



EYFS Policy



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EYFS Policy

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1. Curriculum Statement

Bearwood Primary and Nursery School's EYFS Curriculum Statement:

"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported."

Early years foundation stage statutory framework page 7 – DfE effective 1st September 2025

2. Our Aims and Intention at Bearwood Primary and Nursery school.

Our aims and intention in the Early Years Foundation Stage at Bearwood Primary and Nursery school, (Nursery and Reception) is to give every child an exceptional start to their school journey; a start that nurtures the knowledge, skills and attitudes they need to become life-long learners. We believe that by learning, enjoying and succeeding together, children develop the confidence and curiosity that empower them to reach their full potential.

We will achieve our intent by implementing a curriculum that is grounded in the seven key features of effective practice in EYFS. Our learning environment, routines and interactions are designed so that children learn collaboratively, find joy in exploration and play, and experience success through purposeful, well-sequenced learning opportunities.

The impact of implementing our curriculum will be:

Children leave Early Years as confident, active and independent learners who enjoy learning and understand how to work and achieve alongside others. They will be proud of their accomplishments, enthusiastic about their learning journey so far, and ready to embrace the Year 1 curriculum—building on and connecting with prior learning. By the end of Early Years, children will be achieving in line with or above national expectations, truly learning, enjoying and succeeding together.

3. The Early Years Foundation Stage

Our curriculum is grounded in the Development Matters (2025) Seven Key Features of Effective Practice

1. The best for every child

We are ambitious for all children. Every child deserves an equal chance to succeed, and high-quality early education benefits every learner—especially those from disadvantaged backgrounds or those who have experienced challenges. We are committed to early identification of SEND needs and providing swift, effective support so that all children can thrive and make strong progress. Our inclusive ethos ensures that children truly **learn, enjoy and succeed together**.

2. High-quality care

Caring, nurturing relationships are at the heart of our practice. Practitioners place each child's lived experience at the centre of their thinking, ensuring that babies, toddlers and young children feel safe, loved and understood. We recognise the importance of consistency and sensitive responses, particularly during moments of frustration, independence building and key transitions. This secure foundation allows children to feel confident to explore, play and enjoy learning.

3. The curriculum: what we want children to learn

Our curriculum is a clearly sequenced, ambitious plan for learning that prioritises strong language development, depth of understanding and meaningful progression. We build learning over time while remaining flexible and responsive to children's interests. We recognise that children develop in varied, interconnected ways—more like a web than a straight line—and our curriculum reflects this, ensuring rich, memorable opportunities for children to explore, enjoy and succeed.

4. Pedagogy: helping children to learn

We believe children are powerful learners. Our approach blends high-quality play, modelling, observation, guided learning and direct teaching. Practitioners design enabling environments that promote exploration and imagination, stepping in sensitively to extend learning when appropriate. Group work and guided sessions support older children in developing more focused skills. Indoors and outdoors, we create spaces where children learn with enthusiasm and purpose, both independently and together.

5. Assessment: checking what children have learnt

Assessment is meaningful, accurate and rooted in a strong understanding of child development. We observe what children can do, what they know and what they need next—without producing unnecessary paperwork. Assessment helps us identify emerging needs quickly and ensures that every child receives the right support. Our approach keeps practitioners where they matter most: engaging with children as they play, explore and learn.

6. Self-regulation and executive function

We explicitly support the development of attention, memory, flexible thinking and emotional regulation. Through language-rich interactions, high-quality pretend play and carefully structured routines, children learn to plan, persevere, adapt and manage strong feelings. These essential skills enable them to succeed not only academically but also socially and emotionally—supporting our vision for children to enjoy learning and achieve success together.

7. Partnership with parents

We build strong, respectful and regular communication with parents, recognising them as partners in their child's learning journey. We share progress clearly and work collaboratively to support learning at home. By knowing our families well, we can offer extra help when it is most needed. We promote simple but powerful home learning behaviours—chatting, playing and reading—which significantly enhance children's outcomes and ensure that families and school succeed together.

