



The Flourish Federation

EYFS Policy

Ratified	8 th December 2025	Review	November 2026
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Introduction

‘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 Profile - Department for Children, Schools and Families 2012

At the Flourish Federation we welcome children to reception in the September following their fourth birthday. We believe Early childhood is the foundation on which children build the rest of their lives. At the Flourish Federation we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. We consider the relationship between home and school to be paramount in the development and well-being of children in our care. We don’t just admit children, we admit families.

Aims & Objectives

We want our little people to leave early years as happy, confident, resilient learners who are kind to others and care for their environment. They will feel safe and secure which will enable them to engage in learning, work independently and collaboratively. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At The Flourish Federation, we will:

- ✓ Provide a happy, safe, stimulating, challenging curriculum in our indoor and outdoor classrooms as children begin their journey through school.
- ✓ Provide a broad, balanced, relevant, creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond; enabling choice and decision making, fostering independence and self-confidence.
- ✓ Use and value what each child can do, assessing their individual needs, helping each child to progress in relationship to their baseline assessment.
- ✓ Develop supportive, communicative, valuable relationships with parents and carers to build a strong partnership in supporting their children.
- ✓ Provide a caring, inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The Early Years Foundation Stage is based on four themes:

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



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A Unique Child

At The Flourish Federation we recognise that every child has their own learning journey and therefore progress at different rates. We know that children have strengths in different areas and always try to relate learning to their interests to support them in developing across all areas. Each child's achievements are celebrated through encouragement from all staff and class rewards. This enables them to develop a positive attitude to learning.

Inclusion - We value the diversity of individuals within the school and believe that every child matters. All children at the Flourish Federation 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, and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

At the Foundation Stage we set realistic and challenging expectations carefully aligned to the needs of our children. It is because of this thoughtful, intentional planning that most of our children achieve their Early Learning Goals by the end of the Early Years stage. We do this through:

- ✓ Planning opportunities that build upon and extend children's knowledge, experiences, and interests to develop their self-esteem and confidence.
- ✓ Using a varied approach with our teaching practise to match the learning styles of our children.
- ✓ Providing a wide range of opportunities linked to the EYFS Framework ensuring our children have a good scaffold for future learning.
- ✓ Adapting our teaching and learning where needed to ensure our children make maximum progress.
- ✓ Offering a safe and supportive learning environment in which the contribution of all children is valued.
- ✓ Devising engaging learning experiences that provoke curiosity, challenge our children to dig deeper, are inclusive to our children with special educational needs or disabilities, sensitive and respectful to our children from all social and cultural backgrounds, ethnic groups, and our children from diverse linguistic backgrounds.
- ✓ Monitoring our children's progress and taking action to provide support as necessary (such as referrals to speech therapy) through pupil progress meetings and provision mapping.
- ✓ Working closely with parents, carers and other outside agencies to ensure all our children's needs are met and we enable them to access the curriculum and make good progress.

Positive Relationships



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At The Flourish Federation we welcome families – not only their children. We recognise that children learn to be their “best selves,” resilient, confident and independent through being in secure relationships. We aim to develop caring, respectful, professional relationships with our children and their families.

Parental involvement - We recognise that parents/carers are children’s first educators, and we value having a positive relationship with families through:

- ✓ Meeting families before their child starts school during our “stay and play” afternoon sessions, transition “settling in” days, welcome packs and nursery visits.
- ✓ Arranging home visits in September, enabling teachers, children, and families to connect in a familiar setting.
- ✓ Outlining the school’s expectations in the Home-School agreement.
- ✓ Inviting parents/carers and children the opportunity to spend 2 mornings in school, “settling in days”, before their child starts school on September.
- ✓ At the start of the school year, our reception children come to school from 8:45-11:45 in the first week. The second week our children stay through lunch, going home at 1:15. This makes for a supportive and smooth transition into full school days in week 3.
- ✓ Our new starters are not assigned to specific class nor teacher until the end of the 2-week transition period. This allows the children to explore the EYFS environments without restriction. The staff observe the children closely, monitoring which classroom, teachers, and friends each child organically gravitates towards thus ensuring balanced classes.
- ✓ We invite families to phonic and reading workshops/ lesson observations to see their child in the classroom setting. This supports families emotionally with the shift into “big school.”
- ✓ Operating an open-door policy for families with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- ✓ Written contact through reading records and weekly newsletters
- ✓ Sharing photos, updates and reward points on dojo (our online communication platform).
- ✓ Sending home ‘Star of the Week’ certificates to celebrate achievements.
- ✓ Publishing termly topic knowledge organisers on the school website.
- ✓ Offering two parent/teacher consultation meetings per year at which their child’s progress and wellbeing is discussed.
- ✓ Sending a written report on their child’s attainment, progress and attitude at the end of their time in reception.
- ✓ Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- ✓ Families are invited to a range of activities throughout the school year such as assemblies, special events, workshops, Christmas productions and sports day.
- ✓ Offering opportunities for families to visit the school on a volunteer basis to assist with the children’s learning such as reading support and school trips.



