



Manby Lodge Infant School Early Years Foundation Stage (EYFS) Policy

Reviewed: Summer 2026
Next Review: Summer 2027

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.' (EYFS Statutory Framework 2024)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school it applies to children in Reception.

Practice in the EYFS is shaped by four guiding principles:

- A Unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

A Unique Child

At Manby Lodge Infant School, we acknowledge that every child is a unique individual, bringing their own personality, interests and ideas to our school. We recognise and understand that each child is a competent learner, and we respect the fact that they will develop in individual ways and at varying rates. At our school we tailor our approach to best support the individual journey of each child and we use praise and encouragement, as well as celebration, to encourage children to develop a positive attitude to learning. By recognising and valuing the uniqueness of each child, we aim to create an environment where they feel respected, supported and motivated to explore, learn and grow at their own pace.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of differences. Every child at Manby Lodge Infant School is treated fairly regardless of age, gender, race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In EYFS we set realistic and challenging expectations that meet the needs of our children. We ensure we provide a rich learning environment and experiences to provide all pupils with the cultural capital needed to be successful in life reflecting on each cohort's needs, experiences and interests.

We meet the needs of all our children 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 to learn effectively
- providing a safe and supportive learning environment in which the contribution of all children is valued
- helping children develop an understanding of positive learning behaviours
- using resources which reflect diversity and are free from discrimination and stereotyping
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- monitoring children's progress and taking action to provide support as necessary
- supporting all children's next steps through our 'in the moment' approach to teaching and learning
- positive partnerships with parents and carers

It is important to us that all children in the 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. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

Welfare

'The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe.' (EYFS 2024)

At Manby Lodge Infant School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2024 and Keeping Children Safe in Education. We understand that we are required to:

- safeguard children
- ensure the suitability of adults who have contact with children
- promote good health
- manage behaviour
- maintain records, policies and procedures.

We endeavour to meet all these requirements.

Positive Relationships

At Manby Lodge Infant School, we recognise that from secure relationships children learn to be strong and independent. We aim to develop caring, respectful, professional relationships with the children and their families to build trust and mutual respect as we believe these help form the foundations of effective learning. By fostering these strong bonds, we ensure that each child feels valued, safe and listened to, which is essential for their emotional well-being and ability to thrive within the learning environment.

Induction into Manby Lodge Parents as Partners

At Manby Lodge Infant School, we also recognise the pivotal role that a positive partnership with parents and carers plays in a child's development. Through close work with our families, we create a collaborative home-school partnership, which has a profound impact on children's development, learning and overall success. We recognise that parents are children's first and most enduring educators and we value the contribution they make. In fostering these relationships, we aim to create a nurturing community where every child can flourish, both academically and personally.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- inviting all parents to an induction meeting during the term before their child starts school. We provide them with as much information as possible so that they feel involved and know how to support their child's induction into school.
- asking parents to fill out an 'All about Me' form with their child and returning it to school.
- talking with parents about their child before their child starts in our school, including additional opportunities for parents with children with SEND or other additional needs to speak to our school staff.
- inviting all children to attend sessions in school prior to them starting (e.g. Story Sessions happening in late June / early July). Parents are invited to stay and meet staff as well as other parents during these sessions. Giving parents the opportunity to meet one another and also develop relationships and friendships with other parents helps strength our school community.
- the Early Years team conducting home visits before the children start at school.
- inviting parents and carers to a 'Meet the Teacher' meeting at the beginning of the school year to share important information.
- we often invite parent helpers on school trips
- teachers and parents regularly leave comments regarding their child's reading in the Reading Record
- offering parents and carers on-going informal feedback about their child's interests, achievements and areas of concern
- teaching children about British Values and how they can display these values within the EYFS setting and the wider community
- offering two formal meetings a year for parents, at which the teacher and the parent discuss the child's progress. Parents receive a report in the summer term on their child's attainment and progress.
- arranging activities throughout the year that encourage collaboration between child, school and parents. E.g.: Coffee mornings, Sports Day, Parent helpers, Shared Learning, FOML (our school's PTA)
- 'having an open door' policy - being open and available to parents to talk to throughout the year, not only at formal parents' evenings. Staff are also contactable via email (via the School Office) throughout the year.

All staff involved with the EYFS aim to develop positive relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teachers act as a 'Key Person' to all children in the EYFS, supported by the Teaching Assistants.

As part of our Induction, we also visit all children who attend a Nursery or another kind of Pre School-Setting in June and talk to Nursery / Pre-School Staff about the children. This gives us a very clear picture of the children joining us as we can use this information along with that provided by parents.

We place the children into class groups of 30. The children are placed across our three classes so that there is a balance of girls and boys, and children with and without SEND. We also consider friendships, especially if

they have attended a Pre-School Setting or Nursery with other children. Parents are asked to provide this information on the 'All About Me' form.

We may sometimes need to make changes in terms of which class the child is best placed in during the early weeks of the autumn term.

Enabling Environments with Teaching and Support from Adults

At Manby Lodge Infant School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging, but achievable activities and experiences to extend their learning. Where necessary, reasonable adjustments will be made to the learning environment, to support the needs of children or staff. All adults working in EYFS receive ongoing training to ensure they can respond to children's individual interests and needs and help them to build their learning over time.

