

MARISH ACADEMY TRUST



Early Years Foundation Stage (EYFS) Policy

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1. Aims

This policy aims to ensure that our Early Years Foundation Stage (EYFS) provision:

- Provides a **broad, balanced, and ambitious curriculum** that equips all children with the knowledge, skills, and attitudes needed for lifelong learning.
- Delivers **high-quality, consistent teaching and learning**, ensuring every child makes good progress and no child is left behind.
- Promotes **strong partnerships** between practitioners, parents, and carers, recognising the vital role of families in supporting early learning.
- Ensures that **every child is included, supported, and valued** through equality of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on statutory requirements set out in the **Early Years Foundation Stage (EYFS) Framework (2024)** and complies with our **funding agreement** and **articles of association**.

It should be read in conjunction with the Trust's **Safeguarding, Inclusion, and Special Educational Needs and Disabilities (SEND)** policies.

3. Structure of the EYFS

At **Marish Academy Trust**, we offer:

- **Two-Year-Old Provision** (Marish Primary School only)
- **Nursery Provision** for 3–4-year-olds
- **Reception Provision** for 4–5-year-olds

Nursery children are offered **15 hours per week**, with **30-hour extended places** available at Marish Primary School.

Wraparound care is provided at Marish Primary School for all EYFS pupils and for Reception children at Willow.

4. Curriculum

Our EYFS curriculum follows the **EYFS Statutory Framework (2024)**, ensuring that all areas of learning are inter-connected, meaningful, and sequenced to build strong foundations for Key Stage 1.

4.1 Areas of Learning

The EYFS framework identifies **seven areas of learning and development**:

Prime Areas

- Communication and Language
- Physical Development

- Personal, Social, and Emotional Development

Specific Areas

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

These are underpinned by the **Characteristics of Effective Learning**, which guide our approach to teaching and learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

4.2 Play and Active Learning

At Marish Academy Trust, we believe that **play is central to learning**. Through play, children explore, experiment, develop ideas, and make sense of the world around them.

Our continuous provision—both indoors and outdoors—offers rich opportunities for children to investigate, collaborate, and problem-solve through both **adult-led** and **child-initiated** activities.

We foster independence, curiosity, and confidence by encouraging children to take ownership of their learning and celebrate their successes.

4.3 Planning

EYFS planning is **responsive, purposeful, and inclusive**.

Weekly plans are informed by children's interests, observations, and next steps, ensuring that teaching builds on prior learning.

Themes and topics are carefully chosen to provide **broad experiences** while allowing flexibility to follow children's curiosity.

Staff consider how each child learns best and tailor activities to support different learning styles and needs.

4.4 Teaching

Learning is delivered through a balance of **play-based exploration, structured teaching, and purposeful adult interactions**.

Practitioners act as facilitators, extending children's thinking through questioning, modelling, and high-quality dialogue.

As children progress, teaching gradually becomes more **adult-led** to prepare them for the structure and expectations of Year 1.

4.5 Inclusion and Special Educational Needs (SEND)

We are committed to ensuring that **every child can access and thrive** within our EYFS provision.

All children and families are valued equally, and planning is adapted to meet individual needs.

Early identification of SEND is a priority. Concerns are discussed promptly with parents, and support is coordinated in line with the Trust's **SEND and Inclusion Policies**.

We work collaboratively with external agencies and use children's home languages, where appropriate, to enhance communication and understanding.

5. Assessment

Assessment is **continuous, formative, and purposeful**, forming an integral part of daily practice.

- Practitioners observe children to identify their achievements, interests, and next steps.
- Observations and assessments inform future planning.
- **A Progress Check at Age 2** provides parents with a written summary of their child's development in the prime areas.
- Within six weeks of starting Reception, children complete the **Reception Baseline Assessment (RBA)**.
- At the end of the EYFS, practitioners complete the **EYFS Profile**, assessing children against the 17 Early Learning Goals (ELGs) as either:
 - Meeting expected levels of development, or
 - Emerging (not yet reaching expected levels).

Assessment outcomes are moderated internally and externally to ensure consistency and accuracy. Profile data is shared with parents and submitted to the local authority.

6. Working with Parents and Carers

We recognise that **parents are children's first educators**, and a strong home–school partnership enhances learning outcomes.

We promote this partnership by:

- Meeting with parents before children start school and conducting **home visits**.
- Offering **induction sessions** and **transition visits** for children and families.
- Assigning each child a **key person** to build secure relationships and provide continuity of care.
- Holding **parent meetings** and providing written reports on progress.
- Encouraging parents to be informed about and contribute to their child's learning through Class Dojo.
- Hosting "**Stay and Play**" sessions, open days, and curriculum workshops.

Parents receive regular updates on their child's development and are encouraged to discuss concerns with staff at any time.

7. Transitions

7.1 From Two-Year-Old Provision to Nursery

Our two-year-old and Nursery teams work collaboratively to ensure **seamless progression** based on the needs and readiness of each child rather than age alone.

7.2 From Nursery to Reception

During the summer term, parents are invited to an information session outlining routines, expectations, and class allocations. Children visit their new classroom and meet staff to build familiarity and confidence.

7.3 From Reception to Key Stage 1

Reception staff complete the **EYFS Profile** and share transition information, including learning characteristics and next steps, with Year 1 teachers. Joint moderation and planning sessions support continuity of learning. Reception summer term activities are designed to introduce elements of the **Year 1 curriculum** through playful, experiential learning. All children participate in **transition days** to meet new teachers and explore their new environment.

8. Safeguarding, Welfare, and Health

Safeguarding underpins all EYFS practice.

Our safeguarding procedures follow the Trust's **Safeguarding and Child Protection Policy**, in line with statutory guidance.

We actively promote **good health and wellbeing**, including:

- Teaching about oral hygiene and healthy lifestyles.
- Encouraging nutritious eating habits.
- Working closely with parents to promote consistent health routines at home.

8.1 First Aid

All EYFS classes have qualified **paediatric first aiders**.

First aid incidents are recorded and shared with parents on the same day, in line with Trust safeguarding and welfare procedures.

9. Monitoring and Review

This policy will be reviewed every **two years** by the **Executive Headteacher** and shared with the **Governing Board** for approval.

Evaluation of EYFS provision will be ongoing and informed by:

- Monitoring of teaching and learning
- Assessment data and outcomes
- Feedback from staff, parents, and children