

EYFS Policy

Northway Community
Primary School



Nurturing today's minds for tomorrow's challenges.

Approved by:

Mrs McKenzie
Headteacher

Aims

Every child deserves the best possible start in life and the support they need to fulfil their potential. At Northway, we recognise that the experiences children have in the Early Years lay the foundations for their future learning, wellbeing and life chances. We deliver the Early Years Foundation Stage (EYFS) in line with the Statutory Framework (DfE 2021), ensuring all children develop the knowledge, skills and confidence needed to thrive in EYFS, Year 1 and beyond.

At the heart of our provision is a commitment to creating a safe, secure and nurturing environment where children feel valued, develop positive relationships and are inspired to learn. Our restorative and relational approach underpins every interaction, fostering empathy, respect, emotional literacy and a strong sense of belonging. We believe that children learn best when they feel happy, secure and connected to others.

High-quality oracy is the golden thread running throughout our curriculum. Through purposeful talk, rich language experiences and skilled adult interactions, children develop the confidence, vocabulary and communication skills needed to express themselves, build relationships and access learning successfully. Communication and language, alongside personal, social and emotional development, form the foundation of our inclusive curriculum and support children to become confident, resilient and independent learners.

We build on each child's prior experiences, interests and learning from home and previous settings to ensure learning is meaningful and relevant. Through carefully sequenced learning experiences and close collaboration with subject leaders, we develop a strong schema of knowledge, vocabulary and understanding that connects to and supports future learning across the school. This ensures children gain the essential foundations needed for long-term success.

Our curriculum combines high-quality play, purposeful teaching and effective scaffolding to promote curiosity, metacognition and independence. We hold high expectations for all children and strive to ensure they are academically, socially and emotionally ready for the next stage of their education, equipped with the communication, literacy and mathematical skills that will enable them to flourish throughout their learning journey.

This policy supports the school mission statement by:

- ensuring excellence in teaching and learning delivered through a well-planned, rich and varied curriculum
- encouraging children to be self-motivated and to develop a positive attitude towards their learning
- promoting and nurturing individual liberty and respect for ourselves, others and the world around us
- developing global citizens so children leave us with an understanding of their rights and responsibilities within the wider world
- ensuring that restorative and relational practice underpins all our interactions
- explicitly teaching high quality oracy skills to support the development of effective communication skills

Our work in the EYFS enables our pupils to develop:

- effective communication skills
- a strong awareness of their own and others' physical and mental health needs and how best to support these
- a strong sense of belonging
- a love of learning
- independence
- strong foundations in the basic skills

Consultation

This policy was written by Rebecca Harrison EYFS/ KS1 Leader, Curriculum and Teaching Assistant Headteacher, in consultation with:

- Lynn Sumner, Inclusion Assistant Headteacher, and Jane Crellin (Nursery teacher)
- The wider EYFS team
- SLT
- Governors

Legislation and guidance

This policy was informed by guidance and information from a range of sources:

- Statutory framework for the Early Years Foundation Stage- DfE
- Education Endowment Foundation- Early Years Toolkit
- The Education Inspection Framework - Ofsted
- Bold Beginnings- Ofsted
- Sefton EYFS LA team
- Regional improvement for standards and excellence (RISE) -DfE 2026

Implementation of the policy

Our learning journey begins with a strong focus on personal, social and emotional development, ensuring every child is ready to learn, develop positive relationships and thrive. Restorative and relational practice underpins all that we do. Through consistent, respectful interactions, children are supported to communicate effectively, reflect on their choices, resolve conflicts and build positive relationships. Staff model empathy, active listening and respectful communication, creating a culture where children feel safe, valued and confident to take risks in their learning.

High-quality communication is prioritised across the setting, with explicit teaching of oracy skills woven throughout the curriculum. Children are encouraged to develop their voice, express their ideas clearly, listen attentively and engage thoughtfully with others, providing firm foundations for future learning and life.

Reading and phonics are at the heart of our curriculum. A carefully sequenced reading progression and systematic phonics programme ensure children develop the early reading skills essential for success. Daily opportunities to apply phonics knowledge through reading and writing, alongside rich, high-quality texts, foster both competence and a lifelong love of books.

Mathematics is taught daily through a progressive sequence of learning that develops strong number sense, fluency and confidence. By the end of Reception, children have secure understanding of numbers to twenty and strong recall of number bonds, preparing them well for Year One.

Children explore the world around them through meaningful, knowledge-rich experiences that begin with their immediate environment and gradually widen their understanding. Creative, technological and physical skills are developed from Nursery onwards, with learning organised around engaging themes that give purpose and context to new knowledge. Carefully planned progression ensures children build the foundations they need to flourish throughout their journey at Northway and beyond.

Roles and Responsibilities

All EYFS staff are expected to model restorative and relational approaches in their practice, ensuring consistency across the provision and reinforcing our whole-school ethos.

EYFS Leader: Oversees planning, staff CPD, moderation, pupil outcomes, and environment.

EYFS Teachers: Plan and deliver lessons, assess pupils, communicate with parents, promote RRP.

