



Quinton Primary School and Nursery Provision EYFS Policy

Date policy next reviewed: January 2027

Signed by:

Charlotte Hopkins

Headteacher

Date: January 2026

Chair of governors

Date:

Quinton Primary School and Nursery Provision EYFS Policy

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

(Early Years Foundation Stage, 2008, p.5)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception year. At Quinton Primary School and Nursery, children are admitted into pre-school in the September term after their third birthday and into Reception in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At Quinton Primary School and Nursery, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

We also believe that early childhood is valid in itself as part of life. It is important to view the Early Years as preparation for life and not simply preparation for the next stage of education.

Intent

Aims & Objectives

We aim to support all children to become independent and collaborative learners. We will aim to provide a broad and balanced curriculum that will enable each child to progress in all areas of their learning and development.

At Quinton Primary School and Nursery, we will:

- Provide a happy, safe, stimulating and challenging environment for the children as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Value each child as an individual, assessing their needs and supporting them to make good progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of each individual child.

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with

parents, carers and other settings to provide the best possible start at Quinton Primary School and Nursery, ensuring each child reaches their full potential from their various starting points. There is a strong emphasis on the prime areas of learning; personal, social and emotional development, communication and language including oracy, and physical development.

At Quinton Primary School and Nursery, we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school. Our enabling environments and warm, skilful adult interactions support the children as they begin to make links as they play and explore. We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained shared thinking.

We also follow the children's interests and ideas to foster a lifelong love of learning both in and outside of school. By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points, so they are equipped with skills and knowledge that will support a smooth transition into Year 1.

1. Implementation

At Quinton Primary School and Nursery we work as a team on the following principles:

- To build on what our children already know and can do as individuals through engaging with content that matches the needs of young children, as well as providing meaningful activities and experiences.
- To ensure that no child is excluded or disadvantaged;
- To provide a rich and stimulating environment both indoors and outdoors;
- To acknowledge the importance of a full working partnership with parents and carers.

The Early Years Foundation Stage is based on four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Quinton Primary School and Nursery, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured.

We recognise that children develop in individual ways and at varying rates. We value and celebrate the diversity of people within our school. All children at Quinton Primary School and Nursery are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school. We give our children every opportunity to achieve their personal best by adapting tasks and activities to meet the needs of all groups and abilities. We do this by taking account of our children's range of experiences when we are planning for their learning.

In the EYFS, we set realistic and challenging expectations specific to the needs of our children, so they are able to reach their full potential. We do this through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of all children.
- Monitoring children's progress and taking action to provide additional support where necessary (such as referrals to speech therapy).
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the provision and make good progress.

Positive Relationships

At Quinton Primary School and Nursery, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with both children and their families.

Parents as Partners

We recognise that parents and carers are children's first and most important attachment figures and we value this partnership through:

- Talking to parents and carers before their child starts school at our induction meeting. Also, to introduce staff and discuss school routines and to answer any questions which parents or carers may have.
- Providing an information booklet prior to starting in Nursery and Reception.

- Inviting new starters to spend time in Nursery and Reception classes during the summer term for a series of transition sessions and open mornings (see settling in policy).
- Operating an open-door policy for parents and carers with any queries or concerns. Additionally, if staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Having regular access to their children's online 'Learning Journey' and valuing the on-going contributions sent through 'Tapestry' from both school and home.
- Weekly News updates are sent to both Nursery and Reception parents to keep them informed of their children's learning that week. This is shared through 'Tapestry'.
- Offering two parent evening meetings per year at which their child's progress is discussed. There is an additional two meetings for those children with an Individual Educational Plan.
- Sending a written report on their child's attainment and progress in the autumn, spring and summer terms.
- Asking parents to sign a permission form for visits, food tasting, photographs etc.
- Parents are invited to a range of activities during the school year such as open mornings, Christmas Nativity play, celebration of learning and sports day etc.

