Date written: October 2025 **Reviewed: October 2025**
Review date: September 2028 **Approved by Governors: 20 October 2025**

Bradleys Both Community Primary School

Early Years Foundation Stage Policy

At Bradley School the Early Years Curriculum stimulates imagination and curiosity as learning is rooted in children's first-hand experiences whilst developing their awareness of the world around them. Play is highly valued, and practitioners work alongside children to nurture, guide and further learning. The Curriculum is delivered thematically using a combination of child initiated, adult initiated and adult led activities.

We wish to see young children develop as thoughtful, sincere members of the school, the community and the wider world. We believe that the Early Years Curriculum lays the foundations for future learning by encouraging an enquiry-based approach through the development of investigational and questioning skills.

EYFS practitioners work effectively with the children and their families to support the learning and development of all children.

Aims:

- To create and foster a sense of wonder about the world.
- To provide a stimulating well planned and resourced curriculum.
- To provide an environment where all children feel included, secure and valued.
- To provide a broad, balanced, relevant and meaningful curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- To enable children to become independent in thinking, learning and daily routines.
- To utilise play and children's interests as a tool for learning.
- To utilise the environment to cater for children's individual next steps in learning.
- To develop collaborative skills including listening to others, turn taking, sharing ideas and joint decision making.
- To nurture children's confidence and self-belief.
- To develop critical thinking and problem-solving skills.
- To work in partnership with parents and guardians and value their contributions ensuring that all children thrive, irrespective of ethnicity, culture, religion, family background, learning difficulties, disabilities, gender or ability.

The Early Years Curriculum should be:

- active - based on hands on involvement.
- personally meaningful - what children are interested in.
- experiential - learning by doing and talking.
- exploratory - curiosity as a key motivator.
- developmentally appropriate - matching age and stage.
- social - stressing co-operation.
- creative - using invention and imagination.

- integrated - holistic approach to learning.

Curriculum:
Children in Reception follow the Statutory Framework for the Early Years Foundation Stage Curriculum. This framework sets the standards that Early Years providers must meet for:

The three prime areas:
- *Personal Social and Emotional development*
- *Physical development,*
- *Communication and Language (listening)*

These areas of learning are supplemented by the four specific areas:
- *Literacy*
- *Mathematics*
- Understanding the World
- Expressive Arts and Design

Achievement of these prime and specific areas of learning is through these Characteristics of Effective Learning:
- *Playing and exploring*
- *Active learning*
- *Creating and thinking critically*

These thread throughout everything the children do and equip them for further learning throughout their lives.

The curriculum is delivered through meaningful, first-hand experiences. Children experience a combination of active, adult-led sessions and child-initiated activities within our classroom provision. The continuous provision is enhanced with resources and challenges to support the week's curriculum focuses.

Our daily timetable provides adult-led sessions, linked provision, guided group activities and child-initiated learning time with opportunities to access the provision both indoors and outdoors.

All these activities and the provision are differentiated to ensure they meet the needs of both Reception and Year 1 children, ensuring work is appropriate for all children, regardless of special educational needs and includes challenge for more able children.

Use of Computing
Technology is used throughout the curriculum where children learn to use a chrome book, iPad and programmable toys. They will use a variety of these skills to create pictures, photographs, research information, present their findings and record videos.

Teaching and Learning
- A range of teaching styles are used which vary according to the activity content
- Differentiation is by task / outcome depending on the group and subject material
- Practical use of resources including the outdoor environment

- Investigating real places and themes.
- A combination of adult led adult initiated and child-initiated ideas and activities
- Undertaking enquiry, applying skills and techniques, collecting and analysing evidence, drawing conclusions and communicating findings in a variety of ways.
- Working individually, collaboratively and as a whole class

Special Educational Needs; Inclusion; Equal Opportunities; Education for culturally diverse society.

We recognise the importance of ensuring that the Early Years Curriculum is inclusive for all pupils. Work is differentiated to ensure that the curriculum

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

The Early Years Curriculum should ultimately contribute to the elimination of racism, sexism and all forms of unfair discrimination in society, by leading pupils to a greater understanding of their first-hand experiences whilst linking these perspectives to global community. The curriculum should promote equality.

Observation, Assessment and Planning

An effective observation, assessment and planning cycle is the key to making children's learning effective, exciting, varied and progressive.

Ongoing observations and assessments are made continuously and are part of every child-led or adult initiated learning experience. Significant observations are shared with the children and their families through the learning journeys.

These ongoing observations and assessments feed into planned adult initiated and adult led learning experiences, which in turn feed into child led experiences. More formal assessments of the children's knowledge and skill are carried out on a regular basis. Changes to the groupings are made considering these assessments.

Home and School links

We acknowledge that parents are children's first educators. Strong links between parents and practitioners are essential and a successful partnership needs a two-way flow of information, knowledge and expertise.

Parents are very welcome in school and indeed are encouraged to come and spend time sharing work and talking with the class teacher. We operate an 'open door' policy which allows parents and carers to discuss concerns and developments in an informal manner. Conversely, if EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.

During the Autumn term, a phonics talk will take place, in which parents of children within the EYFS and KS1 are provided with an overview of how phonics is taught at Bradley School, and practical ideas for how to help children to read and write at home. Parents are sign-posted to

the Little Wandle Letters and Sounds website for videos and ideas on helping their child with phonics and reading at home.

