



EYFS POLICY



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1. Intent



At Stonebridge School, our intent is to provide a **rich, engaging, and nurturing curriculum** that inspires children from their earliest years to become **curious, confident, and independent learners**. We aim to develop the whole child, fostering their **creativity, communication, critical thinking, and social skills**, while celebrating each child's individuality.

Our EYFS curriculum is carefully designed to ensure children have opportunities to **explore, investigate, and make sense of the world around them**. It encourages children to **learn through play, first-hand experiences, and meaningful interactions**, helping them to build knowledge, skills, and understanding across all areas of learning.

We are committed to delivering a **stimulating, inclusive, and engaging learning environment** where children feel safe, valued, and inspired to reach their potential. Children develop confidence in their abilities, resilience in facing challenges, and a **lifelong love of learning**.

Our pupils become confident and capable young learners by:

- **Exploring their environment** and engaging in purposeful play.
- **Developing communication and language skills** through meaningful interactions.
- **Practising independence, self-care, and social skills** in everyday routines.
- **Building early literacy, numeracy, and problem-solving skills** through hands-on activities.
- **Expressing themselves creatively and thoughtfully**, celebrating their ideas and achievements.
- **Building knowledge and understanding of the world**, including local and global communities, cultures, and traditions.

Through this approach, children are supported to **grow as well-rounded individuals**, equipped with the skills, confidence, and curiosity needed for a **successful transition into Key Stage 1** and beyond.

In this way, EYFS at Stonebridge empowers pupils to **LEAP forward** with curiosity, confidence, and ambition, preparing them to engage with the challenges of tomorrow.

LEAP represents the curriculum principles that guide learning at our school:

- **Language-Rich** – We nurture confident communication by providing rich opportunities to talk, listen, and build vocabulary, enabling children to express their ideas clearly and to the highest standard.

- **Experiential** – We bring learning to life through hands-on experiences such as trips, visits, art, design, and real-world exploration that inspire curiosity and deepen understanding.
- **Ambitious** – We set the highest expectations for every learner, encouraging them to achieve their very best and believe in their potential.
- **Purposeful** – We design learning that builds on what children already know, carefully addressing gaps to ensure meaningful and connected progress.

Together, these principles empower children to **LEAP forward in their learning, grow, and future fulfil their potential**. The following table shows our school’s intent for children:

<p>Language Rich</p> <ul style="list-style-type: none"> • Key vocabulary across all areas of learning is introduced progressively and reinforced through daily activities and structured sessions. • Practitioners model the correct use of language when discussing concepts, asking questions, and encouraging reflection. • Children are encouraged to use new vocabulary when describing their learning, explaining their thinking, and reflecting on their work. • Songs, stories, discussions, and interactive activities help develop listening skills, memory, and confidence in using new words. • Symbols, visual supports, and representations are introduced in age-appropriate ways, helping children connect language, meaning, and practical experiences. 	<p>Experiential</p> <ul style="list-style-type: none"> • Children explore their learning through hands-on experiences, making connections to everyday life and their community. • Activities build on children’s prior knowledge and personal experiences, with opportunities for discussion and reflection to extend thinking. • Play, practical activities, and creative exploration bring learning to life both inside and outside the classroom. • Educational visits, special events, and community activities enrich learning, broaden understanding, and develop confidence. • Children are encouraged to ask questions, investigate, and express their ideas creatively, fostering curiosity and a love of learning.
<p>Ambitious</p> <ul style="list-style-type: none"> • Children are encouraged to ask and respond to questions, developing deeper thinking and curiosity. • They are introduced to a wide range of experiences and opportunities, helping to raise aspirations and broaden horizons. • Stimulating activities and experiences—such as workshops, projects, and special events—spark excitement, engagement, and a love of learning. 	<p>Purposeful</p> <ul style="list-style-type: none"> • Children learn how to apply and transfer skills across different areas and contexts, building on what they already know. • They are guided to explore, create, and engage with activities with clear intent, developing confidence and independence. • Learning is carefully sequenced and structured, so knowledge and skills build progressively and meaningfully over time.

2. Aims

At Stonebridge School, we are committed to:

- Ensuring that every child experiences a broad, balanced, and engaging curriculum that equips them with the knowledge, skills, and confidence they need to thrive both in school and in life.
- Providing high-quality, consistent teaching so that every child can make strong progress and feel supported in reaching their full potential.
- Building strong, trusting partnerships between staff, children, and families, recognising that learning is a shared journey.
- Celebrating and valuing every child's uniqueness, promoting equality, inclusivity, and anti-discriminatory practice so that all children feel respected, safe, and empowered.

