



**Jacksdale Primary School & Nursery**

**(EYFS)**

**Early Years Foundation Setting**

**Policy**

Reviewed October 2025

Next review due: October 2026

## **Purpose**

The purpose of this policy is to outline Jacksdale Primary & Nursery School's approach to providing a high-quality Early Years Foundation Stage (EYFS) education that lays the foundations for children's future learning and development. Our aim in Early Years is to begin, in the earliest stages, learners and leaders of the future. We want to begin to develop our children's whole selves to ensure they are the best that they can be. This policy aligns with the school's vision and values, and ensures compliance with the latest statutory framework for the EYFS.

## **Scope**

This policy applies to all children in the school's Nursery and Reception classes, as well as the staff responsible for delivering the EYFS curriculum.

## **Legislation and Guidance**

This policy has been developed in accordance with the following legislation and guidance:

- The Statutory Framework for the Early Years Foundation Stage (2021)
- The Childcare Act 2006
- The Equality Act 2010
- The SEND Code of Practice: 0 to 25 years (2015)

## **The seven key features of effective practice**

We have built our curriculum and Early Years practice around the seven key areas of effective practice.

### **The best for every child**

At Jacksdale Primary and Nursery School, we want all children to have an equal chance of success and high quality education will support this. Our tailored curriculum is mapped to ensure a good level of development is met by all children at all points across the school year, taking into account progression for key vocabulary and high-quality modelling. This is ever changing to support the needs of our children in Early Years. Children are assessed through a benchmarking system every half term, ensuring children are gaining a good level of development. Interventions by high-quality, experienced practitioners support those needing extra learning time. We spend the time getting to know our children and families, even before they join us in our Early Years with home visits and family liaising throughout the settling in time in our setting.

We pride ourselves on our inclusivity and care of all children. We are committed to providing an inclusive Early Years environment that supports the learning and development of all children, including those with special educational needs and/or disabilities (SEND) or who are disadvantaged.

Reasonable adjustments are made to the curriculum, teaching and learning approaches, and the learning environment to ensure all children can access and engage with the EYFS provision. Close partnerships with parents, carers and other professionals are established to ensure the individual needs of each child are met. If required, identified pupils may access the learning hub for bespoke provision to support their needs.

## High-quality care

The children are most important when in our Early Years setting. We are a very caring school; following our values of 'Kind, Safe, Respect', which are at our core. The adults in our Early Years setting have good, positive relationships with our children and we have familiar adults who enjoy spending time with our youngest children. These practitioners have a wealth of knowledge and experience, ensuring we are responsive to our children and want them to be the best they can be. The EYFS environment is designed to be safe, secure and conducive to children's learning and development. Staff-to-child ratios are maintained in line with statutory requirements, and robust recruitment and vetting procedures are in place. With an awareness of Maslow's Hierarchy of needs, we know how important it is to ensure our youngest children feel safe before their learning takes place. The safety and well-being of children in the EYFS is of paramount importance. All staff are trained in safeguarding and child protection procedures, and adhere to the school's Safeguarding and Child Protection Policy. Our children are nurtured in positive and happy learning environment and our routines are consistent, which will allow all children to achieve to the best of their potential.

## The curriculum: what we want children to learn

Jacksdale Primary & Nursery School's EYFS curriculum is designed to provide children with a broad and balanced range of learning experiences that support their development across the seven areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The curriculum is carefully sequenced to ensure children build upon their prior knowledge and skills, and are well-prepared for the transition to Key Stage 1. Language, both oral and written and vocabulary is very important to us to ensure our children develop a breadth of language before they leave Early Years. Our curriculum is ambitious to cover many key themes and areas across the two-year cycle of learning within our Early Years. This has been tailored specifically to our children, ensuring that this is bespoke to our children. The themes and texts we used motivate the children's curiosity and learning and planning is carefully considered to be explicitly planned, but flexible, to meet the needs of the learners. Our sequences of learning revisit and build on knowledge and skills over time. The majority of our children reach their goals as our curriculum is benchmarked every half term, allowing us to amend or revisit key areas of learning for some or all of our children if needed.

A full curriculum review and redesign has been undertaken in July – October 2024, involving the EYFS team, led by Mrs White as Early Years Lead.

## Pedagogy: helping children to learn

At Jacksdale Primary and Nursery School, we know that children are powerful learners and every child has the right to make progress in their own learning. Within our curriculum, we strive for a mixture of different planning

approaches to meet the needs of all children; learning through play, adult modelling, observing each other, guided learning and direct teaching are all important factors to help all children learn. Our indoor and outdoor environments are carefully planned where continuous provision is highly valued to allow children to learn through play and guided modelling can take place with the practitioners in our setting. Some learning is highly structured; our phonics programme, RWI, builds on bespoke knowledge of all of our children and this is tailored to meet the needs of individual learners along with our Maths scheme of learning, encompassing the NCETM Mastering Number approach to learning as well as White Rose Maths to support our children with their understanding of shape, space and measure. Transitions are carefully managed and are flexible to support individual needs of our children.

