



Newbold School

Early Years Foundation Policy

Date Reviewed: September 2026 by M. Jennings.

Ratified by the Board of Governors: September, 2026

Next review: Autumn Term 2029

This policy is in line with the statutory requirements of the Early Years Foundation Stage (EYFS) framework (2025).

Within this document, the term Early Years Foundation Stage refers to children in Foundation One (Pre-School) and Foundation Two (Reception).

We use the statutory EYFS framework and non-statutory guidance, including Development Matters, to support planning, assessment and children's progress throughout the Early Years Foundation Stage.

Aim

At Newbold School we aim to provide the highest quality care and education for all children, giving them a strong foundation for future learning. We create a safe, happy and stimulating environment, both indoors and outdoors, with motivating and enjoyable learning experiences that enable children to become confident, independent learners.

We value each child as an individual and work in close partnership with parents, carers and other professionals to meet their needs and help every child make good progress from their starting points and reach their full potential.

EYFS Principles

We adhere to the four guiding principles of the EYFS:

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.

- Children learn and develop well in enabling environments where their needs are met and where there is a strong partnership between practitioners and parents/carers.
- Children develop and learn in different ways and at different rates.

Principles into Practice

As part of our practice we:

- Provide a balanced curriculum based on the EYFS across the seven areas of learning, using play as the key vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice in line with the Equality Act 2010.
- Provide early intervention for children who require additional support.
- Work in partnership with parents and the wider community.
- Plan challenging learning experiences based on individual children's needs, interests and stages of development, informed by observation and assessment.
- Provide opportunities for adult-initiated and child-initiated activities supported by practitioners.
- Use a key person approach to build secure relationships, support wellbeing, and monitor progress, achievements and next steps.
- Provide a secure, safe and stimulating indoor and outdoor learning environment.

Children's interests, ideas and voice are valued and used to inform learning opportunities wherever appropriate.

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on topics and ongoing observations of children's needs, interests and development across the seven areas of learning. This enables children to make good progress and prepares them well for the next stage of education.

All areas of learning are important and interconnected.

Prime Areas:

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

Specific Areas:

- Literacy
- Mathematics

- Understanding the World
- Expressive Arts and Design

Practitioners working with younger children in Foundation One focus strongly on the prime areas, which underpin all future learning and readiness for school. The balance shifts gradually towards all areas of learning as children progress through EYFS.

We provide rich, meaningful, first-hand experiences that encourage exploration, creativity, problem-solving and active learning.

We promote positive attitudes to learning, confidence, communication and physical development, underpinned by a growth mindset approach.

Teaching, Learning and Phonics

Learning is delivered through a play-based approach in line with EYFS requirements: “Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.”

Children are encouraged to freely access both indoor and outdoor environments during learning time.

We use a variety of teaching approaches including visual, auditory and kinaesthetic strategies.

Whole group and small group sessions increase as children progress through EYFS.

Phonics is taught systematically:

- Foundation One: Phase 1 phonics alongside Jolly Phonics songs and Singing Phonics, with exposure to early Phase 2 sounds.
- Foundation Two: structured phonics teaching including blending, reading and writing words and simple sentences, alongside literacy and numeracy teaching.

Weekly topics and stories support communication, language and comprehension development.

Our curriculum maps and medium-term plans ensure progression into the next year group.

Observation and Assessment

We observe and assess children's learning continuously as part of daily practice.

We use the secure online learning journal system Tapestry to record observations, photographs and assessment information. This is shared securely with parents, in line with data protection requirements and parental consent.

We also use:

- classroom displays
- subject scrapbooks
- school newsletters
- Individual learning journals containing each child's 'Wow' moments.

Parents are encouraged to contribute home learning and significant experiences via Tapestry to support partnership working.

Baseline assessments are completed on entry and progress is tracked each term. The Headteacher receives termly summaries of progress.

Parents receive:

- baseline feedback on entry
- termly progress updates
- an end-of-year report based on development and characteristics of learning

In Foundation Two, progress is assessed against the Early Learning Goals.

Parents are invited to discuss progress throughout the year via informal contact, open-door communication and scheduled meetings.

Safety and Welfare

Children's safety and wellbeing are paramount.

We maintain a safe and secure environment and follow robust safeguarding procedures in line with statutory requirements and school policy.

All staff are trained in safeguarding and child protection and act in accordance with the school's Safeguarding Policy.

We promote children's health and wellbeing through:

- healthy snacks and nutrition education
- oral health awareness
- clear illness and accident procedures

- Our Early Years enclosed play area provides daily free-flow access, including an undercover area. Children also have access to the school playground up to three times during the school day, or once during a morning session.

If a child falls asleep during the school day, they will be continuously supervised in a safe and suitable environment, with welfare checks recorded at regular intervals (approximately every 10 minutes where appropriate). Parents may be contacted if the child appears unwell.

Inclusion

We value all children as individuals, regardless of ethnicity, culture, religion, home language, background, ability or gender.

We plan a curriculum that meets individual needs and supports all children to make good progress from their starting points.