3. Legislation

This policy is grounded in the **Early Years Foundation Stage (EYFS) Statutory Framework**, effective from **1 September 2025**. The framework sets the standards that all early years providers must meet to ensure children:

- **Learn and develop well** in a safe and healthy environment.
- Are **kept healthy and safe**.
- Acquire the **knowledge and skills** they need to start school.

The framework also includes requirements for **safeguarding and welfare**, **staff qualifications**, and **assessment**. It promotes teaching and learning to ensure children's '**school readiness**' and provides a broad range of knowledge and skills that lay the foundation for good future progress through school and life.

4. Structure of the EYFS

Our EYFS curriculum follows the **September 2025 statutory framework** and is designed to ensure children **learn, develop, and thrive** in a safe, engaging, and supportive environment.

The framework is organised into **seven areas of learning and development**, all equally important and inter-connected. Three of these are **prime areas**, which provide the foundation for children's curiosity, enthusiasm for learning, relationship-building, and overall wellbeing:

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

These prime areas are strengthened and extended through the **four specific areas**:

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

In addition to the statutory curriculum, our EYFS **curriculum intent** is to provide children with rich opportunities to develop:

- **Life experiences** and cultural capital
- **Creative thinking** and imagination
- **Social skills** and confidence
- **Language and communication**

- **Ambition and a love of learning**
- **Curiosity, independence, and an inquisitive mind**

Through this approach, we aim to ensure that children leave our EYFS **ready for Year 1**, equipped not only with essential knowledge and skills but also with confidence, resilience, and a sense of belonging in our school community.

5. Learning Environment

At Stonebridge School, our learning environment encompasses both **indoor and outdoor spaces**, designed to **support, challenge, and inspire** children's learning and development. We believe that an **enabling environment** provides a **safe, stimulating, and engaging space** where children can **play, explore, and take risks in their learning**.

A well-planned environment not only supports the **acquisition of new knowledge and skills** but also provides opportunities to **practise, consolidate, and apply previously learned skills**. It promotes **language development, independence, and confidence**, helping children to become active and curious learners.

Our environments are organised into **'workshop' areas**, each offering **continuous provision** that children can access freely, alongside **enhanced provision** to enrich and focus specific learning. Every workshop area is designed to be **purposeful, well-organised, tidy, and of high quality**, reflecting both the **children's current learning objectives** and their **interests**, ensuring high levels of **engagement and progress**.

6. Planning

At Stonebridge School, our planning ensures that learning is **meaningful, engaging, and tailored** to the needs of every child. Each year group has a **curriculum overview** with topics to guide long-term planning. From this, **medium-term plans** are created to ensure that key knowledge, skills, and understanding are taught at the most appropriate points in the year.

Short-term plans are developed weekly, with specific learning outcomes based on the medium-term plan and **practitioners' observations of children's learning**. This approach ensures that planning is **responsive to the interests and needs of the children**, covering all areas of the curriculum.

Core texts are taught over a two-week cycle and are often used as a **stimulus across other subject areas**. Practitioners design activities and experiences that support **effective learning and development in all areas**, reflecting the different ways children learn best.

Planning also considers the **individual needs, interests, and stages of development** of each child. For children with a **special educational need or disability (SEND)**, staff create an **Individual Support Plan (ISP)** to set clear targets and plan for progress. Practitioners work closely with the **SENDco** and, where appropriate, with **specialist services from other agencies** to ensure each child receives the support they need to thrive.

7. Teaching

Each area of learning and development is implemented through planned whole class teaching sessions, small group activities and practitioners joining in with children's play. Practitioners guide learning and development through positive interactions which support learning and language development. It is essential that children have access to the provision and resources they need to learn, therefore, practitioners are responsible for ensuring activities are resourced appropriately.

In the summer term of Reception, and if the children's development allows, the balance gradually shifts towards more adult-directed activities to help children prepare for Year 1.

8. Assessment

Assessment is a vital part of ensuring that practitioners **recognise children's progress, understand their needs, and plan meaningful learning experiences**. At Stonebridge School, **formative assessment** is embedded in everyday teaching and learning. Practitioners observe children, understand their current level of achievement and interests, and use this knowledge to **shape activities that support development across all areas of the curriculum**.

Children's achievements are captured using **Tapestry**, which forms an **electronic learning journal** for each child. In addition, each child has a **writing book** documenting progress in this area. Together, the learning journal and writing book provide a **rounded view of each child's development**. Practitioners ensure this documentation is **manageable and focused**, avoiding unnecessary time away from direct interactions with children.