Enabling Environments

At Quinton Primary School and Nursery, we recognise that the environment plays a vital role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to a stimulating environment which encourages development across all seven areas of the Early Years Framework.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff. Within Nursery, we are working towards a Curiosity Approach, focusing on child led experiences, using open ended and authentic resources, and promoting thinking skills and creativity. In Reception, we provide opportunities within the environment to practise new skills and deepen knowledge through exciting and meaningful play and activities.

We provide an environment which encourages a positive attitude to learning and reflects the individual's interests, the topic being taught and abilities. We

encourage the children to make their own selection from the activities on offer, to encourage independent learning and thinking. We ensure that resources and spaces are safe to use and checked regularly.

Learning and Developing

The EYFS Framework

There are seven areas of learning and development that help to shape educational provision in Early Years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skills, not just academically but also socially, emotionally, and physically.

The three prime areas are:

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

Staff also support children in four specific areas, through which the three prime areas are strengthened and applied:

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

In our attached Nursery, we focus on embedding the three prime areas of learning through a carefully planned curriculum tailored to the needs of each cohort. Learning-through-play experiences are designed to match the children's developmental stages and individual learning needs, ensuring progression in these foundational skills. Children who are not yet on track in any of the prime areas are closely monitored, and targeted interventions are implemented to support their development. These prime areas provide the essential foundations for the specific areas of learning, which are woven throughout all aspects of day-to-day teaching. The progression of skills developed in Nursery is then carefully continued and built upon in Reception, ensuring a smooth transition and ongoing development across the early years.

Reading

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS, we link our books to seasonal topics,

alongside reading well known favourites. The aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension.

In Nursery, we ensure that the children hear traditional tales through using story boards, puppets and books, encouraging them to retell familiar stories. Children also learn a wide range of traditional nursery rhymes, sing and dance to action songs and read and act out a variety of books, which are shared during whole class group sessions and within the provision.

In Reception, we focus on a particular book for 2 weeks during 'Talk for Writing' sessions. Through this, children begin to internalise new vocabulary, language patterns and retell stories. Each day, a book is chosen to read to the children during guided reading. The book may be linked to a seasonal topic, a celebration taking place or even an interest of the group.

In both Nursery and Reception, materials used to tell the story are placed within the provision to allow the children to retell the stories to each other. Books linked to children's interests and topic are within different areas of the provision for the children to share.

The use of school library sessions support further interest in books and reading by encouraging families to spend time reading together at home.

Phonics

In Nursery, children focus on Phase 1 which concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2 which may be started within their nursery year if they are ready. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills, prior to grapheme-phoneme correspondence (GPC). From Reception, we follow the Twinkl phonics programme to ensure consistency across EYFS and KS1, continuing with phase 1 alongside introducing Phase 2 and 3 where they will develop GPC, segmenting and blending skills to decode words. During the Summer term, children may move on to Phase 4 if they are ready.

All sounds learnt in phonics are shared with the parents via Tapestry to allow for consistency and promote partnership between home and school. Alongside parent support sheets, there are activities for the children to work on linked to the new sounds and children are provided with a weekly workbook to apply their tricky words and sounds to.

Once ready, children are encouraged to read at home and are listened to regularly in school. Once a week, the children's knowledge of sounds and tricky words are recapped on a 1:1 basis. They are given books that match their phonetic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

Writing and Mark Making

In Nursery, our aim is to develop the children's motor skills so they are ready to write. The children take part in daily ribbon dancing sessions to strengthen their core and upper arm strength. Carefully planned activities are also within the provision to develop the children's fine and gross motor skills. Our aim by the end of Nursery is that each child has developed the physical skills to be ready for writing as they move through into their Reception year. There are many opportunities for mark making set out through the week. A journal is kept of each child's mark making journey.

During the autumn term in Reception, children take part in daily Dough Disco sessions to develop the muscles in their hands. For those children who are ready, we then go on to handwriting sessions where the children practice the sounds they have learnt in letter families. The children learn how to form the sounds they are learning within phonics session. Each letter has a fun mnemonic and rhyme to help them secure their letter formation. Some children may not be ready to write at the same point, so extra intervention is put in place to develop their fine motor skills. Within the provision there are a range of activities to develop the children's fine motor skills further to use at their leisure.

