

# Brunshaw Primary School



*'Inspiring children to be resilient and aspirational learners,  
within a positive and considerate community.'*

## EARLY YEARS FOUNDATION STAGE POLICY

## **Introduction**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the academic year in which a child has their fifth birthday.

Our policy and practices are in line with the *Early Years Foundation Stage Framework (September 2025)*.

At Brunshaw Primary School, we believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential. We recognise that children develop rapidly in the early years and that a child's early experiences have a significant impact on their future life chances. This is a crucial period for developing a love of learning, as well as engagement, curiosity and motivation.

The EYFS aims to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child is left behind.
- A secure foundation through planning for the learning and development of each individual child, with regular assessment and review of their progress.
- Strong partnership working between practitioners and parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included, valued and supported.

**At Brunshaw Primary School, these principles underpin our Reception provision and guide our daily practice to ensure all children feel safe, supported, included and motivated to learn.**

## **Safeguarding and welfare**

At Brunshaw Primary School, we recognise that children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We understand that we are legally required to comply with the welfare requirements outlined in Section 3 of the EYFS Statutory Framework (2025), as well as the statutory guidance in Keeping Children Safe in Education, Working Together to Safeguard Children, and Prevent Duty Guidance: England and Wales.

We endeavour to meet these requirements through the following measures:

Annual safeguarding and child protection training, along with regular updates, for all members of staff. Brunshaw's full safeguarding and welfare procedures are outlined in our policies, including those for Safeguarding and Child Protection, Anti-Bullying, and Whistleblowing.

- All staff at Level 2 and above hold paediatric first aid training.
- Policies and procedures covering the safe use of mobile phones, iPads and cameras are in place to safeguard children when using technology. These include our Acceptable Use Policy, Online Safety Policy, and Mobile Phones in School Policy.

- Staff and other adults working within the setting have a full understanding of the procedures to follow if they have concerns about the safety or wellbeing of a child.
- All staff adhere to the school's Positive Relationships and Behaviour Policy. By fostering strong, positive relationships with all children, the likelihood of potentially dangerous behaviour incidents is reduced.
- Through a broad and adaptive curriculum, children are taught about different types of dangers and how to keep themselves safe.
- The necessary steps are taken to prevent the spread of infection, and appropriate action is taken when children are unwell.
- The suitability and safety of our indoor and outdoor environments, including furniture, equipment and toys, are assessed daily through risk assessments, and action is taken to manage or eliminate any identified risks.

### **Safer Eating**

In line with the principles of the Early Years Foundation Stage (EYFS) and safer eating guidance, the setting promotes safe eating practices to support children's health, safety and wellbeing during mealtimes. Children are always appropriately supervised while eating and drinking. For Reception-aged children within the primary school setting, staff supervise closely during mealtimes and remain nearby to monitor safe chewing and swallowing and to provide support where needed. While eating, children are always within sight and sound of a member of staff who holds a current paediatric first aid qualification.

Food provided by the setting, or brought from home, is checked where appropriate to ensure it is suitable for the child's age and stage of development, with particular attention given to potential choking hazards. Foods such as grapes, cherry tomatoes and similar items are prepared appropriately to reduce risk. Children are encouraged to remain seated and calm while eating and are discouraged from walking, running, or playing with food in their mouths.

Staff are aware of individual dietary requirements, allergies and cultural preferences, which are clearly recorded and consistently followed. Good hygiene practices, including handwashing before and after meals, are promoted.

Staff supervising children at mealtimes are familiar with the setting's procedures for responding to choking incidents, and appropriate paediatric first aid provision is in place to ensure children's safety at all times.

### **Intent**

Our EYFS curriculum is designed to provide children with a strong foundation for future learning. It takes account of each child's starting points, prior experiences and individual needs, ensuring that all children are supported to make good progress. We aim to develop well rounded individuals who are curious, independent and motivated to learn. Through a broad and balanced curriculum, rich in first-hand experiences, we seek to build children's knowledge, skills and cultural capital, preparing them for the next stage of their education.