At Stonebridge, we track progress on **Target Tracker** at **four key points in the year**: baseline (within the first three weeks of starting), December, March, and July. At each point, practitioners make **summative judgements** across all seven areas of learning. In addition, **Reception children** complete the statutory **Reception Baseline Assessment (RBA)** on entry, and the **EYFS Profile (EYFSP)** is completed in the final term, assessing the 17 Early Learning Goals (ELGs).

This approach ensures that **assessment is purposeful, supports progression, and helps every child achieve their full potential**.

9. Working with parents

At Stonebridge School, we recognise that children learn and develop best when there is a **strong partnership between practitioners and parents/carers**. We welcome families into our school community and ensure they have the information and support they need to help their child **make a smooth transition into Nursery or Reception**. Parents and carers are invited to **induction meetings the week before children start**, providing opportunities to share information and build positive relationships with staff.

Throughout the year, parents and carers are invited to participate in **workshops, parent meetings, Stay and Play sessions, and special events** such as our **Colour Parade**. We also encourage families to **share their cultural celebrations and traditions**, helping children learn about the diversity of the world around them and enriching the curriculum.

Parents and carers have **access to Tapestry**, our online learning journal, to **view and comment on their child's learning** as well as **upload observations and achievements from home**, creating a shared picture of the child's development.

Families are kept **fully informed about their child's progress and development**. Parent-teacher consultations provide opportunities to discuss achievements, next steps, and ways to support learning at home. At the end of the academic year, families receive a **comprehensive report**, including how children demonstrate the **Characteristics of Effective Learning**. For Reception-aged children, the report also includes information on **achievement against the Early Learning Goals (ELGs)**.

10. Transitions

At Stonebridge School, we ensure that children experience **smooth transitions** as they move through their early learning journey.

Children starting **Nursery** and **Reception** have opportunities to **visit their new classroom and meet their practitioners** during the induction week before starting. Entry is **staggered** to support small groups of children, helping them **settle confidently into their new environment**. These early meetings allow **practitioners and parents to share important information** about each child's interests, needs, and experiences, supporting a strong start to their learning.

At the end of Nursery, practitioners **hand over key information to Reception staff**, ensuring continuity of learning. During the **Summer term**, both Nursery and Reception children take part in a **transition day** to familiarise themselves with their next classroom and routines. Reception children are also prepared for the more **formal structure of Year 1**, with teachers sharing knowledge of the children and their **EYFS Profile outcomes** with the Year 1 team.

This approach ensures that transitions are **calm, supportive, and effective**, helping children feel confident and ready for the next stage of their learning.

11. Safeguarding and welfare procedures

Staff Ratios

At Stonebridge School, we ensure that **staffing ratios are compliant with statutory guidance** to keep all children safe and supported.

Nursery:

- At least **one member of staff is a qualified teacher** or holds another **approved Level 6 qualification**.
- There is at least **one member of staff for every 13 children**.
- At least **one other member of staff holds a full and relevant Level 3 qualification**.

Reception:

- Each class has **no more than 30 children per teacher**.
- In addition, there is **one member of support staff with a relevant Level 3 qualification**.

These arrangements ensure that all children receive **high-quality care and learning support**, while maintaining a **safe and well-supervised environment**.

Pediatric First Aid

At Stonebridge School, the **welfare of our children is a top priority**. Our designated **Welfare Officer has received paediatric first aid training**, which is **regularly updated** in line with statutory guidance. In addition, several other support staff across the school also hold **paediatric first aid certification**, ensuring that children have **immediate access to trained staff** in the event of an emergency.

Medication

At Stonebridge School, we ensure that children's **medical needs are managed safely and responsibly**.

All parents and carers must complete a **consent form** for any child requiring **medication during the school day**. Medication is stored securely: in a **locked cupboard in the welfare room for Reception children**, and in a **designated area in the Nursery** for Nursery children.

If a child requires **more complex medication or medical support**, a meeting is held with the **Welfare Officer, the School Nurse or relevant medical professional, and parents/carers** to complete a **risk assessment**. This assessment identifies any **additional training** required for staff and ensures that all necessary safety measures are in place. Copies of the risk assessment are shared with relevant staff and **kept securely in the welfare room**.

This process ensures that children receive **safe, consistent care**, while supporting parents and staff in managing medical needs effectively.

More detailed information about our **safeguarding and welfare procedures** can be found in our **Safeguarding Policy**. This EYFS policy should be read in conjunction with our **SEND, Behaviour, and Intimate Care policies** to provide a full understanding of how we support all children.

This policy will be **reviewed and approved by the governing body every two years** to ensure it remains **up to date, relevant, and in line with current statutory guidance**.