

# Early Years Foundation Stage (EYFS) policy

Mayflower Federation



<b>Approved by:</b>	Helen Hayes Head of School	<b>Date:</b> September 2025
<b>Last reviewed on:</b>	September 2025	
<b>Next review due by:</b>	September 2027	

## Contents

1. Aims.....	2
2. Legislation .....	2
3. Structure of the EYFS .....	2
4. Curriculum.....	2
5. Assessment .....	5
6. Working with parents .....	5
7. Safeguarding and welfare procedures.....	6
8. Monitoring arrangements.....	6
Appendix 1. List of statutory policies and procedures for the EYFS .....	8

---

### 1. Aims

Within this document, the term Early Years Foundation Stage (EYFS) is used to describe children who attend Nursery and Reception classes. The term ‘parents’ is used as shorthand but includes other carers responsible for the child.

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
- 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 \(EYFS\)](#) for 2023.

### 3. Structure of the EYFS

The EYFS setting includes nursery classes (3–4-year-olds) and reception classes (4–5-year-olds). At the Mayflower Federation we offer full time places for all pupils in Nursery (32.5 hours a week). Children in reception also follow a full-time timetable.

### 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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 Mayflower Federation follows all of the requirements within the statutory framework for the early years' foundation stage. We follow the DfE Guidance - Development Matters to ensure that provision in our school reflects the 'seven key features of effective practise' as the basis for the structure of learning. In planning and guiding what children learn, practitioners reflect on the 'Characteristics of Effective Learning', which indicate how children learn and develop.

- Playing and exploring – children investigate and experience things, and 'have a go'
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

#### **4.1 Planning**

Our 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.

Staff also take into account 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.

Planning in the EYFS ensures a balanced and stimulating curriculum across all areas of learning. Communication and Language is supported through structured interactions and play-based experiences that promote vocabulary development, with targeted interventions delivered in collaboration with Speech and Language Therapists where needed. Physical Development is prioritised through daily access to indoor and outdoor activities that build gross and fine motor skills, alongside routines promoting healthy choices and independence. Personal, Social and

Emotional Development is fostered through the key person approach, induction processes, and predictable routines that support emotional security and social skills. Literacy is taught using high-quality texts and a systematic phonics programme (Little Wandle Letters and Sounds), with mark making and writing embedded across the environment. Mathematics follows the Mastering Number scheme, progressing from Nursery to Reception with practical, hands-on experiences that develop number sense and reasoning. Understanding the World introduces children to their families, community and the wider world through exploration, observation, and inclusive Religious Education. Expressive Arts and Design encourages open-ended creativity through music, dance, role play, and visual arts, fostering cultural appreciation and imaginative expression.

## 4.2 Teaching

In the Early Years Foundation Stage, teaching is delivered through a balance of adult-led and child-initiated activities across all seven areas of learning. Practitioners use high-quality interactions, modelling, and questioning to extend children's thinking and support their development. Daily routines, planned lessons and continuous provision are carefully designed to provide meaningful learning experiences both indoors and outdoors. A language-rich environment, structured phonics, practical mathematics, and opportunities for exploration and creativity ensure that children are engaged, challenged and well-supported in becoming confident, independent learners.

Adult-directed activities are delivered through focused small group sessions and whole-class carpet times. These provide children with the opportunity to develop key skills in phonics, literacy, maths, communication, and personal, social and emotional development. Carpet sessions are used to introduce new concepts and model language and behaviour, while small group work enables practitioners to target individual learning needs more effectively. All staff promote a nurturing, inclusive environment where every child feels safe, valued and supported. Key persons develop strong relationships with children and their families, allowing them to tailor learning to individual needs and interests. Assessment is ongoing and formative, enabling staff to adapt teaching in response to children's progress and plan meaningful next steps. The teaching of core skills is embedded in play, with learning enhanced through purposeful interactions and rich resources that reflect children's backgrounds, interests and the wider world.

## 4.3 Transition

At the Mayflower Federation we endeavour to ensure a smooth transition for pupils between home and/or Nursery and the Reception class and also between EYFS and Key Stage 1. Children and parents need to feel secure and confident to face the challenge of starting school and the significant changes as they progress through their school life. We recognise that children are vulnerable at stages of transition. We implement a range of strategies and activities to ensure a smooth and happy transition.