We aim to:

- Create safe and stimulating indoor and outdoor learning environments, where children can explore their curiosities and enhance their understanding of the world around them

- Build positive, nurturing relationships between pupils and staff based on mutual respect, in which children feel safe to experiment with their ideas, develop resilience and understand and manage their emotions
- Provide high expectations which encourage children to gain independence, develop problem solving skills and become creative and critical thinkers
- Form strong, positive relationships with parents/carers to maximise each child's potential to succeed
- Take into consideration the starting points, individual needs and prior experiences of each child and provide the most appropriate support
- Create a broad, balanced and exciting curriculum which ignites a love of learning in each child. This will include a range of first hand experiences and purposeful interactions, which will enrich and build upon their prior knowledge, increasing their cultural capital
- Follow the individual fascinations and needs of each child when planning our curriculum, in order to support their learning and development. This may take place through continuous provision, in the moment child-initiated activities and/or carefully planned adult-led sessions
- Ensure our children are equipped with the skills and knowledge required to begin the Key Stage One curriculum

### **Implement**

The overarching aim of the Early Years Policy at Brunshaw Primary School is to promote the four guiding principles of the Early Years Foundation Stage (EYFS) Statutory Framework (2025). These principles underpin all practice within our setting:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This section of the policy outlines how we implement our aims for EYFS at Brunshaw through these four principles.

#### **A Unique Child**

“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.” (EYFS Statutory Framework, 2025)

At Brunshaw Primary School, we recognise and value the individuality of every child. We understand that children develop in different ways and at different rates, and we are committed to ensuring that all children are supported to make progress from their individual starting points. Our approach is inclusive, adaptive, and focused on high-quality interactions to meet each child's needs.

We support this by:

- Providing inclusive learning experiences that are adapted to meet the needs, interests, and developmental stages of every child.

- Using high-quality interactions between staff and children to scaffold learning, extend thinking, and build confidence.
- Gaining a deep understanding of each child through ongoing observation, assessment, and reflection, enabling staff to tailor support and challenge appropriately.
- Providing diverse resources and experiences that reflect the community and wider world, increasing children's cultural capital and understanding of different perspectives.
- Creating a safe, supportive, and inclusive learning environment in which all children feel valued, respected, and confident to participate.
- Encouraging positive attitudes to learning through praise, meaningful feedback, and celebration of achievements, fostering resilience, independence, and a love of learning.
- Promoting the Characteristics of Effective Learning by encouraging children to play and explore, remain engaged in activities, and develop their own ideas and strategies for problem-solving.

Through these approaches, all children are supported to achieve their full potential, develop confidence and resilience, and build a strong foundation for future learning.

Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude towards learning.

### **Inclusion**

At Brunshaw Primary School, we believe that all children matter and we value the diversity of individuals within our school community. We are committed to promoting equality of opportunity and ensuring that every child and adult is treated with respect and dignity.

Our policies, procedures, and practice reflect the rights of all children and adults, including those with special educational needs or disabilities (SEND), children from all ethnic and cultural backgrounds, and those with English as an additional language (EAL). We actively identify and remove barriers to learning so that all children can make progress from their individual starting points.

We adopt high-quality interactions and adaptive teaching strategies to meet the diverse needs of our learners, ensuring that every child can access the curriculum, participate fully, and achieve their potential.

We maintain a zero-tolerance approach to any form of discrimination, challenging inappropriate attitudes or practices, and fostering a school culture of respect, inclusion, and belonging.

### **Pupils with Special Educational Needs and Disabilities (SEND)**

At Brunshaw Primary School, we recognise the critical importance of early intervention in supporting children's physical, cognitive, social, emotional, and behavioural development. We understand that timely and appropriate support helps all children make progress from their individual starting points and achieve their full potential.

Early intervention can take a variety of forms, including:

- Supporting parents and carers to develop strategies that enhance learning and wellbeing at home.
- School-based programmes designed to improve children's social and emotional skills.
- Additional in-school support from specialist or trained staff tailored to the needs of individual children.

We adopt adaptive teaching approaches to ensure provision is personalised for each child. When appropriate, and in consultation with parents and carers, we also seek support from relevant external agencies to provide further targeted interventions.

The class teacher is responsible for identifying and planning for individual needs, drawing on observations, assessments, and high-quality interactions with the child. Where required, the class teacher works closely with the SENDCO to ensure that provision is effective, inclusive, and supports sustained progress.

