



Mayfield Primary School
13. EYFS

START WITH WHY



Our Vision. Our intention. Always start with why!

Valuing

Every Achievement

Social - Academic - Moral - Personal

We know that intention can be easy words that look and sound effective. Our true intention is one that is enabled and implemented by the actions we take to show that we mean what we say. Mayfield is committed to building a school that is viewed from the children's eyes. We ask ourselves: How will they approach this? What do they already know? What skills will they bring? Which groups require input? How do we need to teach this? What will engage them? How long do they need? What do they need us to teach them now?

So....

we know our children must be the busiest people in any room. Children must have 'active purpose' and we must erase 'learned helplessness'. Our children's starting points are a vital consideration. We must keep teaching groups as small and precise as possible. Their independence and resilience is imperative. Their strong attendance and punctuality is paramount. We want **everyone** to embrace mistakes and never be afraid to learn from them. We will draft, repeat, refine and polish to achieve lasting progress. Learning is not a rapid, one stop shop. We will talk, listen, perform and present to foster confidence. We must rapidly build vocabulary. Marking **must** have a clear purpose, a response and be as 'live' as possible. We are constantly developing a curriculum that meets our children's needs and it must utilise and embrace our unique location. Classroom layout and design is essential. A unique environment must be generated. We must provide a flexible and responsive timetable and lesson structure. Our teachers must adopt and explore many teaching styles. Social times are a chance for new ideas and to be viewed as a new opportunity and we must be insistent and consistent to foster positive behaviours. We are not afraid to change. We will dare to do and learn. We will challenge established thinking.

We will use common sense. We accept the fallibility of being human. We are not perfect.

We are proud to accept and respect everyone.

Enabling

Every Achievement

Genuine. Honest. Passionate. Take our hand. Change the landscape.

**** Mayfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. ****

Mayfield Primary School

Early Years Policy

2025-2026

“When we succeed in giving every child the best start in their early years, we can give them what they need tomorrow. We also set them up with every chance of success tomorrow.” (Development Matters 2020)

Rationale

At Mayfield Primary School, we recognise the Early Years Foundation Stage (EYFS) as a distinctive and vital phase of education that integrates both the care and education of our youngest children. This stage combines care and education in a way that addresses the holistic needs of young children. The EYFS is not simply a preparatory stage for formal schooling; it is a critical period where the foundation for all future learning is laid. We understand that children in the early years are developing rapidly, both physically and cognitively, and that their emotional and social well-being is closely tied to their ability to learn and thrive. By integrating care and education, we create an environment where children feel safe, valued, and ready to engage with learning in a meaningful way. By focusing on each unique child and providing effective practice in relation to the four overarching principles of the EYFS, we ensure that every child receives a well-rounded and supportive start to their educational journey. Our policy is rooted in the understanding that the EYFS provides the essential building blocks for the rest of a child's education.

Our EYFS policy is guided by the four overarching principles that form the foundation of effective practice in early years settings:

1. **A Unique Child:** We acknowledge that every child is a unique individual who is constantly learning and can be resilient, capable, confident, and self-assured. At Mayfield Primary School, we tailor our approach to meet the individual needs of each child, recognising that children come from diverse backgrounds and bring different experiences to the classroom. We are committed to ensuring that all children feel valued and supported as they develop their own identity and sense of self.
2. **Positive Relationships:** We believe that children learn to be strong and independent through positive relationships. Our school fosters warm, respectful, and nurturing relationships between children and adults, as well as among the children themselves. These relationships are built on trust, understanding, and effective communication. By creating a supportive network around each child, we help them develop the social skills and emotional resilience needed to succeed in their education and beyond.
3. **Enabling Environments:** We understand that the environment plays a critical role in supporting and extending children's development and learning. At Mayfield Primary School, we provide a rich and stimulating environment that encourages exploration, creativity, and critical thinking. Our classrooms and outdoor spaces are carefully designed to offer a balance of structured activities and free play, allowing children to take the lead in their learning while being supported by skilled practitioners.
4. **Learning and Development:** We are committed to ensuring that every child achieves their full potential by supporting their learning and development in a holistic manner. The EYFS framework at our school is designed to develop the whole child, focusing not only on academic skills but also on physical, social, and emotional growth. We provide a broad and balanced curriculum that covers the seven areas of learning and development, with a strong emphasis on fostering the characteristics of effective learning, such as curiosity, perseverance, and critical thinking.

