



Bradshaw Primary School

EYFS Policy

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Review Date and Summary of Changes

Date of review	Summary of changes
March 2026	New

Signed by:

RHill

Headteacher

Date:

March 2026

LMitchell

Chair of
Governors

Date:

March 2026

Introduction

The Early Years Foundation Stage (EYFS) at Bradshaw Primary School is led by an experienced EYFS Leader. The Early Years area consists of a classroom, a conservatory and an outdoor learning area

Ongoing investment, developing high quality learning spaces and knowledgeable practitioners, ensures high outcomes for all groups of children and Bradshaw is committed to continuously developing this.

This Policy is

A statement of our aims, principles and philosophy that guides and shapes the teaching and learning in the Early Years Foundation Stage at Bradshaw Primary School.

Based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS), with revisions and updates from the 2025 framework and guidance.

Our Aims

To ensure that the statutory requirements of the new EYFS Framework are embedded within everyday practice. All children who attend Bradshaw Primary School access a broad and balanced curriculum; a curriculum that fulfils the Educational Programme for each area of learning and the Characteristics of Effective Teaching and Learning.

To develop and embed effective pedagogy, with a mixture of different approaches, that supports all children to make good progress, so they are ready for the next stage of their education.

To have a close partnership with parents and carers to support children as they transition into, through and out of EYFS

To ensure that every child is included and supported through equality of opportunity and anti-discriminatory practice.

Statutory Requirements

All practitioners working in EYFS at Bradshaw Primary School, will ensure the following requirements are implemented within the new Statutory Framework:

- Learning and development requirements
- Assessment requirements
- Safeguarding and welfare requirements

A regular team audit of the requirements will take place, identifying key next steps in consultation with the EYFS Years Leader and members of the Senior Leadership Team.

Curriculum Intent

At Bradshaw Primary, we have high expectations for all children. We aim for all groups of children to make progress across the curriculum and be ready for the next stage of their education, achieving outstanding outcomes.

Our aims are to develop lifelong learners in a learning environment that is happy, provides high quality care, promotes independence, supports emotional well-being, celebrates and promotes individuals interests and fascinations.

Implementation

A carefully designed and sequenced curriculum has been developed using the 2025 EYFS Educational Programmes for each area of learning, recent research and additional guidance. It identifies key skills and knowledge for children to be taught term by term, deepening learning and enabling them to achieve the early learning goals at the end of the academic year.

Through high quality texts, fiction and non-fiction, a broad balanced curriculum is facilitated. A curriculum enhanced through a range of first-hand practical experiences, within and beyond school.

High quality learning environments are in place indoors and outdoors, facilitating early years pedagogy. They provide opportunity for children to practise, consolidate and apply ongoing and new learning, across all areas of learning and the characteristics of effective teaching and learning.

Across the daily routine, practitioners ensure children have a balance of child-initiated and adult-led activities. It is recognised that young children learn by taking part in activities guided by knowledgeable adults and lead their own learning sensitively supported by practitioners.

During the summer term, the balance of learning is developed to support smooth transition into Y1. Practitioners engage with parents through weekly newsletters, an open-door policy, curriculum workshops and invitation events. Formal parents' evenings are held twice a year.

Class teachers and the school SENDCO ensure rapid response to children's identified personal needs. Integrated services are used to maximise children's learning potential. Partnership working with the feeder preschools is a priority for transition into Reception.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

The seven areas of learning in EYFS are:

- Communication and Language
- Personal, Social and Emotional Development
- * Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The characteristics of effective teaching and learning are:

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

Impact

Formative assessment - day-to-day observations of learning, are an integral part of the learning and development processes in EYFS. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to identify and shape future / next steps in learning. Practitioners also consider observations shared by parents and/or carers.

Practitioner best-fit assessment judgements are regularly externally moderated to ensure accuracy. The majority of children at Bradshaw make good progress and are ready for the next stage of their education. Historical data shows the % of children achieving the 'expected' level at the end of EYFS is above the national data set.

Parents are regularly informed of their child's progress throughout the academic year.

Roles and Responsibilities

EYFS Lead

The EYFS Lead is responsible for curriculum design, policy review, monitoring teaching and learning, ensuring progression, managing resources, leading CPD, analysing assessment data and liaising with staff, including subject leads, to drive improvement across the EYFS.

Teachers

Teachers are responsible for delivering the EYFS curriculum in line with this policy, planning and adapting lessons to meet pupils' needs, monitoring progress, liaising with subject leaders and engaging in relevant training.

Teaching and Learning

At Bradshaw, EYFS teaching is proactive and responsive. High quality interactions are used to support, embed and extend children's learning across all areas of learning through child initiated as well as adult initiated activities. Teachers use assessment data, profiles and professional advice to anticipate and address barriers. In-lesson adaptation includes flexible grouping, live feedback, modelling and targeted support, while maintaining high expectations for all pupils.

Additional support or more formal interventions are delivered where a child is assessed as needing extra support in any area.

Assessment and Reporting

The Reception Baseline is completed for every child in the first 6 weeks of the autumn term that they begin at Bradshaw and informal initial observations inform next step planning. Phonics and reading progress is assessed regularly using Little Wandle assessments and statutory checks. Formative assessment informs daily teaching and summative assessment, completed termly in all areas of learning, is used to track progress and attainment.

Inclusion and Equal Opportunities

EYFS provision is inclusive and accessible to all pupils. Teaching is adapted to support SEND, EAL and other learners through scaffolding, targeted intervention and appropriate resources. Diverse texts promote equality, respect and understanding.

Resources

High-quality texts from EY2P, alongside additional fiction, non-fiction and poetry, support reading across the EYFS. Resources are adapted where necessary, and well-resourced workshop areas both indoors and outdoors promote reading for information and pleasure.

Cultural Capital

Our EYFS curriculum supports pupils' cultural capital through exposure to diverse authors, genres and perspectives. Carefully chosen texts build vocabulary, background knowledge and understanding of the wider world, enabling pupils to participate confidently in school and beyond.

Cross-Curricular Links and British Values

Our curriculum promotes British Values. Texts linked to the PSED curriculum enable pupils to explore themes such as diversity, identity and respect, encouraging reflection, empathy and critical thinking.

Monitoring and Review

EYFS is monitored through observations, learning walks, pupil voice, book looks and data analysis. The policy is reviewed regularly to ensure consistency, effectiveness and continued improvement.

Safeguarding and Welfare Procedure

Our safeguarding and welfare procedures are outlined in the whole schools safeguarding policy.

We value the diversity of individuals within the school. All children at Bradshaw Primary School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter.

We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

We have a number of staff in school who have a current paediatric first aid (PFA) certificate.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

Monitoring Arrangements

This policy will be reviewed and approved annually. At every review, the policy will be shared with the governing board.

Policy written: January 2026

By: Jo Calder

Review date: January 2028