4. The Early Years Foundation Stage (EYFS) Framework and Curriculum

Our children follow a broad and balanced curriculum with the EYFS Framework underpinning all practice. The EYFS has seven areas of learning and development which are set out into Prime and Specific areas. The three Prime areas all closely link with one another and are central to all the other areas of learning and development. They represent the earliest stages of development and are critical for influencing later successes in life. It is essential for children to acquire these skills by the age of 5 as they become more difficult to acquire later and may hold a child back in other areas of development.

Prime Areas of Development

Communication and Language	<ul style="list-style-type: none"> • Listening, attention and understanding • Speaking
Physical Development	<ul style="list-style-type: none"> • Gross motor skills • Fine motor skills
Personal Social and Emotional	<ul style="list-style-type: none"> • Self-regulation • Managing self • Building relationships

Specific Areas of Development

Literacy	<ul style="list-style-type: none"> • Comprehension • Word reading • Writing
Mathematics	<ul style="list-style-type: none"> • Number • Numerical patterns
Understanding the World	<ul style="list-style-type: none"> • Past and present • People, culture and communities • The natural world
Expressive Arts and Design	<ul style="list-style-type: none"> • Creating with materials • Being imaginative and expressive

These areas of learning and development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others. All areas of learning and development are closely interlinked.

This ensures the delivery of a holistic, child-centred curriculum which allows children to make links between what they are learning. As effective Early Years practitioners, we plan a broad and balanced range of activities based on the needs of the children in our setting. We plan a yearly progression of knowledge and skills which provides opportunities for children to retrieve and recall previously taught knowledge and skills. We deliver these skills through a coherent and sequentially designed curriculum based on the children's needs and interests. Whilst we know children learn best when they are following their interests, we also know that it is our responsibility to expose them to ideas and concepts beyond their comfort zone. We therefore plan learning opportunities that broaden and enrich the children's beliefs and experiences. The learning opportunities provided include a range of adult focused and child-initiated activities both indoors and outdoors. Educational trips and visits from members of our community are also planned to support children's learning within the classroom. 'Development Matters in the Early Years Foundation Stage' guidance material is used to support our planning and assessments of children's next steps. When planning and facilitating these activities we reflect on the different ways they learn and support children in using the three Characteristics of Effective Teaching and Learning. These demonstrate the learning skills a child needs to develop to become a successful learner.

Characteristics of Effective Learning

Playing and Exploring	Engagement: Finding out, having a go, being willing, connecting known ideas, pretending & taking a risk
Active Learning	Motivation: Concentration, focus, persistence, enjoyment, effort, attention to detail, satisfaction in reaching goals
Creating and thinking critically	Thinking: Problem solving, creating own ideas, planning, selecting resources equipment, adapting & reviewing

Skills being developed: We also recognise the importance of executive function which contributes to a child's growing ability to self-regulate. Executive function includes the 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.

Language development is central to self-regulation. Children use language to guide their actions and plans. Play gives many opportunities for children to focus their thinking, persist and plan.

5. Planning, Teaching, Learning and Play

At Bearwood Primary and Nursery School, we recognise that young children learn best when they are active. Therefore, we believe that Early Years education should be as practical as possible, and our Foundation Stage has an ethos of learning through play.

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults."

"As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for Key Stage 1."

Early years foundation stage statutory framework pg 16 & 17 – DfE effective 1st September 2025.

Play is an essential and rich part of their learning process, supporting them in all areas of development. It is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is flexible and able to suit the preferred learning style of the child and occurs both inside and outside. It can provide multiple ways for children to learn a variety of different skills and concepts. Play opportunities are also set up to provide children with time to apply newly acquired knowledge, demonstrating their skills and level of understanding. These activities are designed to engage children in practical, first-hand experiences. They support children to discover, explore, investigate and develop their personal interests and areas of curiosity. Play can also help them to make sense of the world around them as they begin to understand specific concepts. The types of play offered will be appropriate to the individual children's needs and include:

- play which is child led
- play which is sensitively supported and extended by adults
- play which is guided towards specific educational outcomes.