### **Positive Relationships**

“Children learn to be strong and independent through positive relationships.” (EYFS Statutory Framework, 2025)

### **The Role of the Adult**

At Brunshaw Primary School, we prioritise building warm, nurturing relationships between staff and children from the very start of their EYFS journey. We recognise that the Reception year is a period of significant transition, and we understand that positive relationships are key to supporting children's social, emotional, and academic development.

We develop and sustain these connections by:

- Assigning each child a key person who, together with the class teacher, ensures that learning and care are personalised to meet individual needs and support progress from each child's starting point.
- Organising daily key person group times, providing children with a safe space to share thoughts, feelings, and experiences in a small group setting.
- Supporting children to develop positive relationships with all adults in the EYFS through staff rotations across provision areas, lesson inputs, and targeted activities.
- Sharing information about the progress and needs of individual children and groups during weekly staff meetings, ensuring adaptive teaching and high-quality provision.
- Ensuring all staff use consistent approaches to behaviour management, as outlined in the Positive Relationships and Behaviour Policy, to create a predictable and safe learning environment.
- Listening carefully to children and using their interests to inform future planning, enabling learning to be engaging, relevant, and responsive.
- Involving children in decision-making wherever possible, including collaboratively setting classroom expectations and selecting resources or themes for provision areas.

- Providing high-quality interactions through clear communication, modelling of language, exploring ideas, specific praise, and effective questioning to extend thinking and support learning.

Through these practices, children develop confidence, independence, and a strong sense of belonging, while staff are able to support each child's individual progress, adapt learning opportunities, and foster the Characteristics of Effective Learning.

## **Enabling Environments**

“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.” (EYFS Statutory Framework, 2025)

At Brunshaw Primary School, we recognise that the learning environment plays a central role in supporting and extending children's development. Our Early Years staff understand that the layout, resources, and organisation of indoor and outdoor spaces must be flexible and responsive to the needs, interests, and developmental stages of our pupils.

Changes to the environment and resources are informed by ongoing observation and assessment of each child, enabling staff to provide adaptive teaching and targeted support. Carefully selected resources are regularly added to areas of continuous provision to extend themes, topics, or children's individual interests; these are described as Enhanced Provision and are reflected in planning.

We aim to create a stimulating, safe, and inclusive learning environment where children feel confident, happy, and secure, while being challenged to develop independence and resilience. Reception classrooms are divided into a variety of areas, including role-play, writing, investigation, creative, malleable, sand, construction, and small world. Resources are organised to promote responsibility and independence, enabling children to select, care for, and use materials appropriately.

During continuous provision, children have free-flow access between indoor and outdoor areas, allowing them to explore and engage with learning in the way that best suits their individual styles and developmental needs. Outdoor learning, accessible in all weathers, provides unique opportunities to:

- Explore and investigate using all senses
- Develop language, communication, and social skills
- Engage in physical activity and develop coordination and spatial awareness
- Approach tasks in new ways or on a larger scale than is possible indoors

Through these enabling environments, children receive high-quality interactions with adults, have their individual needs supported, and are encouraged to develop curiosity, independence, and a

lifelong love of learning, ensuring progress from their starting points and preparation for the next stage of education.

## **Parents as Partners**

At Brunshaw Primary School, we recognise that children learn best when there is a strong partnership between home and school. We aim to develop caring, respectful, and professional relationships with children and their families and value parents as active partners in their child's education.

We work in partnership with parents to support progress from each child's starting points, foster learning, and ensure that children's individual needs are met. We achieve this through:

- Using Class Dojo as a communication tool between teachers and families, allowing learning and progress to be celebrated and shared via photographs and videos in each child's portfolio.
- Using EvidenceMe as an observational tool to record children's learning and development, with observations shared regularly with parents to provide insight into progress and next steps.
- Inviting parents to an induction meeting prior to their child starting school to introduce routines, expectations, and key staff.
- Offering parents and children the opportunity to spend time in the classroom before starting school to build familiarity and confidence.
- Getting to know children in their home and nursery settings prior to starting school, ensuring a smooth transition and tailored support from the outset.
- Holding parents' meetings twice a year, during which teachers and parents discuss progress, next steps, and personalised learning targets.
- Sharing planning and curriculum information on the school website and via Class Dojo, so parents are aware of learning themes and activities each half term.
- Suggesting learning activities at home to support and extend classroom learning.
- Sending home phonetically decodable reading books and encouraging parents to make observations in reading records to support reading development.
- Hosting themed stay-and-play sessions each half term to give parents practical insight into classroom learning.
- Providing end of year reports detailing children's progress and achievements.
- Sending a weekly newsletter via Class Dojo with ideas to support and extend classroom learning at home.
- Celebrating children's achievements through celebration assemblies and sharing these moments with parents.
- Holding Phonics stay-and-learn sessions to equip parents with strategies to support early reading and writing at home.
- Encouraging parents to actively participate in school life and events, fostering a strong sense of community and partnership.

