



# Egerton Primary School and Nursery

## **EYFS Policy**

### Egerton Primary School and Nursery

<b>Policy lead:</b>	Leanne Renton
<b>Approval date:</b>	12.01.2026
<b>Next review date:</b>	January 2027
<b>Approval needed by:</b>	Head Teacher Governors

## 1. Intent

At Egerton Primary School, we provide a high-quality Early Years Foundation Stage (EYFS) education that gives all children, from age two to the end of Reception, a secure, confident and ambitious start to their school life. Our onsite Nursery offers provision for two-, three- and four-year-old children, with practice tailored carefully to meet the distinct developmental needs of each age group. Our EYFS provision is rooted in the aims and principles of the Statutory Framework for the Early Years Foundation Stage (DfE) and reflects our belief that every child is capable, resilient and a unique learner.

We are committed to nurturing a lifelong love of learning, promoting high aspirations and supporting the development of the whole child. We strive to ensure that children develop the essential knowledge, skills and behaviours they need to succeed both now and in the future.

Our EYFS curriculum is carefully designed to:

- Foster a love of learning and inspire curiosity.
- Provide rich experiences of awe and wonder.
- Ensure all children have access to high-quality, inclusive learning opportunities.
- Promote resilience, independence and positive attitudes to learning.
- Support strong partnerships with parents and carers, enabling learning to continue at home.
- Develop children's understanding of their community and the wider world.

We provide inviting, well-organised indoor and outdoor environments that stimulate learning and support children in developing the three Characteristics of Effective Learning.

## 2. Legal Framework

This policy is based on the requirements of:

- Statutory Framework for the Early Years Foundation Stage (DfE)
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Equality Act 2010
- SEND Code of Practice (0–25)

## 3. Implementation

### 3.1 Two-Year-Old Provision

Our two-year-old provision recognises the unique developmental stage of our youngest children and places a strong emphasis on care, attachment, communication and physical development. Practice for two-year-olds is guided by the statutory EYFS requirements and Development Matters.

Key features of our two-year-old provision include:

- A key person-led approach to support secure attachments and emotional wellbeing.
- Consistent routines that provide security and predictability.
- A strong focus on the prime areas of learning, particularly Communication and Language, Physical Development and Personal, Social and Emotional Development.
- High-quality adult interactions, including sustained shared thinking and modelling of language.
- Daily opportunities for sensory exploration, physical movement and exploratory play.
- Small group experiences and carefully supported transitions.
- Close partnership with parents and carers to ensure continuity between home and setting.

Staff working with two-year-olds meet statutory qualification and ratio requirements and are experienced in supporting early development and care needs.

### 3.2 Implementation

High-quality teaching and learning in the EYFS at Egerton Primary School is achieved through:

- Quality-first teaching across all areas of the curriculum.
- Well-planned, stimulating indoor and outdoor learning environments.
- Carefully organised continuous provision that enables children to learn through purposeful play.
- A planned balance of adult-led, adult-guided and child-initiated learning opportunities.
- Real-life experiences that build on prior learning and promote deep understanding.
- Systematic approaches to early reading and phonics, with high-quality phonics teaching beginning the year before children enter Reception.
- Opportunities for children and families to develop a love of reading.
- Planned outdoor learning experiences, including 'Forest Fun' sessions.
- Strong partnerships with parents and carers.
- Effective transition arrangements, including close links with local early years providers.

### 4. Impact

As a result of our EYFS provision, children at Egerton Primary School:

- Are happy, confident and feel safe within the school environment.
- Demonstrate high levels of engagement, motivation and curiosity.
- Develop the Characteristics of Effective Learning and positive learning behaviours.
- Make strong progress from their individual starting points.
- Access a broad, balanced and ambitious curriculum regardless of background, need or ability.
- Are confident, capable readers who enjoy books and stories.
- Are well prepared for the next stage of their education.

The percentage of children achieving a Good Level of Development (GLD) at the end of Reception is in line with, or above, national averages.

### 5. The EYFS Framework

The EYFS is underpinned by four guiding principles:

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

Learning in the EYFS is supported through play, modelling, scaffolding, observation, guided learning and direct teaching. Practitioners carefully plan learning opportunities that respond to children's interests while ensuring coverage of essential knowledge and skills.

### 6. Teaching and Pedagogy

Teaching and learning in the EYFS does not follow a single prescribed approach. Play is central to children's development and learning. Children learn by leading their own play and by engaging in play that is guided by adults.

Practitioners support learning through:

- High-quality interactions and modelling.
- Scaffolding children's play to extend learning.
- Planned sequences of direct teaching to ensure progression, particularly in the specific areas of learning.