Whilst we value learning through play and see the impact of purposeful intervention through this, we recognise that there are some knowledge and skills that need to be explicitly planned, taught and rehearsed. This will be delivered through a balance of groupings to include whole class, small collaborative groups, peer partner, individual, attainment and mixed attainment as appropriate.

For further details on our curriculum please refer to our school website: [Early Years | Bearwood Primary & Nursery School](https://www.bearwoodprimary.co.uk/early-years/)

6. Assessment and Record Keeping

Ongoing assessment is an essential aspect of the effective running of our EYFS. Regular, planned and focused assessments are made of children's learning and individual needs. There is continuous monitoring and assessment of each child's development to inform their next steps. Assessment in Reception is carried out in line with the Early years foundation stage profile: [Early years foundation stage profile handbook](#).

Baseline assessments are carried out during the first half of the Autumn Term / When a child starts – including Nursery / Preschool. Evidence is gathered through practitioners' observations of children whilst engaged in their self-initiated activities, as well as planned opportunities. Transfer information from pre-schools and parent contributions also support practitioners in making on entry assessments. In addition to establishing our own school baseline assessment, staff will also administer the statutory Reception Baseline Assessment (RBA) [2025 reception baseline assessment: assessment and reporting arrangements \(ARA\) - GOV.UK](#)

In Reception, DCPro is used to track and monitor pupils' summative progress from their entry to school and is updated termly, judging whether pupils are 'on track' or 'off track' in their development of the three Prime Areas, Literacy and Mathematical Development. Gradings are

• on track	secure to meet ELG
• on track minus	should meet ELG, gentle guiding
• off track plus	could meet ELG with strong and targeted support
• off track minus	very unlikely to meet ELG

The Early Years Leader and Head Teacher closely track all key groups through the year, including gender, FSM, PPG, EAL, SEND, and summer born pupils. Gaps in learning are identified and made a priority, by adapting planning and if appropriate setting up interventions. Pupils who are assessed as not secure to meet ELG are monitored closely. Pupil progress reviews are undertaken termly with the Head Teacher or Deputy Head Teacher and the SENCO, and appropriate interventions and changes to provision are agreed to help close gaps in pupil development.

When a child is aged between 2 and 3, in accordance with the statutory framework we must review their progress and write a short summary of the child's development in the Prime areas. This is called Progress check age 2. This assessment will require discussions with health professionals if required.

At the end of the EYFS, staff complete the EYFS Profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development ('expected')
- Not yet reaching expected levels ('emerging')

The Profile reflects ongoing observations, and discussions with parents / carers. If a child has met "expected" for all 7 Prime ELGs and the 5 ELGs for Literacy and Mathematics, it is reported that they have met the "Good Level of Development" for starting in Year 1. The results of the EYFS Profile are shared with parents / carers for their child with a brief report that illustrates each child's strengths / next steps in the summer term. EYFS Profile data is submitted to the local authority.

The EYFS Profile is moderated to ensure consistent assessment judgements. This is completed internally and in partnership with trust schools and other local schools. In addition, teachers moderate with Year 1 teachers to support a smooth transition into Year 1. Year 1 teachers are given a copy of the EYFS Profile, which supports the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Assessment in EYFS is observation based. Staff monitor children in different teaching and learning contexts, including both adult focused activities and child-initiated play. Children's interests are 'in the moment' and need to be responded to there and then to gain the full value of the child's curiosity, understanding and

engagement at the time. At Bearwood Primary and Nursery school, we work towards this by ensuring there is sufficient time in the day for the adults to work alongside the children in their adventure time, when they are initiating their own learning. We believe the most important role of the adult is to interact with the children and respond to their emerging needs and interests. Staff capture 'WOW moments' where children have demonstrated a skill or knowledge that is significant to them and their learning journey. These moments may be captured in the form of a short written observation which is shared with parents via Tapestry (nursery) and Marvellous ME(reception).