We understand that the EYFS lays the foundation for the rest of a child's education. The skills, knowledge, and attitudes developed during this stage are crucial for later success in school and life. By supporting each unique child in the seven areas of learning—Personal, Social, and Emotional Development; Communication and Language; Physical Development; Literacy; Mathematics; Understanding the World; and Expressive Arts and Design—we ensure that they are well-prepared for the challenges and opportunities of Key Stage 1 and beyond.

At Mayfield Primary School, we place a strong emphasis on developing the characteristics of effective learning within each child. These characteristics—playing and exploring, active learning, and creating and thinking critically—are integral to our approach. We encourage children to engage with their learning environment actively, to explore new ideas and concepts, and to approach challenges with confidence and curiosity. By fostering these characteristics, we help children develop a love of learning that will serve them well throughout their educational journey.

Our approach is designed to create confident, curious, and capable learners who are ready to embrace the next steps in their educational journey with enthusiasm and resilience.

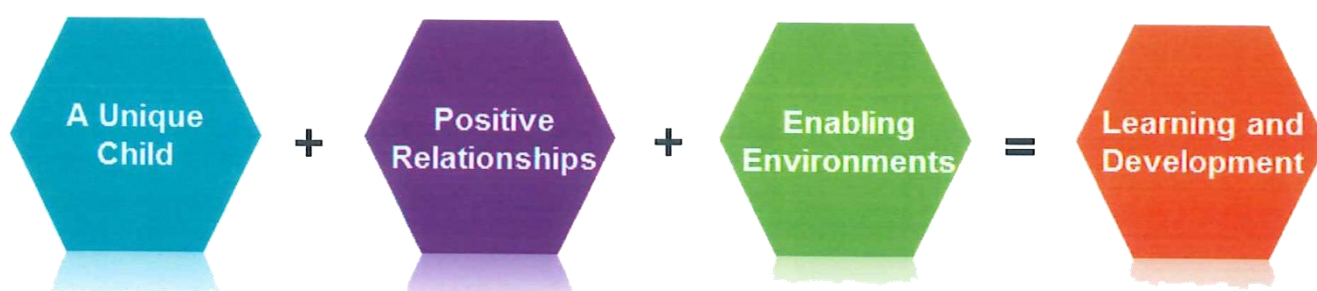
Our Core Purpose

Our core purpose in the Early Years is to provide highly effective teaching and learning within a culture of challenge, nurture, and support, all within an enabling environment that encourages each child to reach their full potential. Through our **I Dream of Being Curriculum**, we aim to ensure that as many children as possible achieve a good level of development by the end of Reception, setting a strong foundation for their continued progress in subsequent years. By the time children leave Reception, we aspire for them to be curious learners, caring individuals, confident communicators, and resilient, independent, and reflective thinkers. We want them to be lovers of learning, persevering explorers who are proud of themselves and their achievements, ready to thrive in the next stages of their educational journey.

Principles

Our EYFS policy is directly related to our school vision, values and whole school '**I Dream of Being Curriculum**'. It documents further aims and strategies we employ in order to address the four overarching principles of EYFS:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/ or carers.
- We recognise the importance of all areas of learning and development. Children develop and learn at different rates. Our practice is informed by the EYFS framework and covers the education and care of all children in EYFS, including children with special educational needs and disabilities.



Effective Practice in relation to each of the four overarching principles of EYFS, the seven key features of effective practice and the characteristics of effective teaching and learning is detailed in the Statutory framework for the early years foundation stage (link below).

Statutory framework for the early years foundation stage (publishing.service.gov.uk) - [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discrimination.
- Provide early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context of each child's life.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult.
- Have a Key Person approach in order to develop close relationships with individual children
- Provide a secure and safe learning environment, indoors and out

A Unique Child

We celebrate the uniqueness of each child by offering personalised learning opportunities and through working closely with families and professionals from other settings who have knowledge of the child. In our school every child matters. Our skilled professionals understand the process involved in children's growth, development and learning. The I Dream of Being Curriculum and the opportunities we offer are designed to help children develop a positive sense of their own identity and culture. We recognise that children learn in different ways and at different rates and we accommodate this in the provision we offer.

