



## Early Years Foundation Stage Policy

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Owner	Claire Harvey	Approved by	Executive

**1. History of Policy Changes**

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### 3. Introduction

"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 1<sup>st</sup> September 2025

### 4. Definitions

- 'Manager' in this policy, is anyone as identified in the staffing structure with line management responsibilities.

- EYFS – Early Years Foundation Stage
- ELG – Early Learning Goals

## 5. Aims

At Lytchett Matravers Primary and Preschool, we wish to promote the love of learning and aim to provide the highest quality care and education, where children feel secure, welcome, and valued within our happy and caring school. We deliver an Early Years curriculum that educates the whole child so that they are lifelong learners. Our purpose is to ensure that every child gets the best possible start in life and receives the appropriate support to fulfil their full potential and maximise their life chances. No child should feel excluded or disadvantaged. We achieve this by ensuring our Early Years provision is a place where children's uniqueness is valued. Children feel safe, supported and nurtured, and where partnerships with parents, carers and other professionals are active and highly valued.

We believe that:

- Children need security, love, friendship, encouragement, motivation, stimulation, praise, and consideration for their individuality.
- The whole child is important – social, emotional, physical, intellectual, and moral developments are interrelated and valued.
- In the Early Years, children learn best through first-hand experience and need a stimulating environment to help develop lively, imaginative, enquiring minds.
- Children learn naturally through play. It is a process through which children explore, investigate, recreate, and come to understand their world.
- Our provision promotes high standards and expectations, learning and skills, positive attitudes, and enjoyment in learning.
- Our four values: Companionship, resilience, joy, growth
- Children should be allowed to develop knowledge, confidence, self-esteem, independence, self-discipline, individuality, responsibility, perseverance, co-operation, and social awareness to achieve their potential.
- Children benefit from positive partnerships between home and school. Mutual respect and dialogue will ease the transition from home to school and support children's future learning.
- Effective Early Years are always ambitious to be better.

## 6. The Early Years Foundation Stage

Teaching in the EYFS at Lytchett Matravers Primary and Preschool follows the Early Years Foundation Stage Statutory Framework (DFE, 2025) [EYFS statutory framework for group and school-based providers](#) and is supported by the non-statutory curriculum guidance set out in Development Matters (DFE, 2023) [Development Matters - GOV.UK](#) and Birth to 5 Matters (Early Education 2021) [Birthto5Matters-download.pdf](#). This is planned and delivered by committed practitioners who fully understand the curriculum requirements. Four guiding principles shape practice in early years and are reflected in Sam's entitlement detailed at the start of this policy and this is how they look at Lytchett Matravers Primary and Preschool.

**Unique Child + Positive Relationships + Enabling Environment = Learning & Development**

Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured. At Lytchett Matravers Primary School, we develop these areas through our school Learning Muscles. At LMPS, this also looks like:

- Recognition that the child comes first
- Support and challenge for all children
- Making personal choices in their learning journey



- Our school motto 'thriving together', ensures all work together to enable children to reach their full potential
- Children learn to be strong and independent through **positive** relationships. Children benefit from a strong partnership between practitioners and parents and/or carers. In school this is seen through:
  - Informative meetings with parents, carers before school begins and throughout the year
  - Parent contributions to a child's learning journey are valued
  - Parents evening and school reports
  - Information evenings to support home learning / understanding of Lytchett Matravers Primary and Preschool
  - Open door policy
  - Working with other professionals and experts beyond school
- Highly trained staff trained in all aspects of the new EYFS framework, including the safeguarding requirements, ensuring that all adults know how to keep children safe and to recognise and report concerns.
- 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. This is demonstrated with
  - A high-quality well planned learning environment both indoors and outside to stimulate, support and challenge children whilst keeping them safe
  - Children are actively encouraged to explore the world around them developing their creativity, independence, thinking skills and ability to solve problems across the curriculum
  - A rich variety of stimulating, high quality resources inside and out
  - Resources used aim to stimulate, challenge and inspire children to engage in learning and provide for both the planned and unplanned curriculum
  - Clear, accessible well organised learning areas that promote independence and exploration
  - Exciting, enriching and educational opportunities within the EYFS base
  - Outdoor area with areas of the curriculum available each day, and an opportunity to play and run in a large space
  - Adults who are skilled at supporting, challenging and extending the learning and development of each child
  - Areas to encourage and support independent skills, curious thinking and perseverance.
  - All areas are valued by adults and used for learning

The importance of **learning and development**. Children develop and learn at different rates.

- We place a high value on structured and unstructured play. Throughout the day adults provide opportunities for learning in a variety of styles that are active, engaging and fun
- Exciting learning topics, including current interests of the children
- Carefully planned activities
- Supportive adults who can meet the needs of each child
- Enriching resources available
- Hearing, valuing and responding to each child's voice
- Learning through the Prime and Specific Areas of Learning
- Exposing children to "cultural capital" to increase the chance of social mobility

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

### Specific Areas of Development

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

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      Skills being developed

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

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.