In our Nursery, records of children's progress are maintained in the form of an online learning journey, which is made up of these elements:

- Class PSED scrap book
- Tapestry online journal
- Teachers assessment judgements on their individual attainment flowers

In Reception, records of children's progress are maintained in the form of a learning journey, which is made up of the following elements:

- DCPro half termly assessments
- Mark making book
- Maths folder
- Proud work folder (where the children select what work they want to include)
- Class PSED scrap book
- Regular MarvellousME communication to parents (online app) about activities, celebrations and learning in reception.

Observations take place in line with the new EYFS framework so are only used at key points within the year to record significant milestones in children's learning. Observations are also used to communicate with parents in order to create and sustain positive working relationships within our nursery.

Judgments made on children's development are based on practitioners' evidence of children's behaviour observed independently and consistently during Adventure time (self-initiated activities) across all Areas of Learning and Development. Assessments are recorded for the Prime Areas and Literacy and Mathematics within the Development Matters and tracked using DCPro in reception. Phonics is tracked using Little Wandle half termly assessments in reception.

Making Observations

The following codes are used when recording observations and annotating children's learning.

I – Independent work
S – Support Given (little support to aid the child's learning)
G- Guided support given
All work and observations should be dated.

7. Parents/Carers as Partners

At Bearwood Primary and Nursery School we recognise the importance of establishing positive relationships with parents/carers, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about our children with parents/carers.

We value the role of parents/carers as children's primary educators. We encourage parents/carers to share their unique knowledge of their child, providing further insight into the child as an individual (e.g.

characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests.

Parents/carers are kept informed of what is happening in the setting through regular letters, Tapestry observations (nursery) and informal conversations at the beginning and end of the day. This also gives suggestions of how parents can support their children's learning at home; consolidating and building on what has been covered in the setting. All parents/carers receive the weekly communication email from the school which includes termly curriculum guides

Parents/carers are invited to attend parents' evenings during the course of the academic year. The first of these takes place during the autumn term to allow practitioners and parents to discuss how children have settled into the setting. Another parents' evening takes place during the spring term where practitioners will feedback on children's learning and development progress.

Other opportunities for practitioners to share children's learning, development and well-being with parents include:

- Parent Partnership events/ Open Classrooms
- Phonics and Maths workshops
- Annual Reports
- Suggested home learning opportunities are shared over the course of the year.
- Parent submissions to Tapestry (nursery)

Parents are also invited to get involved with school life. The school has a volunteer scheme and parents are encouraged to become volunteers supporting children across the school in a variety of ways, helping in the classrooms, on class trips and as part of the Parent & Friends Association (PFA)

8. Transitions

Transition into Bearwood Primary and Nursery School

Any child starting in our Nursery or Reception Year receive a home visit or meet and greet session. At this meeting information regarding the induction process and what goes on in the setting is shared. There is also time for informal chat and parents' questions.

Staff at Bearwood Primary and Nursery School work closely with pre-school providers in the area to ensure the best possible transition for all children, including those who did not attend our Nursery.

Data relating to the new cohort is received by the school in April. Once parents have accepted their place, they will be sent an online forms to complete. As a school, we currently take children from a number of various pre-schools and our Nursery. The EYFS lead teacher will liaise with each of these settings, wherever possible. Practitioners, including the school's SENCo may also visit other settings if they become aware of a child with very specific needs or if there is any information on the transfer form that indicates a visit is necessary. The aim of these visits is to support practitioners develop their knowledge and understanding of each child in order to make the transition period to our school as smooth as possible.

Transition from Bearwood Nursery into Reception

Children attending our Nursery have regular opportunities throughout the year to work with adults from across the Reception team during our daily 'Adventure Time' sessions.

