



EAST BOLDON INFANT SCHOOL

Early Years Foundation Stage (EYFS) Policy

Introduction

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.”

(Statutory Framework for the Early Years Foundation Stage, Department for Education)

“Children develop rapidly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances.”

(Development Matters, Department for Education)

“High-quality early education is built on knowing each child well and supporting them to develop confidence, resilience and a love of learning.”

(Development Matters, Department for Education)

Intent

At East Boldon Infant School, we recognise that the Early Years Foundation Stage is crucial in establishing the foundations for children’s future learning and development. In line with our school vision, we strive to ensure that every child aims high, works hard and achieves their very best.

We value every child as a unique individual and celebrate diversity within our school community. We are committed to providing a safe, nurturing and inclusive environment where children feel happy, secure and confident to explore, take risks and succeed.

Working in close partnership with families, we provide a rich, engaging and purposeful curriculum that supports children to become confident, independent, inquisitive, imaginative and empathetic learners. We believe that with the right support and opportunities, every child can achieve their full potential.

Our practice is guided by the four EYFS principles:

- Every child is a **unique child** who is constantly learning and developing
- Children learn to be strong and independent through **positive relationships**
- Children learn best in **enabling environments** that respond to their individual needs
- Children develop and learn at **different rates** and in **different ways**

Implementation

The Early Years Foundation Stage

The EYFS applies to children from birth to the end of the Reception year. At East Boldon Infant School, children join Reception in September of the academic year in which they turn five, from a range of nursery and early years settings.

In partnership with parents and carers, we support children to become confident, motivated and resilient learners, developing the skills and attitudes needed for lifelong learning.

Curriculum Overview

We provide a broad, balanced and play-based curriculum that reflects children's interests, needs and stages of development. Learning is planned across the seven areas of learning, all of which are important and interconnected.

Prime Areas:

- **Communication and Language** – developing confidence in speaking and listening in a range of situations, with a strong focus on vocabulary development and high-quality adult interaction
- **Physical Development** – promoting movement, coordination, control and healthy choices
- **Personal, Social and Emotional Development** – supporting children to understand themselves and others, manage emotions, develop self-regulation and build positive relationships

Specific Areas:

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

The prime areas underpin all learning and become increasingly embedded as children progress through Reception, enabling them to access the full curriculum.

We recognise the importance of the **Characteristics of Effective Learning** in supporting children to become confident, motivated and reflective learners. Through carefully planned opportunities and skilled adult interaction, children are supported to:

- **Play and explore**
- **Engage in active learning**
- **Develop creative and critical thinking**

Outdoor learning is an integral part of daily provision and is carefully planned to support all areas of learning through active, exploratory and purposeful play.

Planning

Planning is informed by:

- Observations of children's learning and development
- Children's interests and identified next steps
- Ongoing assessment information
- The EYFS statutory framework and Development Matters guidance

Medium-term planning is flexible and topic-based, allowing practitioners to respond to children's curiosity and interests. Weekly planning reflects a balance of adult-led and child-initiated learning, ensuring opportunities for both structure and independence.

Daily phonics sessions follow the DfE validated **McKie Mastery Power Phonics** programme, alongside focused teaching in mathematics, literacy, shared reading and writing.

Children are encouraged to learn through planned, purposeful play, with practitioners interacting sensitively to challenge thinking, extend learning and support progress.

Writing and Handwriting

Writing development is supported through a language-rich environment, high-quality shared reading and writing experiences, and daily phonics teaching. Handwriting is taught through short, regular sessions and embedded within continuous provision.

Teaching begins with the development of gross and fine motor skills, progressing to correct pencil grip, posture and letter formation when children are developmentally ready. Practice is meaningful and age-appropriate, ensuring that expectations are matched to individual readiness.

Provision and teaching are informed by the EYFS statutory framework and relevant non-statutory guidance, including the **DfE Writing Framework**, while remaining responsive to the needs of all children.

Observation and Assessment

Ongoing observation and assessment are integral to effective practice in the EYFS.

- Staff regularly discuss observations to identify next steps in learning
- Parents are encouraged to contribute via the online platform Evidence Me
- Learning journeys are shared with families through book sharing sessions and via the Evidence Me portal

Formal parent consultations take place in the Autumn and Spring terms, alongside:

- A mini report in Autumn and Spring

- A full written report at the end of the academic year

At the end of Reception, children are assessed against the Early Learning Goals and outcomes are shared with parents and Year 1 staff to support a smooth transition.

Safeguarding, Welfare and Safety

Children's safety and wellbeing are paramount at East Boldon Infant School. We meet and exceed the EYFS safeguarding and welfare requirements, including those strengthened in the most recent statutory framework.

We ensure that:

- All staff receive regular safeguarding training and updates
- Safer recruitment practices are rigorously followed
- Appropriate staff-to-child ratios are maintained at all times
- Paediatric First Aid requirements are met, with trained staff available on site at all times and always present when children are eating
- Robust procedures are in place for managing accidents, illness and medication
- Risk assessments are regularly reviewed for indoor and outdoor environments
- Intimate care procedures are followed in line with school policy

As a Healthy School, we promote children's physical and emotional wellbeing through nutritious food, active play and positive health education.

Further detail can be found in the school's:

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Behaviour Policy

Inclusion and Special Educational Needs and Disabilities (SEND)

We are committed to providing inclusive practice that meets the needs of all children. Early identification of additional needs enables timely support and effective intervention.

We work closely with parents, carers, the SENDCo and external professionals to ensure children receive appropriate support in line with the school's Inclusion and SEND policies.

Provision includes:

- Adaptive teaching approaches
- A range of teaching strategies
- Inclusive resources that reflect diversity
- Targeted support and ongoing monitoring of progress

Positive Relationships

We recognise that children learn best within secure, respectful and trusting relationships. Staff build strong bonds with children and families, creating an atmosphere of warmth, consistency and care. Positive behaviour is promoted through clear routines, consistent expectations and supportive adult interactions, with staff modelling and supporting self-regulation and emotional development.

Parents as Partners

We value parents as children's first educators and actively promote strong home-school partnerships through:

- Pre-entry information sharing
- Regular communication and informal discussions
- Parent consultations and workshops
- Evidence Me updates
- Reading diaries and home learning support
- Whole-school events and celebrations

Transitions

Transitions are carefully planned to ensure continuity and emotional security.

- Children attend transition sessions prior to starting Reception
- Staff visit previous settings to meet children and practitioners
- Information is shared from early years providers
- Reception and Year 1 staff work closely together
- Children visit the Year 1 environment and meet staff during the summer term

Monitoring and Evaluation

The quality and effectiveness of EYFS provision is monitored through:

- Regular observations of practice by senior leaders
- Review of planning, assessment and learning environments
- Analysis of assessment data and progress against the Early Learning Goals
- Pupil progress meetings and professional dialogue
- Safeguarding audits and compliance checks
- Feedback from parents, staff and external professionals

Monitoring ensures that practice remains aligned with the EYFS statutory framework, supports continuous improvement and secures the best outcomes for all children.

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Next Review January 2027

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