## **Assessment: checking what children have learnt**

Children's progress and attainment in the EYFS is assessed through a range of formative and summative assessment methods, including:

- Ongoing observations and interactions with children
- Termly assessments against the Early Learning Goals
- Moderation activities with other EYFS settings

Assessment information is used to identify children's strengths and areas for development, and to inform future planning and teaching. Regular half-termly monitoring and evaluation of the EYFS provision ensures that it continues to meet the needs of all children.

Progression documents have been designed in partnership with Sarah Quinn and the early years team and members of SLT to ensure that efficient tracking is in place, which is not onerous or takes time away from the provision for pupils or staff planning. These trackers identify, with precision, pupils at risk of not meeting the termly milestones so individual support or whole cohort planning amendments can be made. This in turn will lead to the majority of pupils achieving the early learning goals at the end of their reception year.

## **Self-regulation and executive function**

As an Early Years setting, we are aware of both self-regulation and executive function that children build and learn over time.

Executive function allow children to:

- Hold information in their mind
- Focus their attention
- Think flexibly
- Inhibit impulse control

When this function is stable, it allows children to support their self-regulation. They can then

- Concentrate on their thinking
- Plan what to do next
- Monitor what they are doing and adapt
- Regulate strong feelings
- Be patient and wait for what they want
- Bounce back when things get difficult

As an Early Years, we take into account each of these functions and support our children in developing their self-regulation. Timers are used, both indoors and outdoors, to support impulse control and patience. Practitioners in our setting reinforce our school value of 'kind, safe and respect' to our youngest learners and model conversations

to support children to plan what they will do next. Puppets are used to model strong feelings and to give children representations of how to bounce back when things get difficult. Explicit teaching within our PSED time gives children the chance to learn sentence stems and vocabulary they can use within their play to support strong feelings and patience. Within our provision, small world and construction is accessible daily for children to think flexibly and focus their attention for sustained periods of time.

For those children who find self-regulation more challenging, we have access to a sensory room, which is a quieter area in our school where children can take part in more bespoke and tailored interactions to support their executive function and self-regulation.

## **Partnership with parents**

At Jacksdale Primary and Nursery School we pride ourselves with our strong and respectful relationships with the parents/carers of our children. We have termly parents evenings and transition meetings for our children's progress to be discussed and shared, as well as end of year reports. Newsletters provided share key information and dates with parents for the upcoming half term. Tapestry is used to send messages, photos and updates about how the children are getting on in school as well as for parents to share key messages or learning from home with staff in school. With all of our children, liaising daily with parents allows us to share key messages or information that may impact or have impacted on their child's day.

Before children join our setting, home visits take place with our experienced practitioners, to get to know our children in their own setting and where they feel most comfortable. Parents and children are invited to see our setting to get to know the layout and classroom environment before they join us.

Parents are invited to workshops to develop their own knowledge to be able to help their children at home. RWI workshops take place within the school year which are run by our Early Reading Lead. Reading for pleasure books are shared with our families so that all children can be read with at home.

## **Roles and Responsibilities**

### **Headteacher and Senior Leadership Team**

- Ensure the school's EYFS provision meets the requirements of the EYFS statutory framework
- Provide sufficient resources and training to support the delivery of high-quality EYFS education
- Monitor and evaluate the effectiveness of the EYFS curriculum and assessment procedures

### **EYFS Leader**

- Oversee the planning, delivery and assessment of the EYFS curriculum
- Provide support and guidance to EYFS staff to ensure consistency in teaching and learning
- Monitor the progress of EYFS children and identify areas for improvement
- Liaise with parents, carers and other stakeholders to ensure effective communication
- Liaise with EYFS leaders locally and nationally to ensure that the provision within the EYFS unit is comparable, if not favourable to the local and national offer for the children who attend Jacksdale Primary &

Nursery School Early Years setting (Sarah Quinn – 24-25, Selston family of schools Early Years Leads 24-25, NCC EYFS networks 24-35, NMPEYL 24-25)

### **EYFS Teachers and Support Staff**

- Plan, amend and update focused learning alongside continuous provision and deliver engaging, high-quality learning experiences that meet the needs of all children
- Assess children's progress and attainment, and use this information to inform future planning
- Provide a safe, nurturing and inclusive learning environment
- Communicate effectively with parents, carers and other professionals, including support staff and teaching partners involved in a child's care and education
- Liaise with external agencies within given time limitations to ensure early interventions are applied at the earliest opportunity
- Prepare learning spaces in advance

### **Parents and Carers**

- Support their child's learning and development at home
- Engage with the school's EYFS staff to discuss their child's progress and any concerns
- Provide relevant information about their child's needs, interests and achievements

### **Policy Review**

This EYFS Policy will be reviewed annually, or more frequently in response to changes in legislation or guidance. The EYFS Leader, in consultation with the Headteacher and Governing Body, will be responsible for overseeing the review and updating of this policy.