Observation, Assessment and Planning

The planning within the EYFS follows the school's EYFS curriculum map for each half term which identifies the key areas that are being focused on. These are used by the EYFS team as a guide for medium term and weekly planning; however, planning may be altered in response to the needs, achievements and interests of the children throughout the year. This will be indicated on the planning.

We carry out regular assessments of children's learning and track their progress throughout the year. At Manby Lodge Infant School, we measure and record progress using our own assessment document which has been influenced by the updated Development Matters document and mirrors our curriculum (Development Matters is a Gov.uk document with non-statutory curriculum guidance for the Early Years Foundation Stage).

Our assessments of the children begin in the summer term before they officially start in Reception. Staff visit nurseries and pre-school settings to meet each child and gather information from staff who know them well. We can then collate information when the child starts school with us, including at the home visit that forms part of our induction in the autumn term. We use this information to ensure that future planning and provision reflects children's identified needs and interests.

Within the final term of the EYFS each child's level of development will be recorded against the 17 statements of the EYFS profile. We provide a written summary to parents, reporting their child's progress against the ELGs and the EYFS profile assessment statements. We give parents the opportunity to discuss these judgements with the teacher.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn safely and securely. There are areas where the children can be active or be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS class has its own enclosed outdoor area. This has a positive impact on children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. Children can explore, use their senses and be more physically active. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

Learning and Development

The Early Years Curriculum

There are seven areas of learning in the EYFS curriculum. All areas of learning and development are important and interconnected. There are three Prime Areas which are crucial for igniting children's curiosity and enthusiasm for learning and for helping their capacity to learn.

These are:

- Communication and Language - Supporting children in developing their listening, speaking, and understanding skills.

- Physical Development - Encouraging the development of both gross and fine motor skills, promoting health and physical well-being.
- Personal, Social and Emotional Development - Fostering children's ability to manage emotions, build relationships, and develop self-awareness.

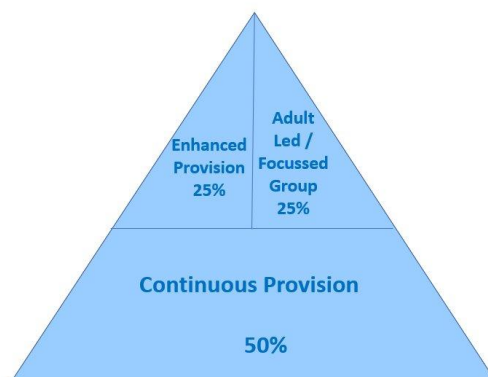
There are then four Specific Areas through which the three Prime Areas are strengthened and applied.

These are:

- Literacy - Helping children develop reading and writing skills, including phonics and comprehension.
- Mathematics - Introducing children to number concepts, shapes, space, and measures through engaging activities.
- Understanding the World - Encouraging exploration and understanding of the world around them, including people, places, technology, and the environment.
- Expressive Arts and Design - Promoting creativity through art, music, role play, and other expressive activities.

In each area Early Learning Goals (ELG) define the expectations for most children to reach by the end of the EYFS.

At Manby Lodge we teach all these areas through the following approach:



This balanced approach ensures that children receive a comprehensive and engaging early years education, allowing them to thrive and develop a love for learning.

At Manby Lodge we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. Through our teaching and learning we ensure that children feel secure at school and develop a sense of wellbeing and achievement. Our staff understand how children develop and learn, and consider this when they plan teaching opportunities linked, where possible, to their interests to develop their intellectual, physical, social and emotional abilities. We offer children firsthand experiences, give clear explanations, make appropriate interventions and extend and develop play. Our carefully planned curriculum helps children work towards the 17 Early Learning Goals throughout the EYFS.

'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.' (EYFS Framework 2024)

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to control themselves 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. They express fears or re-live anxious experiences in controlled and safe situations. Our children can explore and develop learning experiences,

practise essential skills and learn collaboratively with others through understanding and creating rules, sharing and listening to ideas and managing their emotions and behaviours. They will have the opportunity to think creatively, investigate and solve problems independently and with their peers. Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive and emotional strength.

Active Learning

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 to have 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.

Creativity and Critical Thinking

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 opportunities to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Self-Regulation and Behaviour Management

Self-Regulation and Managing Self are two of the Early Learning Goals. Our Behaviour Management Policy and systems in school support children to develop skills in this area, particularly if this is an area where a child struggles. All staff respond to inappropriate or poor behaviour choices with a focus on restorative practice and helping the child to understand why and how their behaviour choice could be better. We always want to focus on the impact of a child's behaviour – so that they can develop the ability to behave in a way that doesn't hurt or is unkind, or disrespectful towards others, or disruptive to the learning of others.

Monitoring and review

It is the responsibility of the EYFS team to follow the principles stated in this policy.

The Headteacher and EYFS Phase Leader will monitor the effectiveness of the EYFS as part of the wider school improvement and development plan linked to the school's self-evaluation through performance management.