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- ✓ Sharing the children's 'Learning Journey' with parents/carers at least 3 times a year, acknowledging the on-going contributions to this from parents/carers.

Enabling Environments

At The Flourish Federation we recognise the classroom and whole school environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment which is well resourced and organised, enabling them to initiate their own learning and curiosities.

Our learning environments are carefully curated with materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the materials, to activate their own study of the world around them, to create their own play as this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly. Teachers and teaching assistants extend children's learning through thoughtful questioning and conversation.

Learning and Developing

The EYFS Curriculum – Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that must 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 skill across many learning areas simultaneously. The daily learning "stories" in our classrooms requires a balance of adult led and child-initiated experiences for most children to reach the levels required to meet the "Good Level of Development" at the end of EYFS. The prime areas, listed below, underpin learning in the specific areas. Our children require both the prime and specific areas of development to make age-appropriate progress.

The Three Prime areas are:

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

Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Our children's development levels are assessed daily through observation, conversation, and listening the voices of our children. Teachers are required to administer The Reception Baseline



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Assessment, implemented by the DFE, during the first 6 weeks of reception. This assessment is an activity-based assessment of pupils' starting points in:

- ✓ language, communication and literacy
- ✓ mathematics

Reception pupils also participate in daily phonics sessions and guided reading. Brookfield Infants uses the "Little Wandle" scheme of work, approved by the DFE. We also use the "Talk for Writing" approach and White Rose Maths. In reception we slowly build up our stamina for these teacher-initiated learning experiences.

Characteristics of Effective Learning

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

"Play is our favourite way of Learning"- Diane Ackerman

Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'. Children's play reflects their wide ranging and varied interests and preoccupations. When playing, children learn at their highest level. Play with peers is important for children's development. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, learn how to self-regulate, and understand the need for rules. During their play, children think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

"A child loves his play. Not because it's easy, because it's hard."- Benjamin Spock

Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements. Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas, and events that engage and involve children for sustained periods. 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.

"Almost all creativity involves purposeful play."- Abraham Maslow



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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.

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

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.

Planning

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are from the revised Development Matters Statements from the Early Years Foundation Stage Framework. Each half term has an over-arching topic such as: “I wonder why it’s good to be me?”, “I wonder what times are special?”, “I wonder if they are real?”, “I wonder what’s around us?”, “I wonder what’s in the garden?”, and “I wonder why things change?”. Within these topics, provocations are planned to engage children in a variety of learning experiences. We also listen to the children, asking what they are interested in and incorporate their ideas as much as we can. Here are weekly enhanced provisions planned and implemented by the teacher incorporating the seven areas of learning. Children are always free to engage in these activities or to create a learning experience of their own. Phonics and reading are taught daily following the “Little Wandle” scheme of learning. Maths is also explicitly taught using the White Rose Scheme of learning. Even within direct teaching, children’s varying levels of readiness and need are accounted for, and appropriate adaptations are made.

Assessment

During the first 6 weeks in Reception, the teacher assesses the ability of each child using the statutory government baseline assessment and teacher observations. These assessments allow us to identify patterns of attainment within the classes, to adjust the teaching programme for individual children and groups of children.

We record each child’s level of development throughout the year and record whether each child is on track or not on track to meet a Good Level of Development (GLD) at the end of the year in July. Children will be given an emerging level or an expected level in each early learning goal. We are constantly assessing children’s learning through observations, conversations, Little Wandle end of term assessments, and pupil progress meetings. We use



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this information to ensure that all children's needs are identified and appropriately addressed through whole group teaching, small group sessions, and individual interventions when necessary. Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence, note taking, and listening to the child's voice. Assessment is completed regularly and involves both the teacher, teaching assistants, parents, and children, as appropriate.

The collection of assessment data in the Foundation Stage Profile is a statutory requirement. The teacher keeps progress records, learning journals, and records examples of each child's work. These progress books contain a wide range of evidence that we share with parents, where possible at each parental consultation meeting.

Pupil Asset, our data collection program, is updated at the end of each term. EYFS leader tracks the GLD across both classes and the specific areas of maths and literacy are tracked with the Head Teacher each term to help identify children who need extra support with these subjects and provide necessary intervention.

We record each child's level of development against the Development Matters age-bands throughout the year. At the end of the final term in Reception we assess whether each child is emerging or expected within each area of learning and submit this data to the local authority. This information is also shared with the child's next teacher who uses this information to make plans for the year ahead. We share this information at parental consultation meetings and in the end-of-year report. Parents receive an annual written report that offers detailed comments on each child's holistic progress across all areas of learning. It highlights the child's strengths and development needs and gives details of the child's general progress.