Through these strategies, we ensure that parents are fully involved in their child's learning and development, enabling staff to provide adaptive teaching, target support effectively, and work collaboratively to support children's progress from their individual starting points.

## **Learning and Development**

"Children develop and learn at different rates." (EYFS Statutory Framework, 2025)

At Brunshaw Primary School, our carefully structured curriculum, based on the Development Matters guidance and Early Learning Goals, is designed to build on each child's individual learning needs and starting points. Through play and purposeful interactions, children explore, investigate, discover, repeat, revise, and consolidate their knowledge, skills, and understanding.

The curriculum is structured around the seven areas of learning and development, which are delivered through everyday activities, routines, and play. While all areas are important and interconnected, the three prime areas are particularly crucial for igniting curiosity, fostering enthusiasm for learning, and supporting children to form relationships and thrive:

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

The four specific areas strengthen and apply the prime areas:

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

We recognise that children learn in many different ways and therefore provide adaptive, inclusive learning opportunities that allow children to engage through playing, talking, observing, investigating, problem-solving, questioning, experimenting, testing, repeating, reflecting, and responding to adults and peers.

Our curriculum is delivered through a balance of adult-led focused learning and child-initiated activities, ensuring high-quality interactions that scaffold and extend learning. Activities are planned for the whole class, small groups, pairs, or individuals and take place both indoors and outdoors. Provision is continuously adapted in response to observation and assessment, allowing staff to support each child's progress from their individual starting points.

Through this approach, children develop the knowledge, skills, and dispositions to become confident, curious, and independent learners, ready for the next stage of their education.

### **Implementation and Planning**

The Reception curriculum at Brunshaw Primary School is designed to be relevant, inclusive, and appropriate for our children and the community they belong to. Information about our curriculum, including topics and learning themes, is shared with parents and is available on the school website to support home-school partnership.

Curriculum delivery is guided by a long-term overview, cross-curricular medium-term plans for topics and weekly plans for Literacy, Phonics, and Mathematics. Planning ensures continuity and progression, allowing children to build on prior knowledge while developing new skills and concepts. Learning objectives are derived from the Development Matters statements within the EYFS statutory framework.

While plans provide structure, EYFS staff recognise that children enter Reception with varied prior experiences and learning needs. Staff use observations and assessments to inform practice and adapt activities, resources, and key learning points to ensure that all children are supported to make progress from their individual starting points.

Through this adaptive approach, staff provide high-quality interactions, personalised support, and opportunities for children to engage in meaningful, challenging, and enjoyable learning experiences. This ensures that all children, regardless of ability or background, are able to thrive and develop the skills and dispositions needed for future learning.

### **Long-Term Plans**

Our Reception curriculum map outlines the topics and wider curriculum experiences to be covered throughout the year. Each half term, a topic is introduced. The topic is linked directly to the Development Matters guidance and the EYFS statutory framework, ensuring coverage of essential learning objectives as well as hobbies and interests.

Within each topic, learning activities are planned to address all seven areas of learning and development, ensuring a balanced and holistic approach. The long-term plan provides structure while remaining flexible to support adaptive teaching and progression from each child's starting points.

### **Medium-Term Plans**

Medium-term plans provide a detailed outline of the learning objectives and experiences within each area of development for a specific topic. These plans take into account the developmental needs, prior learning, and interests of the children.

Medium-term plans are adaptable, allowing staff to respond to children's emerging interests, observations, and unexpected educational opportunities. This ensures that provision remains relevant, engaging, and personalised, supporting children to make progress and achieve their potential.

Through long- and medium-term planning, staff provide high-quality interactions and learning experiences, ensuring all children are supported inclusively and can build upon their existing knowledge and skills in a way that is meaningful and motivating.