**Nursery:** Children can start after their third birthday and can continue in the nursery class until they reach the end of the academic year that they are four years old.

**Reception:** Children start in Reception the September after their fourth Birthday.

Before starting Nursery or Reception, families receive all necessary registration paperwork and are invited to an Induction Meeting to learn about the EYFS and school routines. Stay and Play sessions help children become familiar with the environment and staff, and a Home Visit from the child's

Key Person and/or Teacher allows for a more personal introduction and understanding of the child's needs. A staggered intake in the autumn term supports a gentle start, with flexibility for part-time attendance where needed. Parents are encouraged to stay during initial sessions, gradually increasing their child's independence based on the child's readiness. We prioritise the child's emotional security and liaise closely with parents to adapt settling-in arrangements where necessary. Transition from pre-schools or nurseries is supported through liaison with feeder settings, and children are placed with familiar peers where possible. As children move from Reception to Year 1, transition is supported through shared lessons, familiar routines, and a gradual increase in structure, ensuring a confident and supported progression into Key Stage 1.

## 5. Assessment

At the Mayflower Federation, ongoing assessment is an integral part of learning and development processes. Discussions with pupils are an integral part of the assessment and planning cycle and a firm basis for reflection. Staff assess how children respond to curriculum learning, actions, expressions, gestures and behaviours, and listen to their talk and interactions.

Some interactions are recorded with a photograph and a written observation, these are printed and kept in Learning Profiles for each child. Children are encouraged to look at their Learning Profile and review their learning throughout the year, providing them with an opportunity to refer to their previous learning and recap knowledge. Parents are invited to come and read their child's profile with them to develop links between home and school. Teachers review the children's learning and make informed assessments about each child's stage of development. Any concerns about a child's development are communicated directly to their family. When appropriate, the EYFS and inclusion teams work in partnership with families to support them to access appropriate professional support.

### 5.1 Statutory assessments in the EYFS

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 ('expected')
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents. The results of the profile are shared with parents for their child.

The profile is moderated internally (referring to the Early years foundation stage profile [handbook](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

## 6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents.

Parents are kept up to date with their child's progress and development. This is achieved through regular communication, including termly parent meetings, written reports, and informal

conversations throughout the year. The EYFS profile, completed at the end of Reception, provides a well-rounded picture of each child's knowledge, understanding and abilities in relation to the Early Learning Goals. Practitioners also use observations, learning journeys, and digital platforms to share children's achievements and next steps with families.

Each child is assigned a key person—either the class teaching assistant or the class teacher—who plays a vital role in supporting the child's emotional wellbeing and helping them to feel safe, secure and valued within the setting. The key person builds a strong, nurturing relationship with the child and provides consistent emotional support, especially during transitions and throughout their daily routine. This relationship helps to ensure that learning and care are tailored to meet each child's individual needs. The class teacher is available at the beginning and end of each day to meet with parents, discuss any concerns, and share updates on the child's progress.

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

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

The Mayflower Federation will ensure that staff levels within the Early Years setting comply with statutory guidance and can meet the needs of the children. This is to provide suitable levels of supervision and keep them safe. Children will be kept within sight and hearing at all times.

### **Nursery class - For children aged 3 and 4 years old:**

- There will be at least one member of staff for every 13 children
- One member of staff will be a qualified teacher
- At least one member of staff will hold a full and relevant level 3 qualification
- At least one paediatric first aider will be available at all times

### **Reception class - For children aged 4 and 5 years old:**

- Class sizes will be limited to 30 pupils
- Classes will be led by a qualified teacher, supported by suitably qualified support staff
- At least one paediatric first aider will be available at all times

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about the effects of eating too many sweet things and the importance of brushing your teeth.

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

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Helen Hayes (Head of School) every two years.  
At every review, the policy will be shared with the governing board.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Safeguarding policy
Procedure for responding to illness	See First Aid and Medical Administration Policy
Administering medicines policy	See First Aid and Medical Administration Policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	See Uncollected Children Policy
Procedure for dealing with concerns and complaints	See Complaints policy