The Learning Environment

The Foundation Stage classroom is organised to facilitate children's ability to play, explore, learn, and have fun securely and safely. There are specific areas where the children can be active, quiet, creative, role play, write, read, and use maths materials. Children have access to both classrooms and the outside area throughout the day; offering lots of choice and new learning opportunities. Reception has its own outdoor classroom area as well as its own playground, mud kitchen and nature trail. We also participate in Forest School, expertly facilitated by Tania Taylor our Forest School Lead. Being outdoors in a large space gives children the chance to try new things, take risks, explore, use their senses, develop communication and language skills, be physically active and it has a positive impact on children's well-being.

Teaching & Learning Styles



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The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

The more specific features of good practice in our school that relate to the Foundation Stage are:

- The partnership between teachers and parents, carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement.
- The understanding early years practitioners have of child development, play based learning, and the importance of children initiating their learning.
- Creating an environment that provides first-hand experiences, gives clear explanations, makes appropriate interventions, and extends and develops the children's play, talk or other means of communication.
- The thoughtfully planned curriculum that helps most children reach their Early Learning Goals by the end of the Foundation Stage;
- The provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities.
- Encouraging children to communicate and talk about their learning, and to develop independence and self-management;
- The supportive learning environment with appropriate, engaging resources, both indoors and outdoors.
- The identification, through observations, conversations, and ongoing assessments of children's progress and future learning needs, which are regularly shared with parents during parent's evenings and conversations as needed throughout the year.
- The strong relationships between our school and the other educational settings where the children have been learning before joining our school.
- The regular identification of training needs for all adults working in Foundation Stage.

Transition



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Starting school can be a tricky time for young children; therefore, we plan this time thoughtfully and purposefully to support children with the transition into “big school”. We want to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily.

Starting Reception

Parents/carers of all children starting in the next academic year will be invited to an informal coffee morning/evening in the summer term to meet their child’s new teachers and other key staff to learn more about reception.

Stay and Play Sessions

Children are invited to 3 after school “stay and play” sessions during the last term. The children may come to as many sessions as their parents/carers are available to bring them. This is a great time to enjoy their new classrooms and the teachers in reception. Families must stay for these sessions and siblings are not permitted. This also provides the opportunity for the new families to interact with each other while their children are playing.

New class sessions

The children are invited to spend 2 mornings in the EYFS environments, spending time in both classrooms, with all EYFS staff members, and a variety of children they may know from nursery or meet new friends. Parents/carers can choose to stay for this session or to leave, depending on the comfort level of their child. These mornings are important because the children will have seen both classrooms and have spent time with their teachers and new classmates at school, making the idea of going to school much more exciting, safe, and comfortable.

Home Visits

Reception teachers will arrange a visit to children's homes in the afternoons during the transition weeks in September. Teachers will spend some time with the children in their most comfortable atmosphere, getting to know the children and learning about all their favourite things.

September Start



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When children start school in September the following timetable will apply to support children to gradually adjust to their new surroundings:

- During the first week, children will attend the morning session only – 8:50 – 12. Home visits will commence in the afternoon.
- During the second week, children will attend for the morning session plus lunch – 8:50 – 1. Home visits will continue in the afternoons.
- The last Friday of the transition period, families and children will be informed which class and teachers their child are assigned to although it is important to remember that the children will continue to free flow through both classrooms all year and that all staff members will continue to interact and monitor all children, regardless of class assignment.
- From the third week, children will attend the full school day, unless otherwise decided collaboratively with teachers and families. This decision will be made depending on each individual child's needs.

Starting in Key Stage 1 (Year 1)

Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing lunchtimes with the Key Stage 1 children. Children have the opportunity to meet their new class teacher and spend 3 mornings in their new class during the summer term.

Reception class teachers will also have meetings with year 1 class teachers to discuss the characteristics of effective learning of each individual child: how the child learns best and their levels in relation to EYFS Early Learning Goals.

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.' Statutory Framework for EYFS 2021

At Brookfield Infant School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021:

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health including oral health.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.



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- To ensure that all adults who look after the children 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 school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. 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 Brookfield's Safeguarding Policy).

Good Health

All children are offered a healthy snack at least once a day, if not twice, as well as being given the choice of milk if they are under 5 years old (after this they can still have milk but parents are asked to pay for it). Children always have access to water.

Children are encouraged to take part in many physical activities including directed PE sessions, Go Noodle dances and workouts, action songs, the daily mile, active learning during child-initiated play, and lunch time play activities. In addition to this teacher-directed sessions are also kept active to ensure the children are moving as much as possible throughout the school day.

Intimate Care - "Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves.

However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practise for the school to inform the SENCO of all children requiring intimate care in order to put a care plan in place where necessary.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will



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be asked to provide that permission when their child joins reception or when necessary at Brookfield Infant School.

Monitoring and Review

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Headteacher and EYFS coordinator will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Curriculum Committee of The Governing Body will also be part of this process. This policy will be reviewed in September 2022 or as necessary.

Signed			
Executive Headteacher		Date	
Chair of Governors		Date	