

# MATCHBOROUGH FIRST SCHOOL ACADEMY



## Early Years Foundation Stage (EYFS) Policy

Including Nursery and Reception

**Date:** May 2026

**Review Date:** Annually

**Approved by:** Governing Body

**Policy Lead:** EYFS Lead

### 1. Policy Statement

At Matchborough First School Academy, we are committed to delivering high-quality Early Years provision in line with the Statutory Framework for the EYFS (DfE 2024) and Keeping Children Safe in Education (2025).

Our Early Years curriculum is ambitious, inclusive and carefully sequenced to ensure that all children, regardless of starting point, make strong progress and are well prepared for Key Stage One.

We aim to ensure that every child:

- Is safe, happy and secure
  - Develops independence and resilience
  - Makes good progress from their starting points
  - Is supported to reach their full potential
  - Is prepared for the next stage of their education
- Safeguarding and wellbeing underpin all aspects of our provision.

### 2. Curriculum Intent

Our EYFS curriculum is designed to:

- Develop confident, resilient and independent learners
- Secure strong foundations in communication and language
- Promote curiosity, creativity and critical thinking
- Broaden children's experiences and cultural capital
- Ensure children achieve well from their starting points

Through a balance of explicit teaching and purposeful play, children develop the knowledge, skills and vocabulary required for future learning.

### 3. A Unique Child

We recognise that every child is unique and develops at their own pace.

We:

- Promote positive attitudes to learning
- Set ambitious yet realistic expectations
- Identify starting points through baseline assessment
- Monitor progress carefully
- Provide early intervention where required
- Adapt provision to meet the needs of all learners, including those with SEND
- Promote equality, diversity and inclusion

All children are treated fairly regardless of gender, ethnicity, religion, disability, background or family circumstance.

We work in partnership with parents, carers and external professionals to ensure that every child can access the curriculum and make strong progress.

#### **4. Positive Relationships**

Secure and supportive relationships are central to children's development and wellbeing.

We:

- Build caring, respectful and professional relationships
- Operate an open-door policy
- Provide induction meetings and transition visits
- Hold parent consultation evenings and share written reports
- Share learning through newsletters, the school website and Tapestry (Nursery)
- Encourage parental involvement in school life

We recognise parents and carers as children's first and most enduring educators and value strong partnerships.

#### **5. Enabling Environments**

We provide a welcoming, stimulating and safe learning environment where children feel confident, secure and inspired. Our learning environments are carefully planned to promote engagement, independence and progression.

We ensure:

- Calm, organised spaces that promote wellbeing and emotional security
- A range of high-quality, open-ended resources
- Opportunities for exploration, investigation and problem-solving
- Access to both indoor and outdoor learning daily
- Resources that reflect diversity and inclusion

Resources are thoughtfully organised and accessible to encourage independence and purposeful learning.

Planning reflects children's interests alongside clear curriculum progression to ensure knowledge, skills and vocabulary develop over time.

Adults play a key role in facilitating learning. They:

- Observe carefully to identify next steps
- Model and extend vocabulary

- Ask open-ended questions
- Scaffold learning appropriately
- Provide direct teaching where required

Play-based learning underpins our provision and is strengthened through purposeful adult interaction and carefully sequenced teaching.

As a result:

- Children demonstrate high levels of engagement
- Vocabulary develops progressively
- Independence and resilience are fostered
- Sustained concentration is evident
- Children are well prepared for the transition to Year One

## **6. Learning and Development**

Our curriculum reflects the seven areas of learning within the EYFS framework:

### **Prime Areas**

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

### **Specific Areas**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All areas are interconnected and delivered through a balance of structured teaching and purposeful play.

We follow:

- A systematic synthetic phonics programme
- White Rose Maths planning
- Carefully sequenced topic and vocabulary progression
- The Early Learning Goals to assess end-of-Reception attainment

Our curriculum ensures clear progression in knowledge, skills and vocabulary.

## **7. Characteristics of Effective Teaching and Learning**

We actively develop the three characteristics of effective learning:

- Playing and Exploring – investigating and experiencing
- Active Learning – concentrating and persevering
- Creating and Thinking Critically – developing ideas and making links

Adults model language, scaffold learning and encourage children to take risks, problem-solve and reflect.

## **8. Observation, Assessment and Progress**

Assessment in EYFS is ongoing and informs teaching.

We:

- Complete baseline assessment on entry
- Undertake the statutory Reception Baseline Assessment
- Use observations to inform next steps
- Conduct continuous formative assessment
- Complete termly summative assessments
- Make end-of-Reception judgements against the Early Learning Goals

Assessment information is used to identify gaps, plan targeted support and ensure strong progress for all groups. Parents are kept informed of progress throughout the year.

## **9. Safeguarding and Welfare**

Safeguarding is our highest priority.

We comply with:

- Keeping Children Safe in Education (2025)
- EYFS Statutory Framework (2024)
- Worcestershire Safeguarding Children Partnership guidance

We ensure:

- All staff receive regular safeguarding training
- Safer recruitment procedures are followed
- Statutory staff-to-child ratios are maintained
- Enhanced DBS checks are completed
- Clear procedures are in place for reporting concerns
- Staff are paediatric first aid trained

A culture of vigilance ensures children's physical and emotional wellbeing is protected at all times.

## **10. Health and Safety**

We:

- Provide healthy snacks including fruit and milk
- Promote healthy lunchbox choices
- Ensure access to fresh drinking water
- Follow hygiene and infection control procedures
- Complete regular risk assessments
- Supervise children when eating (children are within sight and sound)

Children are supported to recognise and manage risk appropriately.

## **11. Intimate Care**

Intimate care includes support with toileting, washing, dressing and hygiene.

We ensure:

- Children's dignity and privacy are respected
- Agreed procedures are consistently followed
- Parents are informed where appropriate
- Records are kept where necessary
- Two adults are nearby where possible

Support is sensitive, age-appropriate and developmentally informed.

## **12. Mobile Phone and Smart Device Policy (EYFS)**

### **Rationale**

The safety and wellbeing of children is paramount. The use of mobile phones and smart devices presents safeguarding and data protection risks.

This section aligns with:

- Keeping Children Safe in Education (2025)
- Data Protection Act 2018 / UK GDPR
- EYFS Safeguarding and Welfare Requirements

### **Staff**

- Personal mobile phones must not be used in EYFS classrooms or outdoor areas
- Phones must be stored securely
- Staff must not take photographs using personal devices
- School devices only are used for recording observations
- Smart watches with recording capability must not be worn in learning areas

Breaches will be treated as safeguarding concerns and may result in disciplinary action.

### **Visitors and Volunteers**

- Mobile phone use is restricted
- Devices may be required to be stored securely
- Photography is prohibited unless authorised

### **Parents and Carers**

- Photography or recording on site is not permitted unless authorised
- Images must not be shared on social media

### **School Devices and Online Safety**

- School devices are password protected
- Images are stored securely in line with GDPR
- Parental consent is obtained
- Children are supervised when using digital devices
- Filtering and monitoring systems are in place

Online safety forms part of our safeguarding curriculum.

### **13. Monitoring and Review**

The Headteacher and EYFS Lead monitor provision through:

- Learning walks
- Data analysis
- Staff supervision
- Governor oversight

The Governing Body reviews this policy annually.