Positive Relationships

We recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families and carers. We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents and carers have played, and will continue to play, in educating their children.

At our School:

- We talk to parents about their child before their child starts in our School.
- We give children an opportunity to spend time with their teacher before starting school during our stay and play sessions with parents and their own stay play independently.
- We invite parents and carers to an induction meeting during the term before their child starts school.
- We hold one-to-one parents' meeting after their first half term in school to discuss transition and their child's learning at home and school.
- We offer parents regular formal and informal opportunities to talk about their child's development.
- Parents are able to access their child's electronic observations daily and are encouraged to respond with learning that has taken place outside of school.
- We provide parents with an annual written report as well as three termly face to face meetings detailing their child's progress.

Enabling Environments

At Mayfield Primary School, we recognise that the physical and human environment plays a key role in supporting and extending the children's development. We observe the children and assess their interests, development and learning, before planning challenging but achievable activities and experiences to extend their children's learning.

Characteristics of Effective Learning

We uphold the view that learning is underpinned by the characteristics of effective learning. In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

The 3 characteristics of effective teaching and learning are:

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

All these areas interlink throughout our I Dream of Being Curriculum and adults make the most of opportunities to interact with children to develop their playing, thinking and learning. Adults also recognise that there are times when they need to take a step back to enable children to think critically and solve a problem by trial and error or perseverance.

It is our aim that children leave the EYFS with:

- a positive 'can do' attitude to learning
 - a willingness to take risks and make mistakes
 - high levels of engagement in a task where they can practise and build up concepts, ideas and skills
 - perseverance
 - a love of learning
 - ideas of their own, that they can plan and follow through
 - an ability to express fears to relieve anxious experiences in controlled and safe situations
- an ever-growing attitude towards independence and self-direction in classroom environments

Seven Key Features of Effective Practice

Our carefully planned I Dream of Being EYFS Curriculum, quality interactions and use of assessment ensures that we address the **seven key features of effective practice**:

- Providing the best for every child.
- Offering consistent, high-quality care for all of our children.
- Planning a curriculum with a focus on what skills and knowledge we want children to learn.
- Using a range of different approaches to ensure our pedagogy is effective in helping children to learn.
- Implementing a range of assessment strategies to check what children have learnt in order to inform future planning.
- Supporting children to develop their self-regulation and executive function.
- Developing a strong partnership with parents through positive and regular communications.

The Best for Every Child

- All children will be given an equal chance of success.
- We ensure that all children have access to high-quality early education. We pay particular attention to those children from disadvantaged backgrounds to ensure that we can 'narrow the gap'.

- We provide high-quality early education and care which is inclusive for all children. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning. We also plan an alternative **EQUALS** curriculum to ensure all pupils can access learning at a level appropriate to themselves.

High-Quality Care

- Our practitioners ensure the children's experience is the central focus of thinking.
- We ensure our young children are well cared for to enable them to thrive.
- High-quality care is consistent. All practitioners enjoy spending time with young children, and this is reflected in their interactions with children.
- Practitioners are responsive to children and ensure they form effective and positive relationships with all children.
- Practitioners support children to develop their independence

The Curriculum

- The curriculum is well planned to ensure we identify 'what we want' the children to learn.
- We ensure planning helps every child to develop their language skills.
- The curriculum is ambitious. Careful sequencing will help children to build their learning over time.
- Planning is flexible to ensure children's interests are used to drive the children's learning and development.
- We ensure that depth in early learning is achieved through spending time embedding the children's learning.

Pedagogy

- Every child is enabled to make progress in their learning, with the right help.
- We utilise different approaches to learning to ensure all children make progress. Children learn through play, by adults modelling, by observing each other and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play.
- Children in our early years also learn through group work, when practitioners guide their learning.
- As the children develop through the year, they are given even more guided learning.
- We have a well-planned learning environment, indoors and outdoors.

Assessment

- Assessments are completed to inform planning and support the practitioners in identifying children who need additional support.
- Assessment is based upon a secure knowledge of child development.
- Practitioners have clear expectations about what children need to know and how best to support them in developing their learning.
- Accurate assessment is used to highlight whether a child has a special educational need or needs extra help.
- Tapestry is used to record an electric learning journey for each child. Tapestry is used as a valuable tool to assess children's development and to provide a link for parents/carers.

