



**MOOR PARK
PRIMARY SCHOOL
AND NURSERY**

EYFS POLICY

2025 - 2026

Policy	EYFS Policy
Reviewed by	Faye Haslam
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Next review due	September 2026

“Children need the freedom and time to play. Play is not a luxury. Play is a necessity.”

= Kay Redfield Jamison =

The Early Years Foundation (EYFS) applies to children from birth to the end of their Reception year. At Moor Park, we accommodate children from the age of 3 to 5. We have a Nursery, which offers various sessions.

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS)

[EYFS statutory framework for group and school-based providers](#)

Structure of the EYFS

At Moor Park Nursery, the children will be cared for and educated by a qualified Teacher and Nursery Assistants. We have spaces for 52 children (26) per session and offer three sessions across the day. These are – morning sessions 9-12, afternoon sessions 12-3 or full days 9-3. The Nursery children also have access to Breakfast and After School Club. The children qualify for a free place the term after their 3rd birthday. Generally, intakes will be at the beginning of September, January and April. Free entitlement for 3 and 4 year olds is currently 15 hours per week, unless the parents are entitled to the current 30 free hours government scheme. Any additional hours will be subject to fees.

In Reception, each class of children will be taught by a Teacher, a Teaching assistant and sometimes additional members of staff (depending on the needs of the children). There are 60 places available and all children have access to the Breakfast and After School Club.

Curriculum

Our Early Years setting follows the curriculum as outlined in the EYFS Statutory Framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as

particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:-

- Communication and Language
- Physical Development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Teaching

Each area of learning and development, is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Read, Write, Inc Phonics

In Nursery we frequently share high-quality stories, rhymes and poems with the children. They are taught nursery rhymes and action rhymes frequently and the provision includes a variety of child-led and adult-led experiences related to Communication and Language and Literacy. The children are involved in daily activities that develop focused listening and attention along with high-quality language with children.

The Nursery children are taught the letter rhymes and begin to play 'Fred talk' games in the Spring Term. In the Summer term, the children are taught the speed sound lessons in preparation for Reception. The children have the opportunity to take home cvc books to practise if appropriate.

Daily RWI Phonics Sessions

Phonics is taught daily in Reception and Year 1. In Reception, we build from short 10 min sessions involving the speed sounds, with additional daily oral blending games, to the full length lesson as quickly as possible. The children are assessed at the end of each half term and are re-grouped accordingly. As the children progress they are put into ability groups linked to the RWI colour scheme. The children are tracked using the RWI tracker by our English Subject Lead. Children who need additional practise are targeted throughout the day, whether it be during continuous provision, carpet times, line up time or even at lunch time. Repetition is key to ensure that every child's learning is secure.

In Early Years the children are taught Mathematics through a combination of White Rose Maths and Numicon. The session are delivered to the children using songs, games, practical activities using manipulatives and discussions. These sessions are then followed up with adult led activities in small groups, as well as enhancements within the classroom continuous provision.

Assessment

At Moor Park, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents/and or carers.

In Nursery, staff review their progress and provide parents and/or carers with a written summary of the child's development. This highlights the areas in which a child is progressing well and the areas in which additional support is needed. If additional support is needed the teacher will assess the child using the 'Small Steps Support Tool' (adopted from Blackpool Inclusion Team). This tool will highlight exactly where the child is struggling and will enable small targets to be put in place to move the child on. Any children posing a cause for concern' will be referred to the Early Years Inclusion Team for additional support.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child along with a written report.

Class Dojo is also used to keep the parents up to date with their child's learning, both in Nursery and Reception.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this where children have been identified as having a specific need intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator. (Please refer to the 'Special Needs Policy' for greater detail). The needs of children with English as an additional language will be met through planning and support.

WELLCOMM Speech and Language Intervention

WELLCOMM is a Speech and Language Toolkit used for Screening and Intervention in the Early Years. WELLCOMM plays a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development. The WELLCOMM Toolkit is easy to administer and score. The screening tool uses a unique traffic light system to help practitioners understand the child's current level of speech and language and to provide a pathway for action, ensuring every child gets the support they need.

Red: Consider referral to a specialist service for further advice/assessment.

Orange: Extra Support and intervention required.

Green: No intervention required.

At the beginning of Nursery and in some cases Reception (when the teacher is concerned) or at the point of entry, children complete the WELLCOMM screening. Any children scoring red are referred to additional services and sign posted to the correct team. Separate plans are put in place for these children and are reviewed half termly or as part of their APDR cycles.

Transitions

At Moor Park, we recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children. We have therefore established a strong set of procedures for transitions to be as smooth as possible. All children in our Nursery have the opportunity to visit the setting with the parent/ or carer to familiarise themselves with the new environment, meet their new teachers as well as parents having the chance to talk through any worries or concerns.

When children start school, we invite parents in to meet the EYFS team and conduct a presentation with all the key information for parents regarding 'school readiness'. Parents and carers are given an induction pack and are encouraged to complete their child's 'All About Me' booklet. This information gives teachers an insight into each individual and allows teachers and support staff to plan a smooth and seamless transition. All children starting Reception are offered 'stay and play' sessions with their new class teacher and teaching assistant. Those children coming from different settings to our Reception are contacted by the Early Years Leader and their progress and development shared by their Nursery key worker. When necessary, the EYFS Lead will visit nurseries to observe them in their current setting. This may include other members of staff, for example the SENDCO. We have a slightly staggered intake in our Early Years in order to ensure that children who need extra support are given time at each start date to settle in.

In the Summer term all our Reception children visit their new Year 1 teachers prior to them starting year 1. Reception teachers pass on their knowledge of each child's development, progress and achievement towards the early learning goals to ensure that all teachers have a well-rounded picture of the children prior to starting the new school year.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and carers. Parents are also invited to attend our 'Together Time' sessions.

Parents and/or carers are kept up to date with their child's progress and development. The progress check, and EYFS profile helps to provide parents/and or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

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 and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Safeguarding and welfare procedures

At Moor Park, the welfare and safety of both staff and children is paramount. We have effective safeguarding policies and procedures in place to ensure that everyone in our care is safe, happy and achieving to their best ability. If there are concerns about the welfare or wellbeing of a child or adult we will follow our Safeguarding Policy and Keeping Children Safe in Education document. Any concerns are reported to our DSL (Designated Safeguarding Leads) who ensure the correct actions are taken to keep all children safe.

We promote good oral health, as well as good health, as well as good health in general, in the early years by incorporating these aspects into our planning and arranging visits from the school Nurses.

Staff Supervision

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety. Staff who work in the EYFS have regular supervision, in line with the Early Years Foundation Stage Statutory Framework, and alongside the school Performance Management Cycle. This provides support, coaching and training in a culture of mutual support, teamwork and continuous improvement and encourages the confidential discussion of sensitive issues.