### 8. Planning, Teaching, Learning and Play

At Lytchett Matravers Primary and Preschool, 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 1<sup>st</sup> 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: <https://lmps.dorset.org/>

## 9. Assessments 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 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](#)

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 every term 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. Pupil's progress is discussed fortnightly with the Reception team and focus children/next steps identified. At Preschool, weekly meetings with the SEN Lead and Senior Preschool Leader discuss children and identify where early intervention is needed.

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. EYFS Profile data is submitted to the local authority.

In the Spring Term, an overview of whether the children are on track or not on track to meet the expected level of development at the end of the summer term is shared with all parents/carers. This is then discussed with families at the Spring term families' evening.

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 Lytchett Matravers Primary and Preschool, we work towards this by ensuring there is sufficient time in the day for the adults to work alongside the children. At School in Reception, this is in 'Let's Explore', when they are initiating their own learning. At Preschool, this is throughout the children's time in the setting. We believe the most important role of the adult is to interact with the children and respond to their emerging needs and interests.

In School, 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 'bubble up'. We use these observations to support our developing knowledge of individual children. They inform us of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified, and relevant learning opportunities are planned to support children to make the next steps and progress. In School, Children have Learning Journeys, Maths books, Drawing Club/Writing book, Phonics books and Art folders. These contain a mixture of independent work, adult observations and adult directed activities. Children's workbooks also provide evidence for assessment.

Learning and assessments are captured in a variety of ways including.

- maths books
- writing books (drawing club books)
- learning journals
- floor books
- ongoing assessments
- contextual information form completed on entry
- Phonics books, tracking system and book bandings
- Planning

At Preschool, observations are integral to daily practice. They are used to support knowledge of individual children. They inform us of children's abilities, needs, interests, play schemas and learning



styles. Observations are evaluated, children's learning priorities are identified, and relevant learning opportunities are planned to support children to make the next steps and progress by the children's key person. At Preschool, all staff interact with all children in the moment, but assessment for each child is the responsibility of the Key Person for that child, with the support of the SEN Lead and Senior Preschool Leader. At Preschool, each child has a Learning Journey, which is used over their time in the setting to record key milestones. Observations of children and learning, is recorded on the online system – Nursery In a Box. This is shared with parents/carers/families for each child.

## **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 Lytchett Matravers Primary School and Preschool SEND Team are 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. Partnerships with Parents (this includes carers and important key adults in a child's life)**

At Lytchett Matravers Primary and Preschool, we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We recognise the role that parents have played, and their future role in educating the children. We acknowledge that parents are children's first and most enduring educators and we value the contribution they make. We feel it is important to listen to parents and value all they have to say regarding their child. All information is sought sensitively, parents reassured as to its confidentiality.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. In Reception classes this key adult is the teacher.

Ways in which we support and promote home partnership:

### **Pre-school:**

- Holding Stay and Play sessions before the child begins the setting
- Ensuring parents complete an All About Me section on Nursery in a Box.
- Meeting with the family before the child begins – talking to them about routines/interests
- Having a Key Person approach for each child
- The Key Person speaks to the parent/carer regularly to inform them of how the child has been – where this is not possible, another member of the team to feedback to parent/carer if needed
- Valuing families' contributions to learning journeys through the use of Nursery in a Box
- Inviting families into school termly for our 'Stay and Play' sessions
- Providing newsletters each half term, which include a curriculum planning overview for each topic, highlighting how they can support their child at home
- Providing parents with a summary report detailing achievements at the 2 Year Check
- Providing parents with a summary of the WellComm assessment
- Providing parents with an end of year summary report detailing achievements

### **Reception:**



- Holding an information evening before the children start school;
- Talking to them about their child's interests and needs during our introductory sessions in school and at our 1:1 sessions carried out each July and September;
- Being welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions;
- Inviting them to a parent consultation in the Autumn, Spring and Summer Terms to discuss how their child has settled and share progress and next steps for learning;
- Valuing families' contributions to learning journeys through the use of WOW moments;
- Inviting families into school termly for our 'Stay and Play' sessions;
- Encouraging parents to read with their child at home and make comments in their reading record books;
- Providing Reception newsletters each half term, which include a curriculum planning overview for each topic, highlighting how they can support their child at home;
- Inviting parents into school for Early Reading information sessions, to demonstrate how we teach reading/phonics and help them support their child;
- Inviting parents into school for an 'early maths' session, to demonstrate how we teach early maths skills and help them support their child;
- Welcoming parents as volunteers into our school;
- Providing parents with an end of year summary report detailing achievements and their child's EYFS profile;
- We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

## 12. Attendance

Lytchett Matravers Primary and Preschool are committed to providing an education of the highest quality for all our pupils and recognises this can only be achieved by supporting and promoting excellent school attendance for all. This is based on the belief that only by attending school regularly and punctually will children be able to take full advantage of the educational opportunities available to them. High attainment depends on good attendance.

The whole community- pupils, parents and carers, teaching and support staff and school governors have a responsibility for ensuring good school attendance and have important roles to play.

