



PARKLANDS INFANT AND NURSERY SCHOOL

EYFS POLICY

Approved by the Governing Body of Parklands Infant & Nursery School

Date: Friday 2nd October 2026

Signed: _____

Mrs Sophie Evitts (Chair of Governors)



PARKLANDS INFANT AND NURSERY SCHOOL

Early Years Foundation Stage Policy October 2026

Our vision

The best from each...success for all

Our values



The ethos behind our values, which give us our vision for children and families

- We know all the children and families well. Children enjoy coming to school (safe). Through strong relationships and regular dialogue (respect, polite) we are able to personalise learning for every child so that they can be successful (important).
- All children feel safe and know that their voice is valued (safe, important). They love learning and can talk about their learning, know how to overcome challenges and celebrate successes. They have a strong belief that they can go on and achieve in life (positive).
- All children have a good grasp of necessary skills, knowledge and understanding to be successful in an ever changing world (positive, kind important).
- All children have the opportunity to initiate their own learning so they can explore their own interests and develop the skills to be independent learners (important, positive).
- Parents and carers are partners in planning, teaching, facilitating and celebrating children's learning (respect, important).

Aims and Intent

"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 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 staff and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

(Statutory framework for the early years foundation stage, DfE, 2026)

The Curriculum

In the Early Years Foundation Stage (EYFS) at Parklands we aim to provide a broad, balanced, differentiated curriculum which is developed with the children and addresses their social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment. We recognise that children develop in individual ways, 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.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

The three Prime Areas;

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

and four Specific Areas:

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

They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. The revised Early Years Foundation Stage Statutory Framework 2026 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 Early Learning Goals (ELG's) define the expectations that we must help children to work towards by the end of the EYFS. The ELG's are not used to create our curriculum.

Throughout the EYFS (Nursery and Reception years), we plan activities to give children learning experiences and opportunities based on their interests to work towards the Early Learning Goals and get them ready for the transition into the National Curriculum. In planning the children's activities based on their interests we are guided by the different ways in which children learn. Three characteristics of effective teaching and learning are:

- **Playing and exploring**- children investigate and experience things and 'have a go.'
- **Active learning**- children keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and critically thinking**- children have and develop their own ideas, make links between ideas and develop strategies for doing things.

The environment supports children to be fully engaged in purposeful play based on their own interest. Teaching and learning will take place both indoors and in the outside areas but these two areas do not mirror each other. The indoor environment is the ideal place for children to be calm and quiet and pursue activities which require small equipment and resources that would not survive the outdoor elements.

Resources are accessible and available to children at all times. Shadowing, labelling or photographs of resources help children to be independent when locating what they need and for tidying up. Contents of shelves can be changed to meet emerging interests and in review of levels of involvement. Children can experience maths in all areas of the indoor and outdoor classroom and we ensure there is equipment such as Numicon, counting objects, number frames, dice and counters to facilitate this. Our outdoor areas are designed to support all areas of children's development. Sessions are organised to maximise the amount of 'free-flow' time available.

In a secure, enabling environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world.
- Practise and build upon concepts, ideas and skills.
- Learn how to control impulses and understand the need for rules.
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings.
- Take risks and make mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate and solve problems.
- Express fears to relieve anxious experiences in controlled and safe situations.

The children initiate their own learning and the adults support and guide them to extend the learning opportunities.

Adults in the setting will teach and support learning by:

- Communicating and modelling language.
- Showing.
- Explaining.
- Demonstrating.
- Exploring ideas.
- Encouraging.
- Using effective open-ended questioning.
- Recalling.
- Providing and narrative for what they are doing.
- Facilitating.
- Setting challenges.
- Providing an organised, varied and accessible environment.
- Providing structure and routine to the day that is also flexible.

The teaching of specific skills are introduced to individual children and groups of children as and when appropriate whilst continuing to have high expectations.

Planning, recording and assessment

Ongoing assessment is an integral part of the learning and development processes within the early years. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Assessments do not entail prolonged breaks from interaction with children. When assessing an individual child's level of development, staff draw on their knowledge of the child and their own expert professional judgement. Staff also take into account observations shared by parents and/or carers on Tapestry and Class Dojo.

