



Nine Acres
Primary School

Articulate,
Passionate, Persuasive & Positively
influencing the world around us.

STRIVING FOR EXCELLENCE

Early Years Foundation Stage Policy 2025-2026

Nine Acres Primary School

Approved By:	
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Next Review Due:	November 2026



STRIVING FOR EXCELLENCE

Early Years Foundation Stage (EYFS) Policy

2025–2026

Purpose

At Nine Acres Primary School, we are committed to providing a high-quality Early Years education that gives every child the best possible start to their learning journey. Our aim is to equip all children with the knowledge, skills, and confidence they need to thrive in Year 1 and beyond.

We work in close partnership with parents, carers, professionals, and outside agencies to ensure that learning and development are tailored to the unique needs, interests, and experiences of each child. (See also our *Parent Partnership Policy*.)

Rationale

The Early Years Foundation Stage (EYFS) applies to children from birth to five years old. At Nine Acres, children complete the final year of the EYFS in our Reception classes.

"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."

(Early Years Foundation Stage Statutory Framework for group and school-based providers 2025)

We fully embrace the purpose and aims of the EYFS Framework and recognise the importance of these formative years in laying secure foundations for lifelong learning and development.

Aims

Through the EYFS we seek to ensure:

- **Quality and consistency** across provision so that every child makes good progress and no child is left behind.
- **A secure foundation** through planning for each child's learning and development, regularly assessing and reviewing progress.
- **Strong partnerships** with parents, carers, and professionals to support learning and well-being.

- **Equality of opportunity** and inclusive, anti-discriminatory practice so that every child is supported and valued.
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Our Curriculum

The EYFS curriculum covers the education and care of all children, including those with special educational needs and disabilities. It comprises **seven areas of learning and development**, all of which are important and interconnected.

Prime Areas

These three areas are crucial for igniting curiosity and enthusiasm for learning, and for building relationships and thriving:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

Specific Areas

The prime areas support development in the following four specific areas:

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

At Nine Acres, learning experiences are planned across all seven areas to ensure children make progress towards the *Early Learning Goals (ELGs)*. Observations and assessments inform next steps, with parents encouraged to contribute to their child's learning journey.

Key Principles of the EYFS

Our provision is guided by the four overarching principles of the EYFS:

1. **A Unique Child**
 2. **Positive Relationships**
 3. **Enabling Environments**
 4. **Learning and Development**
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1. A Unique Child

We recognise that every child is an individual who learns and develops at their own pace. Each child is valued as capable, confident, and resilient.

We meet individual needs by:

- Planning learning experiences that build upon children's knowledge, skills, and interests.
 - Promoting well-being, confidence, and self-esteem through experiences that include challenge and managed risk.
 - Using a range of teaching strategies tailored to learning needs.
 - Providing a safe, supportive, and inclusive environment where diversity is celebrated.
 - Monitoring progress closely and providing targeted support or referrals where necessary.
 - Working collaboratively with parents, carers, and external agencies to ensure all children can access the full curriculum and make good progress.
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2. Positive Relationships

We believe that strong, nurturing relationships are central to children's emotional security and learning success.

We develop these by:

- Meeting with parents/carers before children start school through open sessions, induction afternoons, and home visits.
 - Providing clear information about routines, expectations, and school life.
 - Building strong links with local pre-schools to support smooth transitions.
 - Assigning each child a *key person* to ensure consistent care and emotional support.
 - Maintaining open communication through an open-door policy, regular consultations, and digital learning platforms (e.g., Tapestry).
 - Inviting parents to workshops, events, and celebrations throughout the year to strengthen home-school collaboration.
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3. Enabling Environments

We understand that the environment plays a vital role in supporting and extending learning.

Our classrooms and outdoor spaces are carefully organised to promote independence, curiosity, and creativity. Continuous and enhanced provision ensures that all areas of learning are accessible and engaging.

We:

- Provide safe, stimulating, and well-organised learning spaces.
 - Reflect children's cultures, communities, and interests in our resources.
 - Encourage children to make independent choices and direct their own learning through play.
 - Plan collaboratively as a team, using observations to adapt and enhance provision.
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4. Learning and Development

Our curriculum is built upon the characteristics of effective learning:

- *Playing and Exploring* – active engagement in learning through curiosity and play.
- *Active Learning* – perseverance and motivation to keep on trying.
- *Creating and Thinking Critically* – developing ideas, making connections, and solving problems.

We provide a balance of child-initiated and adult-led experiences, ensuring purposeful play and direct teaching complement one another.

Our approach includes:

- High-quality adult interactions to model language, scaffold learning, and extend thinking.
 - Encouragement of communication, collaboration, and imaginative play.
 - Promotion of independence and responsibility for the learning environment.
 - Regular reflection and adaptation of provision to meet changing needs throughout the year.
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Assessment

Assessment is integral to effective teaching and learning.

At Nine Acres, we use ongoing observational assessment to:

- Identify individual progress, strengths, and next steps.
- Inform future planning and provision.
- Evaluate teaching impact and improve practice.
- Share meaningful information with parents and carers.

All staff contribute to observations and assessments. Weekly planning meetings ensure a consistent, collaborative approach to identifying next steps and providing additional support where needed.

Transition to Year 1

Transition to Year 1 is carefully planned to ensure continuity and confidence.

In the summer term:

- Year 1 teachers spend time in the EYFS setting, joining in with activities and story sessions.
- Assessment information and individual profiles are shared and discussed.
- Children begin spending time in their new classrooms during “move-up” weeks to establish familiarity and routines.

In Year 1, play-based learning continues alongside more structured activities to ensure that children’s development and well-being remain central to their education.