



## **Thrunscoe Primary and Nursery Academy**

### **Early Years Foundation Stage Policy**

"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 which is guided by adults".

"The EYFS promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life".

Statutory Framework for the Early Years Foundation Stage 2021

With this in mind, we have developed a policy that offers our children the best of both worlds. We play hard and we work hard.

#### **1. 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/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

#### **2. Legislation**

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021.](#)

#### **3. Structure of the EYFS**

At Thrunscoe, we take the majority of our children at Nursery age, the term after their third birthday. We offer **our families full flexibility for their 15 hours of free childcare between 8:40-3:15pm. To attend all day, every day, parents/carers must be entitled to 30 hours a week of government funding or pay the top up fees themselves.** Our Nursery is only open term-time, following the term dates set by the academy.

Some children join us in the Reception year. Our day starts at 8:40am and ends at 3:15pm. We meet with families and other settings/childminders and offer visit days prior to starting to those children that are new to us in Reception. This ensures that they make an effective transition from home or their previous settings, settling quickly and having their needs met immediately.

#### **4. Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

##### **4.1 Teaching and Learning in our Nursery**

*"Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning".*

Statutory Framework for the Early Years Foundation Stage 2021

At Thrunscoe, 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.

In our Nursery you will see:

- Happy children interacting successfully with peers and adults.
- That learning in the 3 prime areas is a priority.
- Our children being supported to learn through high quality, play-based opportunities.
- That staff know our children very well.

- Staff building children's skills and knowledge at every opportunity as they play alongside them.
- Children's interests being explored and developed further to engage and motivate.
- Discrete adult-led group times led by the reception teachers.
- Staff meeting every child's needs, including identifying children that may have a special educational need or disability. Staff will then consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

This approach means that children get the best of both worlds. They learn through their interests and engage in quality play experiences with their highly skilled and trained key workers and are being stretched, supported and challenged by the teachers that will complete the foundation stage journey with them.

## **4.2 Planning and Teaching in our Reception**

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.

In Reception, the children still have access to learning through high quality, play based learning opportunities but they also have more formal learning times where the teachers give the children the reading, writing and maths skills that they need in order to access the national curriculum and be successful as they move throughout the school.

In our Reception classes you will see:

- Happy children interacting successfully with peers and adults.
- That learning in the 4 specific areas is a priority (except for individuals that have not met the expected standard in the prime areas).
- Our children being supported to learn through high quality, play-based opportunities.
- That staff know our children very well.
- Staff building children's skills and knowledge at every opportunity as they play alongside them.
- Staff meeting every child's needs, including identifying children that may have a special educational need or disability. Staff will then consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.
- Daily formal teaching of phonics and math's - recorded in books and self-assessed by children.
- Areas of learning taught through mini topics based on traditional tales.
- Daily reading and interventions where necessary to help children stay on track.

## **5. Assessment**

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

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.

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

## **6. Working with parents**

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.

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We value the contribution from our families and encourage them to be involved in their children's learning.

Parents and/or carers are kept up to date with their child's progress and development via tapestry. We document every lesson so that parents know what their children are learning in school as well as seeing lovely pictures of their play. We have an open-door policy and the EYFS Leader is available on the **door** at the beginning and end of every day. We hold termly parents evenings (**2** per academic year) and send a formal report home at the end of the Nursery and Reception year.

In Reception, homework is put on tapestry weekly. The homework is based on what has been taught in school that week and represents what a typical child should be able to do at that time of the year. This helps parents to know how their child is progressing between parents' evenings.

When children can blend, we send decodable books home to share with their families. These can be changed at any time throughout the week.

The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

We invite parents into school to attend 'lessons' with their children to see how they are being taught in phonics and maths. We also invite parents in to share in their children's success when given their first reading book. The parent/carer listens to their child read to the teacher and the teacher then shares some top tips for success. We also invite parents into school for many events and productions.

## **7. Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general, in the early years through weekly jigsaw lessons. Throughout the year we work on the following topics:

- Being me in my world
- Celebrating differences
- Healthy me
- Dreams and goals
- Relationships
- Changing me

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

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Policy date: November 2025

Approved by the governing body: Thursday 27<sup>th</sup> November 2025

Next renewal: November 2027