Self-Regulation

As part of our 'Personal, Social, Emotional Development' teaching provision we support each child's ability to:

- Hold information in mind
- Focus their attention
- Think flexibly

- Inhibit impulsive behaviour

These abilities contribute to the child's growing ability to self-regulate:

- Concentrate their thinking
- Plan what to do next
- Monitor what they are doing and adapt
- Regulate strong feelings
- Be patient for what they want
- Bounce back when things get difficult

Partnership with Parents

- We ensure that parents/carers have a strong and respectful partnership in the early years which enables children to thrive.
- We listen regularly to parents and give parents clear information about their children's progress through face to face opportunities and electronically through Tapestry.
- Parents are encouraged to support their child's learning and development at home as this has a significant impact on their child's learning.
- We take time to 'get to know' and understand the children and their families enabling us to offer support as needed.
- Parents/carers are invited into school for a '**Coffee Morning**' when their children first start school. This provides parents/carers with the opportunity to familiarise themselves with the school and classroom environments and to meet other parents.
- Parents/carers are given the opportunity throughout the year to engage in the wider school community.
- Parents/carers are fully involved in their child's learning and development through the use of Tapestry, which is regularly updated.
- Parents are invited into school for regular parents evenings to provide an update about their child's learning and progress.
- Children with SEND or additional needs have in-depth 'shared conversations' with the school Inclusion Lead and class teacher to ensure targets and progress are shared.
- We are flexible in our approach to communicating with parents/carers and adapt our communication method to suit different preferences.

The EYFS Curriculum

Our I Dream of Being Curriculum in the Early Years Foundation Stage (EYFS) is thoughtfully designed to provide our children with the best possible start on their educational journey. Based on the seven areas of the EYFS framework, our curriculum ensures that children are not only well-prepared for the next phase of their education but also equipped with the skills, knowledge, and attitudes they need to succeed in life beyond our school. The I Dream of Being Curriculum is built on a foundation of first-hand learning experiences, allowing children to develop their language, vocabulary, and understanding of the world around them. We believe that by making learning meaningful and memorable, we can inspire a lifelong love of learning in every child.

At Mayfield Primary School we follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available to download at: [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551222/early_years_foundation_stage_eyfs_statutory_framework_-_gov.uk.pdf)

Statutory framework for the early years foundation stage (publishing.service.gov.uk)

This document clearly defines what we teach at Mayfield Primary School. The EYFS is made up of seven areas of learning:

Prime areas:

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

Specific areas:

- Literacy
- Mathematics
- Expressive arts and Design
- Understand the World

None of the seven areas of the EYFS can be delivered in isolation from the others. They are equally important and depend upon each other. All areas are delivered through a broad balance of adult led and child initiated activities.

The aim of our curriculum is to develop a thirst and love for learning by:

- Carefully planning sequences of activities that provide meaningful learning experiences, developing each child's characteristics of learning.
- Providing high quality interactions with adults that demonstrate and impact on the progress of all children.
- Using high quality questioning and interactions to check understanding and address misconceptions.
- Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills.
- Carefully assessing, through observations and interactions, which are sometimes recorded and shared with parents. Practitioner knowledge of each unique child is used to inform the next steps of learning to meet individual needs.
- Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time.
- Providing activity starting points for child-initiated activities that enhance children's learning and impact on progress.
- Allowing children to be successful in their attempts at an activity and using effective feedback to help facilitate next steps in learning.
- Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home.

The I Dream of Being Curriculum has been carefully crafted to ensure that each topic and learning sequence is relevant and engaging for our children. Our curriculum is designed to help children reach clearly identified end points, gaining the skills and knowledge necessary to be successful learners. We focus on creating a curriculum that is not only academically rigorous but also rich in opportunities for children to explore, experiment, and discover. Through a combination of structured teaching and child-initiated activities, we ensure that our children are well-prepared for the transition to Year 1 and beyond.

We believe that education should be an enriching experience that goes beyond the classroom. To enable this, our I Dream of Being Curriculum is enhanced with visits, visitors, and hands-on experiences that provide moments of awe and wonder. These experiences are designed to bring learning to life, making it more tangible and memorable for our children. Whether through a visit to a local farm, a workshop with an artist, or a nature walk in our school grounds, these activities help to deepen children's understanding and appreciation of the world around them.