We promote positive behaviour, self-regulation and emotional development.

We ensure early identification of additional needs and work closely with parents and external agencies where appropriate.

The school promotes equality of opportunity and inclusive practice in line with the Equality Act 2010.

The Early Years SENCO is Mrs Jennings. Further detail is available in the school SEND policy.

Parents as Partners and Wider Context

We recognise that parents are children's first educators and that strong partnerships have a significant impact on learning.

We work in partnership with parents through:

- daily communication
- informal conversations at drop-off and pick-up
- scheduled meetings
- learning journals (Tapestry)
- termly feedback and reports

We work with external services and organisations where necessary to meet children's needs and ensure coordinated support.

We liaise with the Local Authority where appropriate.

We enrich children's experiences through:

- Weekly Forest School sessions in woodland areas
- walks around the grounds
- visitors from the community
- enrichment trips and outings
- Regular cooking / food preparation linked to topics

Transitions

Transitions are carefully planned to ensure continuity and emotional security.

We support transitions through:

- introductory sessions
- home visits (where appropriate)
- parent information packs and meetings
- transition evenings and shared information sessions
- ongoing communication with parents

In Foundation One, staff identify transition needs early and support children moving into Foundation Two or alternative settings if required.

In Foundation Two, EY staff meet with Year 1 teachers to share assessments against the Early Learning Goals and support smooth transition into Key Stage 1.

High Attainers (Foundation One – where appropriate)

In the summer term, some older Foundation One pupils may, where appropriate and subject to staffing capacity, access additional small-group learning opportunities (e.g. literacy, phonics and maths) to support readiness for Reception and ensure continued progress.

This provision is based on professional judgement, developmental readiness and availability of staffing.

School Readiness and Transition to Reception (F1)

In preparation for transition into Reception, Foundation One children are supported in developing key skills linked to the school's *School Ready Document 2026*. This includes increasing independence, attention, communication, early literacy and numeracy skills, and confidence in group learning.

In the summer term, targeted "school readiness" challenges are introduced to support this transition. These may include structured adult-led tasks, problem-solving

activities, and early academic readiness activities appropriate to each child's stage of development.

Carpet time is gradually extended where appropriate to support listening skills, concentration, and readiness for more formal learning routines in Reception. These expectations are introduced flexibly and in response to individual needs, ensuring that all children remain engaged, supported and successful.

Provision is carefully balanced with play-based learning in line with the EYFS framework, ensuring that children continue to learn through a mix of adult-led and child-initiated activities while developing the skills needed for a smooth transition into Reception.

Policy Review

This policy may be updated sooner in response to changes in legislation, statutory guidance or school need.

Please see our risk assessment and relevant policies for further details and information.

Relevant policies related to this policy:

- Admissions Policy
- Attendance Policy
- Behaviour Policy
- Charging and remission - F1 policy
- Child Protection & Safeguarding policy
- Code of Conduct - Parents
- Complaints and Grievance Policy
- Curriculum, Teaching & Learning Policy
- Data Protection & Privacy Notice
- EAL Policy
- Equal Opportunities & Inclusion
- E-Safety & ICT Policy
- Food & Nutrition Policy
- Health & Safety Policy
- Illness, Medication & Medical Procedures Policy
- SEND Policy
- Whistle blowing & Low Level Concerns

APPENDIX

GUIDANCE FOR FOOD TO BRING TO SCHOOL

GUIDANCE AND INFORMATION TAKEN FROM THE FOLLOWING SOURCES:

- Early Years Foundation Stage nutrition guidance Guidance for group and school-based providers and childminders in England (DfE, 2025)
https://assets.publishing.service.gov.uk/media/6839b752210698b3364e86fc/Early_years_foundation_stage_nutrition_guidance.pdf
- The Food Standards Agency has 2 posters on how to prepare food safely to avoid choking.
<https://www.foundationyears.org.uk/2021/09/food-safety-advice-on-choking-hazards-in-settings/>
- Newbold School's Food and Nutrition Policy.

In light of the new statutory framework issued by the DfE, we have reviewed and updated our policies/procedures to ensure they are fully aligned with the latest requirements.

The morning snack across the whole school is: fruit or vegetables only (not dried fruit, sugary fruit bars or carton smoothies etc). All fruit/vegetables need to be prepared according to the FSA posters (link above) to reduce the risk of choking.

Ideas of food to send in for lunches and/or afternoon snacks. Please note, we do not have cold storage so please add freezer pack(s) in lunch boxes. No refrigerated food to be given for afternoon snack due to not staying cold enough until 3pm:

Fresh fruit	vegetables	salad vegetables
Pasta / chopped up spaghetti	potato	cheese (or dairy free)
meat/PB equivalent	fish (boneless)	egg
natural/greek yoghurt	bread/wraps	pulses/rice
Hummus	beans	crackers/bread sticks

Please do not send in:

Nuts	chocolate	sweets
Chips	popcorn	crisps
High sugar drinks	sugary granola bars	biscuits