In the Summer term prior to their child starting school, parents are invited to find out more about the school and the Early Years Curriculum. Children receive 'Welcome to our school' booklets and support to prepare their child for starting school.

Although formal homework is not given, suggestions of fun activities which support children's learning in school are given in the home – school diaries.

Staffing

The Early Year's teacher implements the Early Years Curriculum. The school utilises the skills and expertise of HLTAs and ATAs. Visitors and members of the wider community are also used to enrich the Early Years Curriculum, wherever possible.

Resources and their management

There is a range of resources available. Resources are labelled both with pictures and words to ensure both children and adults can appropriately access them. Provision, both indoors and outdoors, is organized into areas. Children are free to self-select resources from within each area. Enhancements are made and resources are continuously rotated and replenished to ensure quality and interest are upheld. All resources are monitored for their safety and disinfected regularly.

Transition into Year 1

As Year 1 children remain within the provision-based classroom, the transition is very gradual. They will remain on the Early Years Curriculum until they have met the Early Learning Goals. Throughout Year 1, children will still have access to the provision environment, but as the year progresses the length of adult-directed tasks will steadily increase in preparation for Year 2.

Safeguarding

All staff have up-to-date training, and they follow procedures set out in the school safeguarding policy. Staff ensure the safety of children by checking that all gates and doors are shut; and that children are aware of their boundaries. A member of staff leads children to the main building, and a member of staff follows behind, checking toilets and carrying out a head count. Staff hand children over at the end of the day, to an agreed, known adult. Permission to go home with someone different is always asked by the parents.

The Statutory Framework for the Early Years Foundation Stage (EYFS) sets the standards for promoting the learning, development and safety of children from birth to five years in Ofsted registered settings. The EYFS lays down the legal requirements that early year's providers must meet, including:

- **learning and development requirements:** specific areas of learning and development which should shape the activities and experiences you offer
- **assessment requirements:** how you measure children's progress and feedback to parents or carers

- **safeguarding and welfare requirements**: what you must do to keep children safe and promote their welfare

What are the Safeguarding and Welfare Requirements?

Providers must take all reasonable steps to keep children safe and well. The EYFS requires early year's providers to show consideration of the following ten areas of safeguarding and welfare.

- **Child protection**: being alert to any issues for concern in a child's life and following appropriate safeguarding policies and procedures
- **Suitable people**: checking the suitability of practitioners and other people who have regular contact with children. Providers must obtain **references** before employment.
- **Staff qualifications, training, support and skills**: ensuring staff are sufficiently qualified and have the knowledge and understanding necessary for their role.
- Safeguarding training must be refreshed every **two years** (previously three).
- **Key person**: assigning a named member of staff to build relationships with the child and parents in order to meet the child's individual needs
- **Staff-child ratios**: ensuring children are adequately supervised at all times
- **Health**: promoting the health of children and implementing procedures regarding illness, infection, food and drink, and accidents
- New "Safer Eating" requirements: staff with valid **Paediatric First Aid (PFA)** must be present in the room during meals and snack times—not just elsewhere on site.
- New nutrition guidance (statutory requirement unless there is a good reason not to follow).
- **Managing behaviour**: using appropriate strategies to understand and manage unwanted behaviour
- **Safety and suitability of premises, environment and equipment**: ensuring that indoor and outdoor space is fit for purpose and suitable for the age of the children and the activities offered
- **Special educational needs**: putting the necessary arrangements in place to support children with SEN or disabilities in accordance with the SEND Code of Practice
- **Information and records:** maintaining records and sharing information with parents and professionals as appropriate to meet children's needs

Core Requirements for Providers

Maintained schools must have regard to ***Keeping Children Safe In Education*** when carrying out duties to safeguard and promote the welfare of children, ensuring children are safe and healthy by implementing policies for safe recruitment, staff training, child absence monitoring, and procedures for handling abuse allegations. Key measures include a designated safeguarding lead, robust risk assessment, enhanced DBS checks for staff, and adherence to the government's "Working Together to Safeguard Children" guidance.

Policy and Procedures: Providers must have a safeguarding policy and procedures that are consistent with Local Safeguarding Children Partnerships and outline actions for allegations against staff, including the use of mobile phones and cameras.

Designated Safeguarding Lead (DSL): A practitioner must be designated as the DSL to lead safeguarding responsibilities.

Staff Training: All staff must receive up-to-date safeguarding training and understand the setting's safeguarding policy and procedures.

Suitable Adults: Providers must ensure all adults working with children are suitable, including mandatory Enhanced DBS checks.

Safer Recruitment: Strengthened practices require obtaining and verifying references for all new employees before they start work.

Child Absence Monitoring: Providers are required to monitor children's absence to identify potential safeguarding concerns.

EYFS Safeguarding Focus Areas

These are particularly important for early years practitioners:

- **Child-on-child abuse** (even at a young age, early behaviours can be concerning)
- **Domestic abuse** and its impact on children's development
- **Attendance and missing children**
- **Safer sleeping, toileting, and intimate care**
- **Prevent duty** (protecting children from radicalisation — simplified for EYFS context)

Review and Evaluation

This document will be reviewed by The Governors and evaluated before the review date should there be any significant changes with EYFS.