The indoor and outdoor environments at Mayfield Primary School are carefully designed to support the development of a wide range of competencies, skills, and concepts across all areas of learning. Our outdoor spaces, in particular, are integral to our curriculum, offering children opportunities to engage with nature, develop their physical skills, and explore their environment in a safe and supportive setting. We

recognise that learning happens everywhere, and we strive to create a rich and stimulating environment where children can thrive.

Throughout the Reception year, our I Dream of Being Curriculum includes focused daily sessions in Phonics, Mathematics and English. These sessions are designed to build a strong foundation in early writing, numeracy, and language skills. We place a strong emphasis on oral storytelling and language development, recognising the importance of communication skills in early learning. Our approach is sensitive and practical, with activities that are carefully tailored to meet the developmental needs of each child. We also place a strong emphasis on developing the gross and fine motor skills necessary for writing, particularly in the first term, ensuring that all children are able to hold a pencil correctly and begin their writing journey with confidence.

Our medium-term planning is completed on a half-termly basis, with a clear focus on the intended learning outcomes, both in terms of knowledge and skills. However, we recognise that effective teaching requires flexibility and responsiveness. As such, our planning is continually amended and developed based on the contributions and interests of the children. This child-centred approach ensures that our curriculum remains relevant, engaging, and responsive to the needs of our learners. By valuing the ideas and interests of our children, we create a dynamic and evolving curriculum that supports their growth and development in a holistic and meaningful way.

Teaching and Learning

Our early years setting follows the curriculum as outlined in the 2025 EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and are interconnected. The prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The 3 prime areas are:

- Communication and language - Listening, attention and understanding - Speaking
- Physical development - Gross motor skills - Fine motor skills
- Personal, social and emotional development - Self-regulation - Managing self - Building relationships

The prime areas are strengthened and applied through 4 specific areas:

- Literacy - Comprehension - Word reading - Writing
- Mathematics - Numbers - Numerical patterns
- Understanding the world - Past and present - People, culture and communities - The natural world
- Expressive arts and design - Creating with materials - Being imaginative and expressive

We recognise that teaching can take place at all times of the day through directed teaching sessions, guided sessions within small groups, through times of play and inside and outside the classroom. We encourage all of these. We strive to make our environments enticing to children and encourage our staff to seize every opportunity for teaching. Weekly and daily planning formalise this and aim to ensure a balance of formal and informal learning. Staff are encouraged to think carefully about their questions and interventions in children's learning in order to optimise this. Learning should be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. We therefore are supporting our children to be intrinsically motivated to be life-long learners.

At appropriate opportunities the adults will:

- Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Extend vocabulary, knowledge and skills
- Encourage independence
- Add resources that stimulate, motivate and engage the learner
- Demonstrate, model and work alongside the children

- Help children to see links in their learning
- Support and encourage the children
- Encourage children to be problem solvers, problem setters and investigators
- Re-direct the play if necessary
- Help children to learn how to negotiate and resolve conflict
- Promote children's well-being
- Observe and assess learning
- Record judgments and plan for next steps in learning
- Provide feedback to child/other adult/parents
- Ensure the environment is safe and secure and that the Welfare Requirements are in place

Play

We believe that it is vitally important for adults to support children's learning through play. We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. When playing, children behave in different ways. Sometimes, their play will be lively and interactive, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play.

In our classroom, you may see children playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult, who is modelling how to achieve something to teaching a new skill that interests the child.

Adults may scaffold a child's play. This involves taking their play to a higher levels of learning, entering the play as a co-creator and helping to provoke a framework for the children to go on from 'what they know' to 'what else they could know'. Scaffolding enables a child to solve a problem, carry out a task or achieve a goal which is just beyond his or her abilities. During play, where foundational social and emotional skills are developed, scaffolding is a bridge to new skill levels using three key ingredients: modelling the skills, giving clues and asking questions while the child is trying out a new skill, and then as the child approaches mastery, withdrawing the support.

Our learning spaces, both indoors and outdoors, are carefully crafted to be enabling environments that stimulate curiosity and actively engage learners in the three characteristics of effective learning. This approach supports children in becoming reflective, perseverant, and resourceful individuals. Through our distinctive teaching and learning methods, we foster a sense of care and support among our students, encouraging them to become compassionate individuals who actively contribute to our school family, known as **MC's, Mayfield Citizen's**. Our commitment extends beyond academics to instilling values that promote cooperation, empathy, and a strong sense of community.

Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals as well as developing the skills and knowledge needed to begin their journey within the National Curriculum in Year One and beyond.

Early Language, Reading and Mathematics

At Mayfield Primary School, we provide a language-rich environment in which high quality talk is valued. All staff model good communication skills in their interactions with pupils and each other. For early phonics teaching, the school follows the Red Rose Phonics scheme to ensure that we are effective in teaching children to be successful early readers. Home reading materials ensure that the children are given reading books that reflect their phonic knowledge, so phonics is the only strategy used for decoding. The children start by taking home blending word lists and then progress onto books that contain sounds they know and have been taught. The school also places an importance on the development of early comprehension skills; in line with the Revised Framework to ensure that children are able to comprehend what they read and listen to. This sits alongside the development of children's speaking, listening and language skills which are crucial for developing children's comprehension and vocabulary, with a specific focus on closing the

vocabulary gap for children starting school with less experience of a language rich environment. Adults also strive to promote a love of reading through daily story time and carefully chosen books both within the learning environment and shared with the children in school and at home. Teachers closely monitor children's progress in reading through guided reading and regular phonics assessments to ensure that interventions are implemented to address gaps in learning promptly. Advice is sought from the SENDCO/Early Reading/Phonics Lead where these do not prove successful.

Books are at the heart of our curriculum in Reception and our classroom is a book rich environment. The books read to the children are carefully selected to develop their vocabulary and their understanding of key concepts, including the wider world. Books are also used to lead our English sessions, wider topics and guided reading sessions and are then used within provision to enhance areas and allow the children to embed their learning and vocabulary. We are passionate about developing a love of reading from the very start of our pupil's education: through our guided reading sessions, shared stories and phonically matched reading books in Reception, reading opens the door to the world of adventure, increasing imagination and curiosity.

Maths is taught through a range of experiences including counting as part of the daily routine; discreet teaching with follow up group activities and play based opportunities and experiences through the learning environment. We recognise that Maths can take place in any environment, and we promote the use of learning maths skills through play-based opportunities. As with phonics, children experiencing any difficulties are identified early and support measures are put into place. Teachers target specific questions at individuals in whole class teaching, extending the children's understanding, allowing key mathematical concepts to be revisited and developed across the year. We adopt the White Rose Maths approach to our teaching, which ensures progression and coverage throughout the year.

The Learning Environment

Our learning environments are organised to enthuse children to explore and learn securely and safely. The classroom is arranged into learning areas, where children are able to find and locate equipment and resources independently. Our classroom has its own enclosed outdoor area and learning opportunities are reflected in both areas. Children have the opportunity to free flow between the two environments at key times during the day. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. We plan activities and resources for the children to access indoors and outdoors that help the children to develop in all seven areas of learning.

Planning

At Mayfield, we have used the EYFS statutory Framework to develop our own I Dream of Being Curriculum. This is made up of several documents that shows our long-term planning, medium term plans and then daily plans for what the children will learn, both knowledge and skills. From this and from analysis of data and on-going assessments, areas of learning are planned through a series of topics, that include the pupils' interests, each of which offers experiences in all seven areas of learning. Adult focused and independent activities are planned on a weekly basis and whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, our early years practitioners interact and question to challenge children. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

Assessment

At Mayfield Primary School, ongoing assessment is an integral part of the learning and development of our children. Ongoing assessment (formative assessment) is an integral part of the learning and development process. Staff are involved in daily observations and assessments throughout the Early Years Foundation Stage within continuous provision and discrete teaching. The Head teacher and subject leaders will carry out monitoring on the EYFS as part of the whole school monitoring schedule. To ensure we have evidence of a child's progress in the EYFS we use a range of strategies including collating assessment evidence in the form of floor books (for the prime and specific areas). In Reception, drawing club books are used to record adult directed learning as well as an independent writing portfolio which follows the children through school. Tapestry is used to record Maths guided activities and any child-initiated learning. On entry to Reception, we carry out the RBA baseline assessments for each child as well as our own school assessments across all areas of the EYFS.