All children starting in Reception

In the summer term, all parents of children starting in Reception, are invited into the school for a welcome evening. This is an informative evening where parents can find out about the general day-to-day running of

the Reception Class and what to expect when their child starts in September. Information packs will be distributed to parents at this meeting, detailing school routines and expectations.

Before they start in the setting, all children are offered a chance to come and meet their teacher and spend time in the setting. This is in the form of Stay and Play Sessions. The purpose of these initial visits is for the children to meet their new practitioners and start to become familiar with the setting.

Once all the information about our new children has been gathered, the Early Years Lead meets with the SENCo and Head to ensure that provision for our children is in place to meet the needs of every child.

For the first few days, the children attend the setting for half days. Gradually, the length of time the children stay in school extends, until they become full time, by the end of the first week. This enables the children to become familiar with their new class, teachers and peers in a safe and nurturing environment.

Transition to year 1

Transitions are landmark events for children and have a definite impact on their emotional and academic development. They are times of exciting change, new opportunities and growth for every child. However, they can also be times of uncertainty where surroundings, expectations and procedures are different and key people unfamiliar. Getting transition right is vital for every child and should be seen not as an event but a process that involves children, practitioners and parents together.

There are significant differences in the style of provision in Reception and Year 1 which can be a source of concern for children and parents.

To support children to prepare for these changes, staff in Reception give the Year 1 staff a detailed handover of each child.

Children have a number of visits to year 1 in the summer term to help them familiarize themselves with the environment and to meet their new teacher. The Year 1 teacher will also visit the Reception setting and teach the Reception children in order to establish positive working relationships and to familiarise themselves with the children's routines.

In the Summer term, Reception children will experience some whole class teaching. What they receive will be dependent on what is developmentally appropriate for each child.

9. Early Reading

At Bearwood Primary and Nursery School we strive to ensure that every child is a reader and fosters a love of reading. This begins in the Early Years where practitioners create literacy rich environments across the settings. Children will be read to by an adult at least twice every day for pleasure and one for language development. During this time, practitioners and/or children will choose texts from a carefully selected library of high quality children's literature. The children will answer questions relating to the text in order to allow for a deeper understanding of what has been read.

Every child will take home a library book every week to develop their love of reading. It is not expected that the child will necessarily be able to read this book independently, rather it is an opportunity for the parents/carers to enjoy sharing this text together.

From the first full week of school, our children begin learning phonics by following our Systematic synthetic Phonics programme: Little Wandle. Every child will receive a phonics book to take home which is closely matched to their phonics ability. They will be able to read 90% of this book independently so this will be an opportunity for children to celebrate their learning with their parents/carers.

10. Special Educational Needs

All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments consider contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable practitioners to support the development of each child. Concerns are always discussed with parents/carers at an early stage, and the schools Inclusion Leader is consulted for further information and advice. Appropriate steps are taken in accordance with the school's policy for Special Educational Needs and Inclusion. See Special Educational Needs and Inclusion Policies and also Intimate Care Policy.

11. Outside Classroom

At Bearwood Primary and Nursery School, we see our outside environment as an essential part of our EYFS provision. The outside area is divided into a number of zones. The zones, include an explorers area, mud kitchen, builders yard, water zone, role play and gross motor area. There is an outdoor (covered) area to make the outside provision accessible all year round.

We believe the outdoor environment is a learning environment just as indoors and should be of equal importance. The outdoor environment provides learning experiences and opportunities which cannot be provided indoors. The outdoor environment should complement the indoor learning environment and offer activities in a much larger, messier, noisier and bolder way. It should provide opportunities for living things to be observed in the natural environment and for the weather, seasons and the effects of these to be observed and experienced first-hand. We believe that all children should have continuous access to the outdoor environment on a daily basis.

The outdoor environment should allow the children to have choice in their learning and in the activities that they choose. We believe the outdoor environment can help us to encourage children to be more physically active, enjoy recreation, develop socially, take an active role in planning their own learning and feel confident to express their feelings.

