

Vernon Primary School



Early Years Foundation Stage (EYFS) Policy



'Nobody else is quite like me'

Statement of Intent

Early Years education is the foundation upon which children build the rest of their lives. At Vernon Primary School, we aim to provide a broad, balanced and ambitious curriculum that gives every child the best possible start in life. Our EYFS provision offers rich, meaningful experiences rooted in purposeful play, exploration, and high-quality adult interaction. Learning is carefully planned to be engaging, relevant and valuable, enabling children to develop socially, emotionally, physically, intellectually and spiritually within a safe, secure, and nurturing environment.

This policy is written in line with the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021, the SEND Code of Practice 2015, and the Ofsted Education Inspection Framework (EIF) 2025.

The EYFS Framework

The EYFS is underpinned by four overarching principles which guide all practice at Vernon Primary School:

- The Unique Child – every child is a competent learner who is resilient, capable, confident, and self-assured.
- Positive Relationships – children learn to be strong and independent through warm, respectful, and supportive relationships.
- Enabling Environments – children learn and develop well in environments that respond to their individual needs and interests.
- Learning and Development – children develop and learn at different rates; our curriculum is ambitious, inclusive, and ensures progression for all.

The Unique Child

At Vernon Primary School, every child is valued as an individual. We recognise that children arrive with different experiences, knowledge and abilities, and we are committed to meeting their individual needs across all areas of development. We believe that every child has the potential to succeed and deserves a curriculum that supports high aspirations.

We ensure equality of opportunity and anti-discriminatory practice, providing a curriculum that is accessible to all children, including those with additional needs or disabilities, in line with the Equality Act 2010.

Special Educational Needs and Disabilities (SEND)

We follow the SEND Code of Practice (2015) to ensure all children receive the support they need. Key principles include:

- Early identification: children's needs are recognised and addressed promptly.
- Graduated approach: we implement the assess-plan-do-review cycle to personalise support.
- Partnership with parents: parents/carers are fully involved in decision-making and progress reviews.
- Collaboration with professionals: the class teacher, SENCO, parents and relevant external agencies work together to ensure appropriate provision.

All children with SEND have access to the EYFS curriculum alongside their peers, with support tailored to their needs. Progress is carefully monitored and interventions adapted as necessary.

Transition

Transition is carefully planned and supported. Strong links are established with parents/carers and pre-school providers prior to Reception. During the Summer Term, EYFS and Year 1 staff work collaboratively to support continuity of learning, including Characteristics of Effective Learning (CoEL) ([Appendix A](#)), individual learning styles, and attainment.

Safeguarding, Health and Wellbeing

The safety and wellbeing of all children is paramount. All staff adhere to the school's Safeguarding and Health and Safety Policies, which include:

- Appropriate supervision indoors and outdoors
- Safe use and storage of equipment and materials
- Procedures for medical needs and first aid in line with the EYFS framework
- Secure collection and dismissal arrangements
- Confidentiality and data protection

All staff hold relevant safeguarding training and enhanced DBS clearance. We actively promote healthy lifestyles, including daily fruit, water and self-care routines.

Learning and Development

Children learn and develop at different rates. Our curriculum is designed to be ambitious, inclusive, and responsive, taking account of children's starting points and building progressively over time.

Areas of Learning ([Appendix A](#))

The EYFS curriculum consists of seven areas of learning:

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

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

All areas are interconnected and delivered through a balance of adult-led, guided and child-initiated learning, both indoors and outdoors.

Mathematics

Reception classes follow White Rose Maths, providing a structured, progressive approach that develops number sense, numerical patterns, problem-solving skills and mathematical language through practical, hands-on experiences and play-based learning.

Reading, Writing and Phonics

We follow Little Wandle Letters and Sounds Revised for systematic synthetic phonics. Reading experiences are rich and diverse to develop comprehension, vocabulary, and a love of literature.

Writing is guided by the DfE Writing Framework (2025), embedded across all provision. Children develop writing through oral language, fine and gross motor skills, mark-making, transcription and composition. Opportunities are provided for purposeful writing, storytelling, role play and shared writing experiences.

Assessment

A statutory Reception Baseline Assessment is completed within the first six weeks. Ongoing formative assessment informs planning and next steps. At the end of Reception, the EYFS Profile reports attainment against the 17 Early Learning Goals and includes Characteristics of Effective Learning ([Appendix A](#)). An online learning journal, Tapestry, is maintained to document progress and encourage parental engagement.

Positive Relationships

Strong, positive relationships between children, staff, and families underpin effective learning. Our approach includes:

- Clear routines and consistent expectations in line with the Behaviour Policy
- Positive behaviour guidance and support for self-regulation
- Parental involvement through informal communication, open-door policy, and parents' evenings
- Respectful, trusting, and confidential engagement with families

Enabling Environments

Our EYFS environments are dynamic, stimulating and inclusive, both indoors and outdoors. We provide open-ended resources, natural materials and opportunities for imaginative, creative and problem-solving play.

Our curriculum is bespoke, planned around cohort interests, skills and dispositions, supporting self-regulation, executive function, communication and language development. Outdoor learning includes weekly nature walks and purposeful engagement with the local community.

We evaluate the impact of provision regularly to ensure positive outcomes for all children, including those with SEND and disadvantaged learners. Specialist support is accessed as needed to remove barriers to learning, in line with the SEND Code of Practice and Ofsted EIF expectations. Every child has the potential to achieve.

Penny Brammar

Early Years Foundation Stage Leader

Policy date – December 2025

Review Date – December 2027

Ratified by Governors – December 2025

'Nobody else is quite like me'

APPENDIX A

Seven areas of learning and development in the EYFS

*The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.*



Communication and Language



Personal, Social and Emotional Development



Physical Development

*The three prime areas are strengthened and applied through the **four specific areas**.*



Literacy



Mathematics



Understanding the World



Expressive Arts and Design

Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning

MOTIVATION

Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

Having their own ideas
Making links
Working with ideas

'Nobody else is quite like me'