

Barnburgh Primary Academy



EARLY YEARS FOUNDATION STAGE POLICY

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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 \(publishing.service.gov.uk\)](#) effective from September 2023

3. STRUCTURE OF THE EYFS

At Barnburgh Primary Academy, our Early Years provision includes a 26 place Nursery for 3 and 4 year olds and one Reception class with 30 places. We work as an Early Years unit.

We work closely together as a unit in a large open space and outdoor space where the children are mixed during free flow and planned joint curriculum events. The children follow a similar timetable with suitable age related adaptations. The Nursery and Reception children split into their own learning base for adult led learning.

Our Nursery children are expected to attend for at least 15 hours per week split over 5 mornings with the option to add additional hours up to 30 per week. The morning hours are 8.40am-11.40am and can stay for lunch until 2.40pm if required. Nursery parents have the option to pay for the last 20 minutes of the day from 2.40pm- 3pm Our Reception children attend at 8.30-3pm.

4. CURRICULUM

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework last update September 2025

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

The characteristics of effective learning underpins all learning under the 4 principles of the EYFS. At Barnburgh Primary Academy we support children's ability to learn and think for themselves. Every child is an active participant of their own development. Play and self-initiated activities are ideal opportunities to build Characteristics of Effective Learning.

- Playing and exploring (Engagement)
- Active learning (Motivation)
- Thinking creatively and critically (Thinking)

The whole school curriculum documents ensure clear progression from Early Years to Year 6 offering the children a wealth of opportunities and experiences across all curriculum areas.

The EYFS Long term plan gives a clearly planned overview of teaching across all areas of the curriculum showing links to the whole school progression documents.

4.1 Planning

The EYFS at Barnburgh Primary Academy provides a happy, caring, stimulating, safe and well organised environment in which children learn by building up what they already know and can do.

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, which are Communication and Language, Physical Development and Personal, Social, Emotional development.

Staff also consider 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.

At Barnburgh Primary Academy, we take pride in providing a wide range of enrichment activities and experiences.

Each topic has a Knowledge Organiser. This highlights key vocabulary, key texts and sticky knowledge. The sticky knowledge is frequently referred to using the Big Brain Question boxes. This supports prior learning and metacognition.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a balance of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Early Years staff have a key focus around curriculum intent, always considering 'what' children are learning and 'how' this can be developed.

Our outdoor provision offers a range of opportunities, differing from those inside, linked to children's interest, specific needs and topic themes. Staff work closely with children to model language, play and support their emotional well-being and development.

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.

5. ASSESSMENT

At Barnburgh Primary Academy, ongoing assessment is an integral part of the learning and development processes. Staff observe children to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts Nursery**, staff will take time to get to know and carry out fun, focused tasks to support them baseline the children.

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 (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.

6. WORKING WITH PARENTS

At Barnburgh Primary Academy, transition plays a crucial role in supporting children and their families when starting school. It is a carefully planned process which begins in the Summer term when staff contact parents. We offer our Nursery and NEW Reception families home visits, regular information and updates via the EYFS page on our website and drop in stay and play sessions. Additional arrangements are made for any children who require this. Our Nursery children have a staggered start to help ease them into their new environment.

At Barnburgh Primary Academy, we recognise that parents are the children's main educators and that when parents and practitioner's work together the results have a positive impact on children's development and learning.

We encourage parent partnership through:

- Developing early relationships with parents through a range of transition visits and conversations with parents.
- Inviting new families into the unit as part of the stay and play sessions
- Understanding the role of the parent in their child's education
- Listening to parents views around their development and any concerns
- Making parents feels welcome by being friendly, approachable and having an open door policy
- Maintaining an on going dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents regularly to discuss progress (parent meetings)
- Inviting children in to school to share learning Journeys and Learning Daries
- Through use of the school website sharing children learning and photographs on class pages and on the EYFS portfolio
- Responding to parents emails/ questions around their child's need and development
- Inviting parents into school to share specialised skills

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. Parent meetings and verbal discussions 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 (class teacher) who helps to ensure that their learning and care is tailored to meet their needs. The key person (as outlined in the Key person Policy) 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.

7. SAFEGAURDING AND WELFARE PROCEDURES

It is important to us all that children in school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why and exist. We provide children with choices to help them develop this important life skill. Children are taught to take reasonable risks, but also how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

In Early Years we promote good oral health, as well as good health in general, by focusing on this during carefully planned topic work and provision enhancements. We provide opportunities to practice teeth brushing, learn about foods that are healthy and unhealthy.

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

Snack times are carefully supervised and are in line with the updated EYFS Framework 2025.

8. MONITORING ARRANGEMENTS

This policy will be reviewed and approved by the assessment and Early Years lead every year. At every review, the policy will be shared with the governing board.

APPENDIX 1. LIST OF STATUTORY POLICIES AND PROCEDURES

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