### **Short-Term Plans**

Weekly plans in Reception clearly outline learning objectives, activities, and opportunities for assessment, ensuring that all children can make progress from their individual starting points. Each week includes a balance of adult-directed and child-initiated activities, allowing children to explore their interests while being supported to develop key skills.

Enhancements are regularly added to continuous provision to challenge children's thinking, consolidate previous learning, and extend their knowledge and skills. Core subjects are taught systematically:

- Phonics and Mathematics are taught daily using the Red Rose schemes.
- Literacy is taught three times per week through the Drawing Club approach.

In planning and guiding children’s activities, practitioners reflect on the different ways children learn and adapt their practice accordingly, as emphasised in the EYFS statutory framework. Learning is designed to develop the Characteristics of Effective Learning, which support children’s engagement, motivation, and thinking skills:

#### 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
- Persisting and keeping trying
- Enjoying achieving what they set out to do

#### Creating and Thinking Critically – Thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Through these weekly plans, staff provide high-quality interactions, personalised support, and adaptive teaching, enabling all children to develop confidence, curiosity, independence, and resilience. Planning ensures that learning is inclusive, engaging, and challenging, supporting children to progress across all areas of development and prepare for future learning in Key Stage 1.

### **Impact**

#### **Assessment, Recording and Reporting**

At Brunshaw Primary School, we use assessment as a key tool to ensure all children make progress from their individual starting points. Staff make regular assessments of children’s learning and use this information to inform planning, adapt teaching, and provide targeted support. Assessment in the EYFS is both formal and informal, carried out by all practitioners throughout the year.

At the end of Reception, each child’s progress is recorded in the Early Years Foundation Stage Profile (EYFSP), with development judged against the seventeen Early Learning Goals (ELGs).

Assessment opportunities that support statutory and ongoing monitoring include:

- Statutory on-entry baseline assessment: completed within the first six weeks of Reception, providing a clear understanding of each child’s abilities across all areas of learning and establishing a baseline to measure progress through primary school.

- Daily observations and assessments: practitioners record observations as part of children's everyday routines. These inform adaptive planning and may be collated in individual Evidence Me profiles to track progress over time.
- Termly assessment: children are assessed against the 17 ELGs as 'expecting' or 'emerging' using Insight Tracker, allowing staff to identify children who require additional support or challenge.
- Children working significantly below age related expectations (or below the reception year) are assessed against the 7 areas using Birth to 5.
- Regular Phonics assessments: these monitor progress in early reading and writing, ensuring timely interventions and targeted teaching.
- Parent communication:
  - Written reports are provided at the end of the Summer Term, outlining each child's attainment, behaviour for learning, and progress.
  - Parents' Evenings are held in Autumn and Spring Terms.
  - An open-door approach encourages parents to discuss their child's learning and wellbeing at any time.
  - Evidence Me observations and portfolios are shared regularly with parents to celebrate achievements and inform next steps.
- End-of-year EYFS Profile: completed by staff, submitted to the local authority, and shared with parents to provide a clear picture of each child's achievements.
- Analysis and review: Reception outcomes are analysed and discussed by SLT, Early Years, and Key Stage 1 staff. This informs curriculum planning, ensures continuity into Year 1, and provides targeted support and challenge for different groups of children.

### **Monitoring and evaluation**

The implementation of this EYFS policy is the responsibility of all EYFS staff, who ensure that teaching, learning, and provision are delivered in line with statutory guidance and school expectations.

The Senior Leadership Team (SLT) carries out regular monitoring of the EYFS as part of the whole-school monitoring system. This includes observation of teaching and learning, review of planning, assessment records, and children's progress to ensure high-quality interactions, inclusion, and adaptive teaching are consistently applied.

The EYFS policy is reviewed annually by the EYFS Leader, incorporating feedback from all staff to ensure it reflects current practice, statutory requirements, and the evolving needs of the children.

At each review, the updated policy is shared with the Governing Board to maintain accountability and ensure that the EYFS provision continues to support progress from individual starting points, effective parental engagement, and preparation for Key Stage 1.

Through this ongoing monitoring and evaluation, Brunshaw Primary School ensures that EYFS provision is effective, inclusive, and continually improving, delivering the best possible outcomes for all children.

**Written: March 2026**  
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