



# MARISH



## Academy Trust

### Early Years Foundation Stage Policy

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## 1. Aims

This policy aims to ensure that our Early Years Foundation Stage (EYFS) provision:

- Provides a **broad, balanced, and ambitious curriculum** that equips all children with the knowledge, skills, and attitudes needed for lifelong learning.
- Delivers **high-quality, consistent teaching and learning**, ensuring every child makes good progress and no child is left behind.
- Promotes **strong partnerships** between practitioners, parents, and carers, recognising the vital role of families in supporting early learning.
- Ensures that **every child is included, supported, and valued** through equality of opportunity and anti-discriminatory practice.

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## 2. Legislation

This policy is based on statutory requirements set out in the **Early Years Foundation Stage (EYFS) Framework (2024)** and complies with our **funding agreement** and **articles of association**.

It should be read in conjunction with the Trust's **Safeguarding, Inclusion, and Special Educational Needs and Disabilities (SEND)** policies.

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## 3. Structure of the EYFS

At Marish Academy Trust, we offer:

- **Two-Year-Old Provision** (Marish Primary School only)
- **Nursery Provision** for 3–4-year-olds
- **Reception Provision** for 4–5-year-olds

Nursery children are offered **15 hours per week**, with **30-hour extended places** available at Marish Primary School.

Wraparound care is provided at Marish Primary School for all EYFS pupils and for Reception children at Willow.

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## 4. Curriculum

Our EYFS curriculum follows the **EYFS Statutory Framework (2024)**, ensuring that all areas of learning are inter-connected, meaningful, and sequenced to build strong foundations for Key Stage 1.

### *4.1 Areas of Learning*

The EYFS framework identifies **seven areas of learning and development**:

#### **Prime Areas**

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

## Specific Areas

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

These are underpinned by the **Characteristics of Effective Learning**, which guide our approach to teaching and learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

### *4.2 Play and Active Learning*

At Marish Academy Trust, we believe that **play is central to learning**. Through play, children explore, experiment, develop ideas, and make sense of the world around them.

Our continuous provision—both indoors and outdoors—offers rich opportunities for children to investigate, collaborate, and problem-solve through both **adult-led** and **child-initiated** activities.

We foster independence, curiosity, and confidence by encouraging children to take ownership of their learning and celebrate their successes.

### *4.3 Planning*

EYFS planning is **responsive, purposeful, and inclusive**.

Weekly plans are informed by children's interests, observations, and next steps, ensuring that teaching builds on prior learning.

Themes and topics are carefully chosen to provide **broad experiences** while allowing flexibility to follow children's curiosity.

Staff consider how each child learns best and tailor activities to support different learning styles and needs.

### *4.4 Teaching*

Learning is delivered through a balance of **play-based exploration, structured teaching, and purposeful adult interactions**.

Practitioners act as facilitators, extending children's thinking through questioning, modelling, and high-quality dialogue.

As children progress, teaching gradually becomes more **adult-led** to prepare them for the structure and expectations of Year 1.

### *4.5 Inclusion and Special Educational Needs (SEND)*

We are committed to ensuring that **every child can access and thrive** within our EYFS provision.

All children and families are valued equally, and planning is adapted to meet individual needs.

Early identification of SEND is a priority. Concerns are discussed promptly with parents, and support is coordinated in line with the Trust's **SEND and Inclusion Policies**.

We work collaboratively with external agencies and use children's home languages, where appropriate, to enhance communication and understanding.

## 5. Assessment

Assessment is **continuous, formative, and purposeful**, forming an integral part of daily practice.

- Practitioners observe children to identify their achievements, interests, and next steps.
- Observations and assessments inform future planning.
- A **Progress Check at Age 2** provides parents with a written summary of their child's development in the prime areas.
- Within six weeks of starting Reception, children complete the **Reception Baseline Assessment (RBA)**.
- At the end of the EYFS, practitioners complete the **EYFS Profile**, assessing children against the 17 Early Learning Goals (ELGs) as either:
  - Meeting expected levels of development, or
  - Emerging (not yet reaching expected levels).

Assessment outcomes are moderated internally and externally to ensure consistency and accuracy. Profile data is shared with parents and submitted to the local authority.

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## 6. Working with Parents and Carers

We recognise that **parents are children's first educators**, and a strong home–school partnership enhances learning outcomes.

We promote this partnership by:

- Meeting with parents before children start school and conducting **home visits**.
- Offering **induction sessions** and **transition visits** for children and families.
- Assigning each child a **key person** to build secure relationships and provide continuity of care.
- Holding **parent meetings** and providing written reports on progress.
- Encouraging parents to be informed about and contribute to their child's learning through Class Dojo.
- Hosting "**Stay and Play**" sessions, open days, and curriculum workshops.

Parents receive regular updates on their child's development and are encouraged to discuss concerns with staff at any time.

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## 7. Transitions

### *7.1 From Two-Year-Old Provision to Nursery*

Our two-year-old and Nursery teams work collaboratively to ensure **seamless progression** based on the needs and readiness of each child rather than age alone.

### *7.2 From Nursery to Reception*

During the summer term, parents are invited to an information session outlining routines, expectations, and class allocations. Children visit their new classroom and meet staff to build familiarity and confidence.

### 7.3 From Reception to Key Stage 1

Reception staff complete the **EYFS Profile** and share transition information, including learning characteristics and next steps, with Year 1 teachers. Joint moderation and planning sessions support continuity of learning. Reception summer term activities are designed to introduce elements of the **Year 1 curriculum** through playful, experiential learning. All children participate in **transition days** to meet new teachers and explore their new environment.

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## 8. Safeguarding, Welfare, and Health

Safeguarding underpins all EYFS practice.

Our safeguarding procedures follow the Trust's **Safeguarding and Child Protection Policy**, in line with statutory guidance.

We actively promote **good health and wellbeing**, including:

- Teaching about oral hygiene and healthy lifestyles.
- Encouraging nutritious eating habits.
- Working closely with parents to promote consistent health routines at home.

### 8.1 First Aid

All EYFS classes have qualified **paediatric first aiders**.

First aid incidents are recorded and shared with parents on the same day, in line with Trust safeguarding and welfare procedures.

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## 9. Monitoring and Review

This policy will be reviewed every **two years** by the **Executive Headteacher** and shared with the **Governing Board** for approval.

Evaluation of EYFS provision will be ongoing and informed by:

- Monitoring of teaching and learning
- Assessment data and outcomes
- Feedback from staff, parents, and children