Reception Baseline Assessment (RBA)

The Statutory Reception Baseline Assessment (RBA) is completed for all eligible pupils within the first 6 weeks of commencing school in the Autumn term.

What will be assessed?

At Mayfield we will carry out the assessment within the first 6 weeks of children starting school. It will be an activity-based assessment of pupils' starting point in:

- Language, Communication and Literacy
- Mathematics

The assessment will be age-appropriate, last approximately 20 minutes and teachers will record the results on a laptop, computer or tablet. It will not be used to label or track individual pupils. No numerical score will be shared and the 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 at that time. These can be used to inform teaching within the first term.

EYFSP

At the end of Reception, the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'on track' or 'not on track' (numerical score 1 and 2). This information is also communicated to parents and carers in the Reception child's end of year report. On entry to Reception, all class teachers use their professional judgements to establish a starting point on entry to school.

The Early Years Class Teacher submits their end of term tracker to the Headteacher showing each child's development across the seven areas of learning and assessed against 'Development Matters 2021'. Our EYFS tracker is updated each term to assess attainment and track progress within the 7 areas of learning. Data is analysed to determine any groups of learners who may need further support or intervention. Gap reports are created and are regularly referred to in order to help close any gaps in learning.

The profile reflects ongoing observations and discussions among staff working with the children. The results of the profile are shared with parents and carers. EYFS profile data is submitted to the Local Authority (LA) in the summer term when these are requested. The LA is under a duty to return this data to the relevant government department. We report to parents three times a year either at parent's evening or in a formal report. The report in July is a detailed, written summary and contains information about how each child learns and an assessment against each of the seven areas of learning.

Inclusion

We value all our children as unique individuals at Mayfield Primary School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children meet the expected levels of development against the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. At times, it is necessary to work with children in a small group or on an individual basis outside of the learning environment to allow for specialist input e.g. Speech and Language support. However, whenever possible, support is provided within the wider EYFS environment.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. 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.

Inclusion is a dominant principle of government policy at both national and local level. Within our school we aim to implement this principle by, focusing on individual well-being, encouraging pupil participation, celebrating, achievement and viewing diversity as a rich resource to support the well being and learning of all. All children are treated according to their needs regardless of their physical, cultural, social background or religion.

All children will have the opportunity to participate in EYFS experiences which will be planned in ways which make them accessible to each individual child. All pupils will have an equal opportunity to reach their full potential across the EYFS/EQUALS curriculum regardless of their race, gender, cultural background or special educational needs. Children with Special Educational Needs will be recognised and adaptations within the EQUALS curriculum if necessary or the EYFS curriculum will be offered wherever possible to promote the child's development and self-esteem. We work together to use the EYFS to develop children's confidence and to promote the long-term value of personal skills alongside academic skills and to deepen children's awareness of the wider world.

Learning and Development

At Mayfield Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Relationships with Parents/Carers and the Wider Community

We know what an important role parents/carers play in their children's learning journey, and we aim to involve them as much as possible in school life. We recognise the huge contribution that parents make to their child's learning, and we work hard to develop and sustain links with parents. We seek to start building relationships with parents from the term before their child starts school, through clear

communication and the initial visits and information sessions. We do this in a range of different ways, which range from communication with home to inviting parents into the school setting. These include:

- Introductory sessions
- Stay and play sessions
- Weekly newsletters
- Parent workshops
- Tapestry
- Parents consultations

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible. We draw on our links with the community to enrich children's experiences by taking them on outings, for example to the local post office, and inviting members of the community into our setting.

Safety

At Mayfield Primary School, we believe children learn best when they are healthy, safe and secure. Children's safety and welfare is paramount to us. We create a safe, secure and welcoming environment where children can enjoy learning and grow in confidence. We provide a curriculum that teaches children how to be safe, make choices and assess risks. We have stringent policies in place to safeguard children and daily procedures are in place to encourage children to operate in safe ways and to keep them safe. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following newly updated statutory guidance, all children sit with a qualified paediatric first aider to eat snack and additionally follow set procedures when children become ill or have an accident.

Safeguarding

"Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. 3.2 This section of the framework sets out the safeguarding and welfare requirements providers must meet. They are designed to help providers create a high-quality, welcoming, and safe setting where children can enjoy learning and grow in confidence."