The Reception Baseline Assessment (RBA), became statutory in schools in September 2021. It is a short, task-based assessment of pupils' starting points in Language, Communication and Literacy and Mathematics. It is not used to label or track individual pupils. Schools are required to carry out the assessment within the first six weeks of pupils starting Reception. Data will only be used at the end of Year 6, to form the school-level progress measure, however teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

Assessment in EYFS takes the following forms;

- Baseline assessment in the first 4 weeks of the autumn term of Reception (RBA) and Nursery (in house assessments)
- Observations of children in continuous provision and records of adult-led activities to form the child's learning journey.
- Summative judgements recorded using the Insight assessment system and data headlines / actions created by EYFS Lead alongside class teachers
- End of year EYFS Profile judgements at the end of Reception, which summarise pupils' progress against the Early Learning Goals.

Children will also revisit prior learning on a regular basis. This will support children in being able to retrieve knowledge, to build connections and make links between what they already know and new learning. We refer to this as children gaining 'sticky knowledge' so that they learn more and remember more over time. Play is the most important vehicle for learning alongside subtle and effective interventions by staff. Evidence of learning and progression of skills are displayed on 'Our Learning Journey' displays in both Nursery and Reception for each area of learning. These are developed to include all areas of the EYFS curriculum, supporting Subject Co-ordinators with their monitoring of the EYFS throughout the year.

Children are introduced to the Supersounds in Nursery, an award-winning, play-based pre-phonics (Phase 1) programme of fun early years stories, songs, and games. This is developed in Reception where children access the Read Write Inc programme taught in differentiated groups. The aim is for all children to become confident in blending and segmenting to read and write CVC words and simple sentences.

Staff use their professional judgement, alongside the supporting documents of 'Development Matters', to assess children and plan next steps in learning.

Staff carry out local cluster moderation meetings as well as attending moderation meetings with professionals across the county. Parklands are also members of our local EYFS Hub in partnership with The Elms Independent School.

Every moment is a teachable moment and it is expected that every child can be moved on in their learning at any and every point throughout the day when interacting with any member of staff in the EYFS. Assessment is ongoing and carried out when interacting with children on a one to one, group or whole class basis. All assessments and photographic evidence are added on to an electronic learning journey called Tapestry. In almost all cases a child's next step can be addressed instantly and are carried out by all staff in EYFS. Next steps are discussed collectively to build up a clear picture of the developmental stage of each child. We observe, assess and teach the children both indoors and outdoors. Parents can log in to view their child's online Learning Journal and receive notifications of new observations of their child. They can 'like' and comment on observations as well as share any from home. This helps to ensure staff are aware of the whole child's development as well as to inform parents of their child's progress.

Parents/Carers as Partners

We recognise that parents/carers are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents/carers play in educating the children. We do this through:

- Sharing information and ensuring they have the opportunity to access and contribute to their child's online Learning Journal and through weekly 'Friday Challenges' on Class Dojo.
- All staff making themselves available and encouraging parents to discuss concerns with them.
- Actively encouraging parents/carers support in the classroom.
- Talking to parents/carers about their child before their child starts in our school via the New Intake Meetings and phone calls should they be required.
- Providing regular transition visits and opportunities for children to visit during the half term before starting school.
- On transition to full time school, inviting all parents/carers to a 'New Intake' meeting the term before they start, including for our Nursery children.
- The class teacher and parents/carers discuss the child's progress at the termly focus child meetings. Parents/carers receive a report on their child's attainment and progress annually at the end of the Summer Term.

Structure of the EYFS

At Parklands we offer early years provision for the following age groups:

- Nursery: For children aged 3 to 4 years.
- Reception: For children aged 4 to 5 years.

Funded hours - Nursery Education aged 3-4

All children are eligible for 15 hours of free nursery education per week.

Eligible families can receive up to 30 free hours per week. Extra hours can be purchased if needed.

Welfare

"Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them." Statutory Framework for the Early Years Foundation Stage, 2026

Safety and security is of the highest priority at Parklands and it is important that all children in our care are safe at all times. We follow the safeguarding and welfare requirements set out in the 2026 Statutory Framework for the Early Years Foundation Stage (EYFS) and 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 is safe and suitable for purpose.
- 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 EYFS and to meet the needs of the children.
- ensure that we provide an area adequately equipped to provide healthy meals, snacks and drinks for children as necessary and suitable facilities for the hygienic preparation of food for children
- ensure that those responsible for preparing and handling food are competent to do so. All staff involved in preparing and handling food must receive training in food hygiene.