Forest School Sessions

At Bearwood Primary and Nursery School all Early Years children get the opportunity to participate in Forest School. There are many positive impacts of Forest School on children in terms of confidence, social skills, language and communication, physical development and knowledge and understanding of the world. The children wear weather appropriate clothing in these sessions and when learning skills which could potentially harm a child, appropriate safety measures are put in place.

Safety

The outdoor area is checked for health and safety reasons every morning by a member of the EYFS team and any issues are addressed. This may result in temporary closure of certain areas. All issues are reported to the site manager.

12. Snack Time

We recognise that snack times offer an important opportunity for children to learn about healthy eating, hygiene, independence and social interaction. In line with the new EYFS nutrition and safer-eating guidance (effective from September 2025) we will ensure that:

- Snack times are safe, hygienic and nurturing: children always wash their hands before eating. Staff sit facing children to supervise — children must remain within sight and hearing of a trained adult while eating, and a member of staff with a valid paediatric first-aid certificate is always present.
[GOV.UK+2Help for Early Years Providers+2](https://www.gov.uk/government/publications/early-years-providers-help-with-snack-times)

- Food is prepared and served in a way that minimises choking risks: e.g. fruit, vegetables or other items may be cut into appropriate sizes (batons, strips, slices) rather than given whole when needed, and care is taken with foods like bread, seeds, nuts or hard foods. [Help for Early Years Providers+1](#)
- Snacks are healthy, balanced and supportive of good nutrition: offering fruit, vegetables, starchy foods or other healthy options, avoiding sugary snacks, cakes, sweets or high-salt/saturated-fat foods, and ensuring water or milk is freely available throughout the day. [Bristol Early Years Teaching Hub+2Ratcliffe College+2](#)
- Children are encouraged to develop responsibility and independence: they are supported to manage spillages and waste, to clear up after themselves, dispose of waste and tidy their place at the table.
- Snack time becomes a chance to practise life skills, hygiene and respect for their environment — reflecting our core values of learning, enjoying and succeeding together.

This approach integrates seamlessly with our wider EYFS curriculum: snack time is not simply a break, but part of holistic child development — supporting social skills, independence, healthy habits, self-regulation, and a positive attitude toward eating and well-being.

13. Safeguarding and Welfare Requirements

We follow the Statutory Welfare Requirements [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#) that focus on Safeguarding & promoting children's welfare; Child protection, Suitable people, Staff qualifications, training, support and skills, Paediatric first aid, Key person, Staff: child ratios, Health including food and drink, Supporting and understanding behaviour, Special educational needs, Safety and suitability of premises, Environment and equipment, Information and record keeping.

Two members of staff from the EYFS team are part of Bearwood Primary and Nursery school safeguarding team. We have stringent policies, procedures and documents in place to ensure children's safety. All staff adhere to the school's Health and Safety Policy.

We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks such as Health & Safety monitors completing risk assessment sheets for indoor / outdoor play, along with an understanding of carrying scissors appropriately, sun safety and Stranger Danger.

We follow set procedures when children become ill or have an accident and promote the good health of our children in our care in numerous ways, including the provision of fruit snacks, drinking water always being available and have regard to [Early Years Foundation Stage nutrition guidance](#).

We capture any allergies and how this will be handled with parents prior to the child starting school. All EYFS staff hold a Paediatric First aid qualification and are always available when children are present, including on outings. There is always qualified paediatric first aid member of staff with the children when eating.

Staff and visitors are prohibited from using their mobile phones in our classrooms, only the class iPads/Tablets are used to photograph children (for Tapestry / DCPro / Brom Com observations and assessment purposes) and children must be appropriately dressed in photographs.

