



**Cabot**  
Learning  
Federation



**QUEEN**  
**MARGARET**  
PRIMARY ACADEMY

**EYFS Policy**

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Academy Name: Queen Margaret Primary Academy

Implementation Date: November 2025

## History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
<b>Date</b>	E.g. Whole Document	Detail of change	Reason for change
November 2025	Whole document	Changes to CLF template and updated whole document	Policy Review



## Early Years Foundation Stage Policy

### 1. Rationale

- 1.1 Our Early Years Foundation Stage (EYFS) policy serves to outline the ethos and practise that our school adopts to ensure we meet the school's vision, with specific references to the EYFS.

### 2. EYFS Principles

- 2.1 The EYFS is based upon four principles:

- **A Unique Child** – developing resilient, capable, confident and self-assured individuals.

We plan and offer opportunities for children to become confident both in their surroundings and with their peer group.

We have high expectations of each child based upon our knowledge of them. We believe that communication and language is key for our children's development and a huge emphasis is placed upon this.

We aim to develop skills and attitudes to learning that will foster success throughout the child's schooling. We value children's ideas and feelings, support each child's self-esteem, develop their independence, self-confidence, motivation, curiosity, perseverance and concentration

- **Positive Relationships** – supporting the children in becoming strong and independent.

We ensure that children in our care have the opportunity to choose their own learning in a safe and supportive environment with caring and qualified adults to nurture them.

We aim to develop a partnership with parents and carers based on a shared interest in the child.

We aim to prepare children for further learning by teaching them to relate positively to adults and their peers; to work and play together co-operatively, constructively and with confidence and to foster a growing independence and respect for others. Our whole school values-based ethos also helps to support this.

- **Enabling Environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.

We use the whole environment, both inside and outside to support children's learning.

We aim to provide a secure, rich and stimulating learning environment in which to deliver the EYFS curriculum. We provide daily opportunities for learning through a balance between continuous provision and adult guided activities focussed upon specific skills and knowledge. We also provide planned learning sessions such as Phonics, Talk for Writing, P.E and Maths, which incorporates the mastery approach to learning key concepts.

We believe it is our responsibility to support children to enjoy learning, to be confident to take risks, ask questions and understand they are part of real learning.

Children have access to the outdoor classroom throughout most of the day. This is sometimes with adult support but can also be used by the children independently.

- **Learning and Development** – an acknowledgement that children learn in different ways and at different rates.

We aim to plan learning experiences that build upon previous knowledge, skills, understanding and attitudes. These experiences allow the children time to repeat and rehearse their skills and knowledge.

### 3. The Curriculum

- 3.1 Our curriculum is carefully structured to provide opportunities for children to learn through a range of rich, meaningful first-hand experiences. These are purposefully planned in all areas of learning and development in the indoor and outdoor environment using play as the learning vehicle. Some learning is led by adults and some by the children themselves. Appropriate intervention by practitioners supports

children to engage in the learning process and extend their learning.

- 3.2 Our curriculum enables children to learn and develop skills, attitudes and understanding in these areas of learning.
- 3.3 The Prime Areas
  - Communication and Language
  - Physical Development
  - Personal, Social and Emotional Development
- 3.4 The Specific Areas
  - Literacy
  - Mathematics
  - Understanding the World
  - Expressive Arts and Design
- 3.5 Achievement of these prime and specific areas of learning is by supporting children to develop the 'Characteristics of Effective Learning' to include:
  - Playing and exploring
  - Active learning
  - Creating and thinking critically
- 3.6 Every child has a right to receive high quality input from the qualified teaching team, which includes opportunities to receive direct teaching of key knowledge and skills.
- 3.6.1 Child initiated play is an important element of the learning experience, as are high quality interactions, guided opportunities and continuous provision, which are all featured throughout the structure of the day.
- 3.7 How we enact the intent and implementation of the provision is described in further detail in the EYFS 3i's document used by staff.

#### **4. Enabling Environment – The Environment as the Third Teacher**

- 4.1 We recognise that the environment plays a key role in supporting and extending the children's development and that the use of resources and the environment needs to be carefully planned. We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident and are challenged to develop their independence. Children are able to move between the indoor and outdoor learning environment throughout the school day.

#### **5. Observation, Assessment and Planning**

- 5.1 Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process.
- 5.2 We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS can take the form of long and short recorded observations and this involves the teacher,

teaching partner and other adults as appropriate.

- 5.3 Each child has a 'Learning Journey' which is a record of their learning through their Reception year and is linked to the Early Years Outcomes and end of year Early Learning goals. This record can be in pupil's folders, books and online platform (e.g. Tapestry).
- 5.4 Parents and carers are partners in the assessment process through regular meetings with the Class Teacher, sharing their child's learning at home and attending curriculum based workshops.
- 5.5 The teaching team discuss and assess learning in detail through core team meetings. (from Term 3). These are used to identify gaps and target interventions to ensure all children make progress. These are alongside the Teaching and Learning Conversations which are held termly.

## **6. Safeguarding**

- 6.1 Children's safety and welfare is paramount to us and we ensure that all children in the school are 'safe'. We help children to learn about how to keep safe, including within the local area.
- 6.2 We provide children with choices to help them develop important life skills. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards.
- 6.3 We aim to protect the physical and psychological wellbeing of all children. (See Whole School Safeguarding documentation for further information).
- 6.4 At Queen Margaret Primary Academy we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2025. We understand that we are required to:
  - promote the welfare of children.
  - promote good health, preventing the spread of infection and taking appropriate action when children are ill.
  - manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
  - ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
  - ensure that the premises, furniture and equipment are safe and suitable for purpose through risk assessment of the outside area and reporting any potential hazards.
  - ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
  - maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- 6.5 We endeavour to meet all these requirements and our robust approach to Safeguarding and Health and Safety across the school can be shown to contribute to these requirements.

## **7. Induction & Transition**

- 7.1 Inductions are carefully planned for and time given to ensure a smooth and successful start to school. We acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings including nurseries.

- 7.2 For pupils joining Reception, during the Summer Term prior to starting school the following September, where possible, a member of the EYFS team will make contact with the pre-school settings to discuss each child and hold a professional conversation with their key worker. This may take the form of a telephone conversation or visit to the child's Pre-school. Members of the EYFS team will also conduct home visits. The purpose of this is to build relationships and make connections with the child and family.
- 7.3 Children in Reception will join the school during a two-week transition timetable which will be communicated to the parents during the preceding summer term. The features of the transition timetable may include, morning or afternoon classes as well as whole class morning sessions.

## **8. Additional Support and Intervention**

- 8.1 Where assessments indicate a need for additional support beyond the normal curriculum, children in the EYFS will have the opportunity to attend targeted intervention groups. These interventions include support with speech and language, communication and language (Talk Boost), personal and social skills, WELLCOMM interventions , phonics, writing and maths.
- 8.2 Any need for additional support will be fully discussed with the child's parents and closely monitored by the school's inclusion lead.

## **9 Policy Review**

This policy must be reviewed by November 2027