## 13. Effective transition to Preschool / Reception / Year 1

We highly value the need for a child's transitional journey to be smooth, supported, gradual and individualised. Transition processes involve the family and start before children enter our Preschool, through to the transition into Reception and then year 1. They include:

- Preschool show rounds with Parent/carer/child
- Stay and Play sessions in Preschool before beginning
- Parent/carers Welcome Meetings
- Two Stay and Play sessions in School – 1 with a parent/carer, 1 without – before the Summer holidays
- All about Me booklet - this will include capturing any allergies and health information
- Staff visits to preschools / nurseries / contact with childcare provider (childminders)
- Settings transfer documents
- Involving health and other professionals if appropriate / beneficial
- Staggered starts



- 1:1 visit in September to the school setting, before the children begin school. This is the child with their parent/carer - this will include capturing any allergies and health information

#### To Year 1

- Reception to Year 1 transition meetings
- discussion around judgments made in the EYFS Profile
- Year 1 teachers spending time in the EYFS to observe and engage with children in their known space
- children having two transition mornings, in Year 1, before the summer holiday

### 14. 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. The Early Years Lead, Senior Preschool Leader and Curriculum Lead at Preschool are DDSLs and meet regularly as a Safeguarding Team with the DSL. 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. The School and Preschool have Health & Safety procedures that are completed daily/weekly/fortnightly. This includes, 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](#). Before a child joins School or Preschool, we gather all information about medical needs, including allergies. Where needed, we ensure we have an Individual Health Care Plan in place from parents/carers, before the child begins the setting, so all adults are aware of how this will be handled. These are updated at least yearly by parents/carers.

Within school we have two adults in the Reception base, who hold Paediatric First aid qualification and are always available when children are present, including on outings. Three additional adults are qualified within the school and are available. There is always at least one qualified paediatric first aid member of staff with the children when eating. From September 2025 we follow the new guidelines to support safer eating along with nutrition guidance. [Early Years Foundation Stage nutrition guidance](#)

In Preschool, all staff who work in the setting, hold a Paediatric First Aid Qualification. There is always at least 6 members of staff supervising children when eating.

Staff and visitors are prohibited from using their mobile phones in our classrooms/Preschool setting, only the class/preschool tablets are used to photograph children. This is for observations and Nursery in a Box and assessment purposes. Children must always be appropriately dressed in photographs.

#### Context and Organisation –

At Preschool, there can be up to 50 children in the setting at one time.



There are two classes in Reception, with up to 30 children in each class. The children are put into a class before beginning school, either Ladybird or Honeybee Class. Each class has 1 Qualified teacher and a Teaching Assistant.

There is an Early Years Lead who oversees Reception and Preschool.

Preschool has Early Years Educators and a Senior Preschool Leader who works with the Early Years Lead to oversee the provision. Early Years Educators have key children.

The Preschool building is next to the main school. You have to walk outside and through a gate to get there.

In Reception, the school day runs from 8:45 – 3:30pm. Registration begins at 8:55am. The timetable for a day in Reception is as follows:

8:55 registration	9:00 – 10:00 – lesson 1	10:00 – 10:15 – assembly	10:15 – 10:30 – Breaktime	10:30 – 12:10 – Lesson 2 and 3	12:10 – 13:15 – lunch and breaktime
13:15 – 15:30 – lesson 4 and 5					

In Preschool, the session timings are as follows:

9:00 – 12:00 – Morning session	12:30 – 15:30 – Afternoon session	Full day session – 9:00 – 15:00
Additional 30-minute session if attending full day and using funding = 15:00 – 15:30		

The School ensure that staff levels within the Early Years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe. Children will be kept within sight and hearing at all times.

#### For Pre-school:

- For 2 Year Olds Ratio is 1:5
- For 3 and 4 Olds Ratio is 1:8 1:13 if a qualified teacher or level 6

#### For Reception classes:

- Class sizes will be limited to 30 pupils.
- Classes will be led by a qualified teacher, supported by suitably qualified support staff.

*Where needed in both settings, some children may require 1:1 supervision to support them in accessing the curriculum and setting.*

## 15. Monitoring and Review

This policy will be reviewed every year by the EYFS Lead and Preschool Senior Leader. The implementation and application will be monitored by the Senior Leadership Team.



This is a working document which we hope gives an insight into the day-to-day workings of the Early Years Foundation Stage at Lytchett Matravers Primary and Preschool 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 Senior Leadership Team and EYFS Leader. This will involve data analysis, action planning, team meetings, work scrutiny, moderation, lesson observations and 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, Governors, and staff will review this policy in line with the date, usually every other year unless there are Government changes.

## **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 Lytchett Matravers Primary School and Preschool 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 Lytchett Matravers Primary School and Preschool. Our curriculum aims to foster an appreciation of each other's cultures and beliefs along

## **17. Link to other HET policies**

Behaviour policy

Complaints policy

Health and safety policy

Intimate care policy

Safeguarding and Child protection policy