14. Context and Organisation

EYFS Structure (September 2025 – July 2026)

- Reception (Oak 2)
 - One class for children aged 4–5
 - 30 children
 - Operating 8:45am–3:30pm

- Staffed by an EYFS Lead/Reception Teacher, Student Teacher, Teaching Assistants and Lunchtime Supervisor.
- **Nursery Provision (Ages 2–4)**
From September 2025, we merged with the existing on-site preschool to create one coherent Nursery provision for children aged 2–4. Provision operates across Oak 1 and Acorn rooms.
 - From January 2026, room organisation is:
 - Children aged 3–4:
 - Oak 1: 8:50am–12pm (morning learning session)
 - Acorn Room: 8:50am–3pm (full-day provision available, parental options for booking sessions)
 - Children aged 2–3:
 - Acorn Room: 8:50am–3pm (full-day provision available, parental options for booking sessions)

Nursery Development

Our Nursery is currently on a merging and development journey over the next couple of academic years. This process aims to bring together the strengths of the existing preschool and school-based nursery to create a fully unified, high-quality early years provision for children aged 2–4.

EYFS Staffing Table Room / Age Group	Staff Member(s)	Role(s)
Oak 2 (4–5 years)	Mrs Prosser	EYFS Lead and Reception Teacher
	Miss Hope	Student Teacher
	Mrs Wilson	Teaching Assistant (Monday–Thursday)
	Mrs Caines	Teaching Assistant (Friday AM)
	Mrs Coles	Teaching Assistant (Tuesday–Friday)
Oak 1 (3–4 years)	Miss Doe	Nursery Teacher (AM)
	Mrs Hansford	Nursery Assistant (AM – Oak 1, PM – Acorn)
Acorn (2–4 years)	Mrs Medley	Senior Nursery Lead
	Mrs Lawrence	Deputy Nursery Lead
	Mrs Caines	Nursery Assistant
	Mrs Williamson	Nursery Assistant
	Mrs Lowry	Nursery Assistant
	Mrs Reade	Nursery Assistant
	Mrs Newton	Nursery Assistant
	Mrs Hansford	Nursery Assistant (PM)

15. Cultural Capital

The term "cultural capital" was popularised by the French sociologist Pierre Bourdieu, who proposed that it refers to everything from tastes to manners, knowledge of the arts, economy, the world, communication skills and social skills. The more cultural capital a person has, the greater their chance of social mobility.

The catchment area for our school is diverse. Our aim is to address social disadvantage and, as a result, our curriculum reflects the school's local context by addressing typical gaps in our pupils' knowledge and skills. We also actively encourage children to share their culture and heritage with each other so that we can grow and learn from one another.

It is crucial that as well as being taught essential knowledge and skills, our pupils are taught explicit and engaging vocabulary across the curriculum to ensure all children have the language they need to fully access their future learning.

16. Further information

Equal Opportunities

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, updated Dec 2023 Bearwood Primary and Nursery school, has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

All members of our school community are of equal value regardless of:

- their ethnicity, culture, religion, nationality
- whether or not they are disabled
- their gender or gender identity
- their sexual identity
- We recognise and respect difference at Bearwood Primary and Nursery School. Our curriculum aims to foster an appreciation of each other's cultures and beliefs along.

17. Monitoring and Review

This policy will be reviewed every two years by the EYFS lead and the application will be monitored by the Headteacher and Govenors at Bearwood Primary and Nursery school.

This is a working document which we hope gives an insight into the day-to-day workings of the Early Years Foundation Stage at Bearwood Primary and Nursery School and the rationale upon which they are based.

The Early Years Leader works in collaboration with subject leaders to ensure that progression and provision is clear across each subject area and keeps staff up to date of any changes to Early Years legislation and guidance.

The EYFS provision will be monitored by the Headteacher / Deputy / EYFS Leader, teachers with subject responsibility.

And will involve data analysis, action planning, team meetings, work scrutiny, moderation, lesson observations, CPD.

The Policy will be adapted and amended in the light of experience and the needs of the children entering school. We seek to ensure a smooth transition from home to school and a sound foundation for their learning. The Headteacher and Deputy, Governors, and staff will review this policy in line with the date, usually every other year unless there are Government changes.

18. Link to other HET policies

Behaviour policy

Complaints policy

Health and safety policy

Intimate care policy

Safeguarding and Child protection policy