(EYFS Statutory Framework 2024)

At Mayfield Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2024. We understand that we are required to:

- Safeguard children.
- Ensure the adults who have contact with children are suitable.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

We endeavour to meet all these requirements. Every child is assigned to a 'Key Person' to ensure that every child's learning and care is tailored to meet their individual needs.

"Children need to build an attachment with their key person for their confidence and wellbeing. The key person also promotes children's learning by developing a deep understanding of their individual needs and children can particularly benefit from their modelling and support. The requirements in relation to workforce training and responsibilities, including that of the key person, are outlined in Section 3 but they are equally important for children's learning and development as they are for their safety and welfare."

(EYFS Statutory Framework 2024)

Rigorous Safeguarding systems are embedded within the EYFS and all staff are trained in reporting any incidents of significance. Individual staff members are assigned a Safeguarding CPOMs login to record any points of significance and to record minor issues which may result in a Safeguarding issue. Staff are trained in dealing with safeguarding of harmful online material. Staff are fully trained in recording through the use of the CPOMs safeguarding program.

Statutory safeguarding documents are adhered to by all members of staff. All staff are required to read the 'Keeping Children Safe 2025' documentation. 'Working Together to Safeguard Children 2023', and the 'Prevent Duty Guidance 2023' are fully implemented.

Child Protection

Mayfield has and implements a policy, and procedures, to safeguard children. These are in line with the guidance and procedures of the Lancashire School Safeguarding Board.

At Mayfield Primary School we train all staff to understand their safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues. Training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- significant changes in children's behaviour.
- deterioration in children's general well-being.
- unexplained bruising, marks or signs of possible abuse or neglect.
- children's comments which give cause for concern.
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their needs

Mayfield Primary School adheres to statutory 'Prevent' guidance in ensuring children stay safe in education and work together with parents/ carers outside of education wherever possible. Our key worker systems ensure a positive 'parent partnership' which help to gain a wider understanding of a child's background. Staff are updated regularly regarding the 'Prevent' duty.

Staff are regularly made aware of any significant events in a child's life, along with training on how to deal with 'peer on peer' abuse. Staff receive regular updates on safeguarding at least annually. Staff are made aware of the Designated Senior Lead and Deputy Designated Safeguarding Lead for safeguarding who are trained at least annually.

Staff work closely with the schools Family Learning Mentor and Attendance Lead ensuring children who are missing education are accounted for immediately on the first day of absence, until their return to education. All EYFS children take part in assemblies, when ready to, with a focus on embedding British Values into their daily school lives.

Suitable people

Mayfield Primary School ensures that people looking after children are suitable to fulfil the requirements of their roles. Mayfield has effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those working on the premises), are suitable to work with children.

Supervision

All staff working within the EYFS are subject to supervision meetings at least termly (with the EYFS Leader). More frequent meetings are arranged with staff members who may require increased monitoring for suitability.

Qualifications

All EYFS staff meet and comply with the statutory guidance for 'Early years qualification requirements and standards' outlined in the updated January 2024 statutory guidance. The qualifications that staff must hold to be included in the specified staff: child ratios at levels 2, 3 and 6 of the early years foundation stage (EYFS) Early years qualification requirements and standards updated to reflect the Early Years Educator level 3 criteria from September 2024.

Transition

At Mayfield Primary School we work closely with the local pre-schools to ensure that we have detailed information about the children prior to them starting school. The Early Years Teacher meets with the pre-schools in the summer term prior to the children starting school. The Early Years teachers also observe all of the children in a stay and play session in the summer term. Any SEND pupils are offered additional transition visits as well as pupils who might find the starting of school daunting, this is done in partnership with parents and nursery practitioners. The Early Years teacher meets with the Year 1 teacher to discuss the end of year data within a Pupil Progress Meeting to ensure a smooth transition into Year 1. These discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The children will also spend time with their new teacher in the Year 1 classroom.

The role of the EYFS Lead is:

- To take the lead in the policy development and the production of schemes of work to ensure progression and continuity in teaching.
- To support colleagues in the development of their planning and assessment.
- To monitor, evaluate and review the EYFS curriculum and advise the senior leadership team of action needed.
- To take responsibility for the purchase and organisation on central resources for EYFS.
- To keep up-to-date with developments in EYFS and share information with colleagues.

Updated September 2025