We use a balance of:

- Continuous provision – a consistent, well-resourced environment that supports consolidation and independence.
- Enhanced provision – carefully chosen resources and experiences linked to children’s interests, seasonal themes and curriculum priorities.
- Directed activities – adult-led sessions that teach specific skills and concepts, including phonics, mathematics and language development.

## 7. High-Quality Interactions

At Egerton Primary School, high-quality interactions are central to children’s learning and development. Practitioners use the EEF-recommended ShREC approach:

- Share attention
- Respond
- Expand
- Conversation

These interactions support language development, deepen thinking and strengthen relationships.

## 8. Curriculum

Our EYFS curriculum is ambitious, well sequenced and responsive to children’s needs. It clearly identifies what we want children to know and be able to do by the end of Reception.

We prioritise:

- Language development across all areas of learning.
- Depth of learning through repetition, practice and application.
- Flexible planning that reflects children’s interests while ensuring progression.

## 9. Assessment

Assessment in the EYFS is ongoing and based on professional judgement and a secure understanding of child development.

- All children in Reception complete the statutory Reception Baseline Assessment (RBA).
- Children are screened using the WELLCOMM assessment to identify speech and language needs early.
- Ongoing formative assessment informs planning and next steps.
- Tapestry is used to record children’s learning journeys.
- Summative assessments are made at key points to identify whether children are on track to meet the Early Learning Goals.
- Children requiring additional support are discussed during pupil progress meetings and targeted provision is planned.

## 10. Self-Regulation and Executive Function

Through Personal, Social and Emotional Development, we support children to develop self-regulation and executive function skills, including the ability to:

- Focus attention
- Remember information
- Think flexibly
- Manage emotions
- Persevere and problem-solve

These skills underpin successful learning and behaviour.

## 11. Inclusion and SEND

We are committed to inclusive practice and ensuring equal opportunities for all children. SEND is identified early, and support follows a graduated approach in partnership with parents, the SENCo and external agencies where appropriate.

## 12. Safeguarding and Welfare

Safeguarding is everyone's responsibility. All staff follow the school's Safeguarding and Child Protection Policy and statutory guidance.

For our two-year-old provision, we give particular attention to:

- Statutory staff-to-child ratios appropriate for two-year-olds.
- Intimate care procedures that preserve children's dignity and promote independence.
- Secure entry and exit arrangements.
- Enhanced supervision indoors and outdoors.

We ensure:

- Appropriate staff-to-child ratios at all times.
- Paediatric first aid trained staff are always present.
- Safe recruitment practices.
- Robust health and safety procedures, including regular risk assessments.

## 13. Key Person Approach

Each child in Nursery and Reception is assigned a Key Person. This role is particularly significant for two-year-old children.

The Key Person:

- Builds a secure, trusting relationship with the child.
- Supports emotional wellbeing, attachment and early communication.
- Acts as the main point of contact for parents and carers.
- Supports transitions within the Nursery and from Nursery to Reception.

For two-year-olds, the Key Person works closely with families to gather detailed information about routines, interests and care needs to ensure a smooth and supportive start.

Each child in Nursery and Reception is assigned a Key Person who:

- Builds a secure, trusting relationship.
- Supports emotional wellbeing and development.
- Acts as a key link between home and school.

## 14. Partnership with Parents and Carers

We value parents and carers as children's first educators and work in close partnership to support learning and development.

This includes:

- Regular communication via Tapestry and face-to-face meetings.
- Stay and Play sessions.
- Parent workshops and meetings.
- Shared conversations for children with additional needs.

## 15. Enabling Environments

Our indoor and outdoor environments are carefully designed to promote independence, curiosity and challenge. Resources are accessible, safe and regularly reviewed. Enhancements are planned weekly and supported through structured opportunities such as 'Rainbow Challenges'.

## 16. Areas of Learning and Development

The EYFS curriculum covers seven areas of learning:

Prime Areas:

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

Specific Areas:

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

Reception pupils follow Little Wandle Letters and Sounds Revised, while Nursery children access Foundations for Phonics. For two-year-olds, provision focuses on early communication, listening, attention and phonological awareness, including songs, rhymes, stories and sound play, ensuring strong foundations for later reading success.

## 17. Monitoring and Review

The EYFS provision is monitored through observations, assessment analysis, moderation, staff development and leadership oversight. This policy is reviewed annually.

Please see the following linked EYFS specific policies for more information:

[Safer Eating Policy](#)

[Safer Sleep Policy](#)

“When we give every child the best start in their early years, we give them what they need today and set them up with every chance of success tomorrow.”

Development Matters (DfE, 2021)