EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

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Revision History:

Version	Date	Author	Summary of Changes:
1	March 2023	Helen Robinson	Updates: July 2025 – Updated guidance from Development Matters government curriculum guidance for the EYFS (September 2023) and Early Years Foundation Stage September 2025. Addition of whistleblowing, attendance, recruitment in Welfare and Safeguarding. Addition of Nutrition and signposting to the 'Healthy School Policy'
2	October 2026	Helen Robinson	Policy has been migrated to the TMET format

Introduction

We adhere to the statutory guidance stated in The Statutory Framework for the Early Years Foundation Stage September 2025, and the four guiding principles that shape the practice in Early Years settings.

As a school, we are likely to have a small cohort of pupils who are of EYFS age. Pupils will most likely be educated in a mixed EYFS and KS1 provision which is run in accordance with the EYFS Framework principles.

These include:

• Unique child – We recognise that every child is unique and is continually learning, resilient and capable, confident and self-assured.

• Positive Relationships – We recognise that pupils learn to be strong, secure and independent through positive relationships.

• Enabling Environments – Pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

• Learning and Development – Pupils develop and learn in different ways. The framework covers the education and care of all pupils in Early Years provision.

Curriculum

According to Development Matters government curriculum guidance for the EYFS (September 2023), good practice in relation to curriculum planning includes approaches that are:

• tailored to individual needs

• capitalised on pupil's interests to achieve learning outcomes

• flexible and responsive so that plans could be changed or adapted to follow the interests of the

pupils and respond to external events

• informed by on-going assessment;

• grounded in the Early Years Foundation Stage (EYFS) framework.

The Characteristics of Effective Learning:

• Playing and Exploring-engagement

• Active Learning-motivation

• Creating and Thinking Critically.

These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The EYFS framework includes seven areas of learning and development. Within the Nether Hall curriculum these are incorporated into our wider school curriculum framework as outlined in the following table:

Netherhall Mead Academy Learning Area	**EYFS Area of Learning**	**National Curriculum subjects**
Communication	Communication and Language Literacy	Literacy / English
Creative Development	Expressive Arts and Design Communication and Language	Art Drama Music Food technology D&T
Exploring the Wider World	Understanding the World My Thinking	Science R.E. Geography MFL History
Personal and Social Development	Understanding the World Personal, Social and Emotional Development	PSHCE RSE Citizenship
Problem Solving and Thinking Skills	Communication and Language Literacy Maths Understanding the World	English Maths Computing
Physical Development	Physical Development	P.E.

Continuous Provision

We aim to provide:

• A clearly defined learning environment designed to allow and encourage pupils to extend and deepen their understanding of the Netherhall curriculum.

• An environment that facilitates independence, curiosity and hands on play-based learning.

• Continuous provision that enables pupils to explore recent learning, practice new skills and follow their own interests.

• Enhanced continuous provision through careful intervention and personalised support from staff.

• Carefully chosen and organised high-quality resources and experiences are widely available for pupils to access independently across every area of their learning.

• Clearly labelled resources for pupils to access independently.

Outdoor Learning

The environment, both indoors and outdoors, plays a key role in enabling and extending pupils' learning and development. Pupils are encouraged to find and use equipment and resources independently and these are organised to allow all pupils to explore and learn in a secure and safe space for parts of the day. Pupils are able to free flow between indoor and outdoor areas at selected times whilst remaining suitably supported, following statutory guidance for the EYFS.

Pupils have access to planned outdoor learning opportunities across all curriculum areas within the outdoor learning area, on at least a weekly basis.

Welfare and Safeguarding

Pupils 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 the safeguarding, recruitment, whistleblowing, attendance, and well-being procedures laid out in the relevant Netherhall/TMET policies. In addition to this, we promote the safety and well-being of pupils by:

➢ providing daily fruit and encouraging them to drink water throughout the day

➢ Providing free school lunches

➢ Carrying out robust risk assessments when pupils go on school visits in line with our Educational Visits Policy

➢ carefully planning transition for the pupils joining Netherhall Mead Academy and pupils moving classes within school.

➢ Completing risk assessments for all teaching spaces across school

➢Completing individual pupil risk assessments for all aspects of learning.

Nutrition

We are committed to providing healthy, balanced and nutritious food. Please see our 'Healthy School' policy' for more information.

Transition

Pupils will be given a place at Netherhall in consultation with parents, wider professionals and the Local Authority Special Education Service. All children will be visited in their current setting before starting at Netherhall and an appropriate personalised transition planned.

Assessment

Pupils will be assessed using Netherhall's assessment system of learning priorities. The outcomes of this assessment will be reported to parents on a termly basis. When a child reaches the end of EYFS the school will complete the statutory EYFS framework assessment which is then sent to the local authority.

Organisation of activities

Child led: The classroom is set up in a way for pupils to carry out meaningful experiences to support their learning. Pupils are encouraged to seek resources to support them to be independent learners as much as possible. Adults in the room interact with pupils during these child-led moments to extend and develop their learning.

Adult led: These activities cover a range of curriculum areas throughout the day. These activities may include shared story time, singing and simple games. All activities will be differentiated and made accessible to all pupils.

At the end of EYFS

Pupils at Netherhall are likely to be working below national expectations in terms of the EYFS assessment framework.

Our aim is for all pupils to progress to their full potential and make good progress from their starting points. We also aim to give pupils a positive and happy time as they begin life in school. This will set the foundations for future learning and success.

Related Documents

- Curriculum policy
- Communication policy
- Safeguarding policy
- Whistleblowing policy
- Healthy School policy
- Educational visits policy
- Attendance policy