Support Staff: Deliver interventions, support curriculum access, promote RRP.

Governors: Monitor teaching and learning, meet annually with EYFS leader.

Headteacher: Supports vision, reviews EYFS work.

Pupils: Guide staff direction through engagement and progress.

Parents/Carers: Support learning, attend workshops, maintain communication. Parents are encouraged to engage with our restorative and relational approach so that children experience consistency between home and school. Workshops and communication opportunities are provided to share strategies and reinforce positive approaches.

Planning

As a whole school, we have developed and adapted a long-term plan to meet the needs and interests of the typical cohorts that we receive each year in our demographic area. Our long-term and medium-term plans are carefully designed to ensure that from Nursery to Reception, there is a progressive, broad and balanced curriculum that feeds into future learning. We also ensure that our planning and teaching is flexible to be able to meet the needs and lines of enquiry that our children may wish to explore.

In Nursery, the teacher plans on a weekly basis:

- Communication, Literacy and Language sessions
- Mathematics sessions
- Phonics sessions

In continuous provision and linked into the Mathematics and CLL plans, the following areas are explored:

- Personal Social and Emotional Development.
- Understanding of the World
- Physical Development
- Expressive Art and Design

However, there is flexibility in the planned sessions to ensure that pupils individual lines of enquiry can be explored.

In Reception, teachers plan on weekly basis:

- Five Communication, Literacy and Language sessions
- Five Mathematics sessions
- Four Phonics sessions, plus a phonics reading session and choral reads based on the books from the phonics scheme
- One discrete Personal Social and Emotional Development session
- One Understanding of the World session

- One Physical Development session
- One Religious Education session
- One Expressive Art and Design session
- One Music session
- One technological communication session

However, there is flexibility in the planned sessions to ensure that pupils individual lines of enquiry can be explored.

Teaching and Organisation

- Whole class sessions followed by small group or 1:1 support.
- Topic-based, play-based curriculum with a balance of child-initiated and adult-directed activities.
- We avoid fixed ability groupings; flexible, needs-based grouping are encouraged.
- Adults provide engaging continuous provision opportunities, both indoors and outdoors to consolidate and extend learning.

Parent/Carer partnership

At Northway we offer:

- Workshops and stay-and-play sessions to support learning.
- Open days and regular communication.
- Written reports and parent/carers meetings throughout the year.

Homework: See whole school policy for homework.

Resources

All plans, knowledge organisers, and paper-based resources are stored in the EYFS folder on Microsoft Teams. Resources for topics are stored in each classroom cupboard in topic boxes. EYFS staff are responsible for dividing the budget and keeping resources updated and relevant.

Each child will have a learning journey to document their learning. In Reception, each child will also have an English and Maths book to record learning in.

Assessment:

Teachers make daily judgements of the pupils social, emotional and academic attainment and progress.

- Staff aim to make a baseline judgement of each child preferably within the first three full weeks of being in education. In Reception all eligible children will complete the statutory RBA online assessment within the first six weeks of school.
- In November/February/June, staff are required to make a teacher assessment attainment judgement in the seven areas of learning. Children are grouped into those working at expected and those working below. Children working below need to be plotted carefully against the Development Matters framework so that small steps of learning can be carefully planned for in their area of weakness.
- Teachers must complete the statutory Early Years Foundation Stage Profile (EYFSP) for each child in the final term of the Reception year.. The Profile must provide a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against the 17 Early Learning Goals (ELGs), and their readiness for Year 1.
- Teachers must make a best-fit judgement for each ELG, stating whether the child is meeting the level of development expected at the end of the EYFS ('emerging' or 'expected').

- The EYFSP must be submitted to the Local Authority by the statutory deadline in June, and data will be shared with the DfE for national analysis.
- EYFSP outcomes must be shared with Year 1 teachers to support transition and curriculum continuity. A short commentary on each child's Characteristics of Effective Learning should also be included.
- Parents will receive a written summary of their child's attainment in relation to the ELGs, alongside a narrative on progress, strengths and next steps, by the end of the Reception year.

Equal opportunities

In the EYFS, our ethos reflects the school's vision of providing a well-planned, rich and varied curriculum for every child. We are committed to inclusive practice and ensuring that all children can access, enjoy and succeed within the EYFS curriculum. Staff identify potential barriers to learning at the earliest opportunity and implement appropriate adaptations and targeted support to meet individual needs. Through responsive teaching, high-quality provision and strong partnerships with families, we enable all children to make progress from their starting points. Staff are trained in restorative and relational practice, ensuring equity, belonging and inclusion are at the heart of all interactions and learning experiences.

As part of the delivery of the PSHE/PSED curriculum, the EYFS staff follow the whole school long term plan to ensure that the protected characteristics and Equality Act 2010 are taught and adhered to at an age-appropriate level.