Health and Safety

The following general Health and Safety safeguards are in place:

- A supply of fresh drinking water is available on the premises at all times.
- Children's dietary needs are acted upon.
- Snack is provided daily with adult supervision by those who are trained in paediatric first aid.
- A paediatric first aid trained member of staff is in the EYFS setting at all times.
- Accident record forms are used for accidents and injuries, a copy will be provided for parents/carers.
- A fire and emergency evacuation procedure and policy are in place.

Safeguarding

Safety is paramount at Parklands and there is a robust and effective Safeguarding and Child Protection Policy to ensure the children in our care are protected. Rigorous procedures are used to identify anyone at risk or harm of radicalisation and set out clear procedures for reporting concerns. Our Intimate Care policy sets out the expectations for how children who need this level of care are also supported.

SMCS and Fundamental British Values

These values are at the heart of the EYFS framework and the values are integrated and fostered through the children's learning experiences. At Parklands, we also have children from Nursery and Reception that are members of the ECO team and the Pupil Council to help them to begin to understand how they can influence and shape their time at Parklands.

Children's Spiritual Development	Links to the EYFS
The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	Understanding the World: People, Culture and Communities
A sense of enjoyment and fascination in learning about themselves, others and the world around them	Characteristics of Effective Learning: Active Learning
Use of imagination and creativity in their learning	Expressive Arts and Design: Being Imaginative
A willingness to reflect on their experiences.	Characteristics of Effective Learning: Creating and Thinking Critically
Children's Moral Development	Links to the EYFS
An ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England	Personal, Social and Emotional development: Managing Self and Self-Regulation
An understanding of the consequences of their behaviour and actions	Personal, Social and Emotional development: Self-Regulation
An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	Personal, Social and Emotional development: Managing Self and Self-Regulation Understanding the World: People, Culture and Communities
Children's Social Development	Links to the EYFS
Using of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.	Personal, Social and Emotional development: Managing Self and Self-Regulation Understanding the World: People, Culture and Communities
A willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively	Personal, Social and Emotional development: Building Relationships
Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Understanding the World: People, Culture and Communities
Children's Cultural Development	Links to the EYFS

An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others	Understanding the World: People, Culture and Communities Expressive Arts and Design: Creating with Materials
An understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain	Understanding the World: People, Culture and Communities
Sharing knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	<i>This type of knowledge is too abstract for the large majority of children in our EYFS, but it is underpinned by early experiences in</i> Understanding the world: People, Culture and Communities Personal, Social and Emotional development: Managing Self and Self-Regulation
A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	Expressive Arts and Design: Creating with Materials and Being Imaginative Physical development: Gross Motor Skills
An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	Understanding the World: People, Culture and Communities

Equal Opportunities

Inclusion / SEND

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can access all areas of the EYFS, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English.

Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Parklands are treated fairly, regardless of race, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary

We will ensure that all children are given support to participate in activities, experiences, visits and discussions and to ensure that all children are listened to carefully and with respect. We will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary we will modify activities or provide additional equipment or materials to ensure no pupils are excluded.

Transition

Transition can be an exciting time of change and new opportunity for children. However, we also recognise that they can be times of uncertainty where surroundings, expectations and procedures are different. Leaders place importance on getting transition right for every child and work hard to ensure this is a process that involves children, staff and parents together.

Towards the end of Reception, children are encouraged to become more independent in recording their work as appropriate to ensure they are well prepared for the move to Year 1. We also ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in EYFS working together as teams to develop expertise and confidence in all teaching staff.

The following process is in place to ensure children's successful transition to Reception class:

1. Parents of Nursery and Reception starters are invited to a New Starter Meetings in June to learn about school life at Parklands and allocation of classes, and to voice any concerns they may want to express.
2. Reception staff contact local Nurseries and preschool settings to gather information in order to support the child's transition.
3. Reception and Nursery host two transition visits during the final summer term. These visits provide essential settling opportunities to access EYFS learning activities, make new friends and meet their new class teacher. Nursery also host meetings and transition visits during Autumn term 2 and Spring term 2 for January and April starters.
4. Taster lunch sessions are offered for Reception starters to try school meals and experience lunch in the main school hall.
4. In the admissions pack, parents are asked to complete an 'All About Me' information sheet prior to their child starting school in September. A road to school map is also included to help parents to support their child to be 'school ready' during the summer.
5. A staggered start operates in the first week of the autumn term in Nursery to allow children to settle into their new class before starting for their permanent sessions. Reception also have a staggered start including two half day sessions, including a lunchtime experience.

Claire Roseveare EYFS Lead - October 2026

Governor Approval and Review Dates

The policy is to be reviewed annually – September 2027