to updated statutory framework
V2	Sept 2023	HB	All sections – revised document due to updated statutory framework
V3	Sept 2025	HB	All sections – revised document due to updated statutory framework
V4	August 2026	HB	All sections – revised document due to updated statutory framework