As the children progress with their learning of phase 2 phonics and tricky words, we begin introducing sentences into Handwriting sessions. At this point, the children learn how to form a sentence. We model each day the same simple sentence for that week with the children's help. The children then practise writing the sentence. On the last day of the week, the children 'Hold the sentence' learnt during that week and will write it without support.

When the children are ready, the teacher will work on a focused writing task, guiding the children to apply their phonics when sounding out words and supporting the children in forming sentences. The focused task is either linked to the topic, Talk for writing story or the child's interest.

Also, a writing challenge will be set which is linked to a seasonal topic, talk for writing, celebration or interest of the cohort. This is to allow the children to develop as independent writers whilst learning in the provision.

Once ready, each week, the children will write in their Wonderful Writing book. This is so we can monitor the children's progress as their work is totally independent, allowing us to identify their individual needs.

Mathematics

In Nursery, children develop core maths skills through games, songs, rhymes and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle which is introduced and consolidated naturally through play and conversation. Children's fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once. We also introduce key concepts within the provision such as capacity, shape and size, developing mathematical language.

In Reception, we follow the Mastering Number Maths scheme of work alongside the White Rose Scheme of work. High quality learning environments and meaningful interactions with adults support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed, applied and recorded within their own child-led exploration. Children in Reception have four daily sessions of Marvellous Maths to develop fluency, revisit key concepts and address misconceptions. The children are set a weekly maths challenge so we can assess how much they have understood in a particular area taught.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Playing and Exploring

Children will have opportunities to investigate and experience things, and 'have a go'. Through play, our children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas, learn how to control their emotions and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active Learning

Children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements. Active learning occurs

when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and Thinking Critically

We encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Safeguarding & Welfare

'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.'

(EYFS Statutory Framework, DfE, 2023, p. 23)

At Quinton Primary School and Nursery, we aim to provide a setting that is welcoming, safe and stimulating where children can grow in confidence. We:

- Promote healthy eating (See food and nutrition policy);
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs, adhering to the behaviour policy;
- Ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe, efficient management of the setting and to meet the needs of the children.

Keeping Safe

It is important to us that all children in the school are safe. We aim to support children on boundaries, rules and limits and to help them understand why they exist. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See our Safeguarding Children Policy).

Baseline

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journeys to gain an understanding of the whole child and where they are at. During the first half term in Nursery or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. The following baseline assessments are also carried out. The RBA (Statutory Reception Baseline Assessment) This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

Ongoing Observation

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paperwork. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing/mark making. Some observations are uploaded using Tapestry and shared with the supporting parents and carers.

Assessment

We assess the children in each area of their learning every half term to quickly identify children that are not making expected progress. Children identified as 'not on track' in a specific area are identified and given additional intervention or support to help develop the skills and knowledge and help them to get back on track. We have two parent evenings a year, one in Autumn 2 and the second in Spring 2. During the meeting, the class teacher updates the progress children have made. However, if there are any concerns at any time they are raised with the parents instantly. In Reception during Summer Term 2, the EYFS profile is completed where teachers judge whether the child has met each of the 17 ELGs. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers have a duty to provide a narrative for both parents and the Year 1 teacher. A written report is provided for parents both in Nursery and Reception at the end of the year.

Impact

From their own starting points, children make good progress academically and socially, developing a sense of themselves so they are prepared for their transition into Key Stage 1. We aim for all children to be able to achieve high levels of engagement in activities, develop their speaking and listening skills, enable them to access more areas of learning and communicate with both adults and children. Our children develop wider sense of the world around them and can draw on these experiences during interaction with others linking this to new learning. Our children are able to apply their knowledge and skills to a range of situations making links and explaining their ideas and understanding. Our children become confident to take risks and discuss their successes and failures with adults, drawing on their experiences to improve or adjust what they are doing.

By the end of Foundation stage, the children in our care will have developed essential knowledge and skills required for everyday life and lifelong learning.

Children moving on to Year 1 are well rounded, happy, inquisitive and successful learners.