Health and safety

Staff adhere to the guidance set out in the EYFS framework. All staff are employed through safer working practice recruitment procedures and subject to DBS checks. The safeguarding policy and induction are shared and reviewed with all staff. Staff use CPOMS to report all concerns or relevant information about the welfare of pupils. Designated first aid staff are named, and Paediatric First Aid training is kept up to date for all relevant members of staff. Intimate care is well balanced with care and respect whilst adhering to safeguarding procedures. If a member of staff provides intimate care this is documented, and parents receive a note home to say when this has been carried out. For children with daily toileting needs a personalised plan for care is agreed with parents and they are asked to sign the care plan.

A risk assessment will be completed for any educational visits. There should be the appropriate ratio of adults to children.

Transition

Nursery

- Nursery information booklets and key medical/contact documents to be sent home in the Summer Term.
- The Nursery is closed for the first few days of September (depending on volume of pupils starting) to allow for Nursery staff to make home visits to all children that are due to start Nursery in **September**. Once these are complete, there will be a welcome to Nursery visiting day. Parents are allocated an hour time slot where they can come and visit the Nursery with their child. Then existing Nursery pupils return on the next day and new Nursery pupils begin settling in sessions 2x 1hr. On their third day they will stay in Nursery for 2.5 hours. On their fourth day they will start their normal Nursery hours. By the third week all pupils

are on normal hours, unless a staggered start has been agreed to meet the needs of individual pupils.

- Nursery staff liaise with Reception staff (External settings to be contacted) for all relevant documentation to support the transition of each pupil as they enter Reception.
- In December and March the Nursery teacher and TA will go and make home visits to those starting school. The first teaching day back after the Christmas and Easter break will be a Transition visit day for parents and pupils -9-10am /2-3pm. Nursery is closed to existing pupils. Pupils will then be offered 2x 1hr settling in sessions with existing Nursery pupils. On their third day they will stay in Nursery for 2.5 hours. On their fourth day they will start their normal Nursery hours, unless a staggered start has been agreed to meet the needs of individual pupils.

First days of term (Length may vary depending on intake volume)	Home visits- allow 30 mins per pupil
Day 1 after home visits are complete	Transition visit day for parents and pupils -9-10am /2-3pm
Day 2	Old Nursery pupils RETURN as normal. 1 HOUR Settling in session for new beginners. (9-10am /2-3pm)
Day 3	Old Nursery pupils RETURN as normal. 1 HOUR Settling in session for new beginners. (9-10am /2-3pm)
Day 4	Old Nursery pupils RETURN as normal. 2.5 HOUR Settling in session for new beginners. (9am-11.30am or 12.45-3.15pm)
Day 5	Normal hours commence- unless a staggered start is required.
Week 3	All children must have started by Thursday census. Normal hours begin- discretion of Nursery teacher who may wish to speak with individual parents.

Reception

- Reception staff liaise with Nursery staff (Private settings to be contacted) for all relevant documentation to support the transition of each pupil into Reception.
- Reception information booklets and key medical/contact documents to be sent home in the Summer Term.
- New to Reception parents/carers are invited to the school to meet the SLT and EYFS staff and become familiar with the setting and school life (Evening- to accommodate working parent/carers).
- New to Reception children are offered the opportunity to meet the teacher for a settling in stay and play session prior to starting.
- New to Reception parents are offered the chance to attend a supportive workshop to support them as their child enters school- this covers the school ready guidance and support from the DfE.
- New to Reception children start school with a phased approach across the first three days.
- In the first term, several parent workshops are held to welcome parents into the ethos and day to day life of Northway. We explain our communication based restorative and relational practice approach.
- Reception teachers must provide Year 1 staff with a summary of each child's EYFSP results and Characteristics of Effective Learning, to support smooth progression into Key Stage 1.
- Children work with staff to carry out a supportive transition program to enable them to become familiar with Year 1. Enhanced transitions are arranged where necessary.

Impact

The impact of our curriculum and restorative approach to learning is evident in the outcomes at the end of EYFS.

- Outcomes are typically above national average.
- Seamless transition to Year One.
- Regular monitoring, moderation, and progress reviews.
- Support for SEND and disadvantaged pupils is high quality.
- High levels of well-being reported in written feedback from parents at the end of each year.

Monitoring and Evaluation:

The quality of teaching and learning is monitored by the Headteacher and EYFS Leader, who work closely with staff to maintain high expectations and continually improve provision. Through regular monitoring, learning walks, CPD and team meetings, staff develop effective practice and ensure restorative and relational approaches remain central to children's learning, well-being and safeguarding.

The EYFS Leader oversees the accurate completion of the EYFSP, leads internal and external moderation, and monitors attainment and progress to identify and support children who may need additional provision, including those with SEND and disadvantaged pupils.

The impact of EYFS provision is regularly reviewed through pupil progress meetings, moderation activities and governor scrutiny. The EYFS Leader reports annually to governors, and their work is evaluated by the Headteacher through performance management processes.

Links to other policies

The EYFS Policy should be read in conjunction with the following policies:

Mission Statement

Teaching and Learning

Marking

Assessment

Homework

SEND

PSHE

SAFEGUARDING

Inclusion, Relationships and Behaviour

Appendices

Appendix 1: Long term plans

Appendix 2: Medium term plan