

Policy for Early Years Foundation Stage

Ambitious Courageous Resilient Respectful Kind

April 2025

'It is the supreme art of the teacher to awaken joy in creative expression and knowledge.'

Albert Einstein



Curriculum Vision: Why we teach this curriculum

At Monkhouse, we believe all children will be ambitious, courageous, respectful, resilient and kind so that they fulfil their unique potential and become active members of the wider global community.

This policy is based on requirements set out in the [Statutory framework for the early years foundation stage](#) which has been in place since September 2021.

What We Teach Across the Early Years Foundation Stage

Our EYFS curriculum is bespoke to our school. It was written by staff, with support from the Local Education Authority, to meet the needs of our children. It was written in accordance with the statutory requirements of the EYFS 2021 and with regard to the Development Matters guidance. It is intended to nurture, ignite and inspire; to support and to challenge. Our curriculum is broad, balanced and progressive, covering the statutory requirement of the EYFS as well as other knowledge and skills that we know will support pupils' personal development, prepare pupils for their next stage of education and develop the whole child.

We teach through a project-based approach, allowing us to immerse children in their learning, firing their imaginations, promoting creativity of thinking and developing the characteristics of effective learners. From the early stages of Nursery, children are encouraged to develop their independence and to believe in their own abilities. Huge importance is placed on the development of sociable, confident and happy learners. In addition, we place a high emphasis on basic skills, such as vocabulary, phonics and the understanding of number, that underpin learning in Key Stage One and beyond.

How We Teach in EYFS

Teaching and Learning is based on the four overarching principles of the EYFS:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self assured.
- **Positive relationships** - Children learn to be strong and independent through positive relationships.
- **Enabling environments** - Children learn well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.
- **Learning and development** - Children learn and develop in different ways and at different rates.

"Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn." Ofsted 2014

Teaching in EYFS occurs through many different activities. Staff will, across every day, deliver some direct teaching. In addition, they will talk and play with children where they communicate and model language, demonstrate, explore ideas, encourage, question and recall, providing a narrative for what they are doing, whilst facilitating and setting challenges. This occurs in both indoor and outdoor learning environments.

Play is essential for children's development and the EYFS statutory framework recognises this. All children across EYFS will have planned opportunities for play across every day. As children move through the EYFS curriculum, the balance of self initiated play to teacher directed tasks will change in accordance with the child's development.

Partnerships with Parents and Carers

Parents and carers are a child's first and most enduring educators and we value the contribution they make. We aim to foster good relationships with parents, carers and families by engaging in both face-to-face and via digital communication.

Our offer includes:

- Giving children the opportunity to meet their teacher before starting school during drop-in sessions.
- Sending videos from staff and inviting children and families to post photos and videos via Tapestry before they join our EYFS provision.
- Inviting all parents to an EYFS information evening during the summer term before their child starts school.
- Offering parents regular opportunities to discuss their child's progress and communicate a child's interests and wider learning.
- Encouraging parents to talk to the child's teacher if they have any concerns.
- Organising a range of activities throughout the year that encourage collaboration between children, school and parents - e.g. weekly shared learning, project-based activity sessions in school, PTA events, Christmas performance and achievement events.
- Sharing regular photos, videos, observations and updates of children's learning via Tapestry

Assessment

The overwhelming majority of assessment takes place as staff work and play with children whilst they are engaged in their self-initiated tasks and in teacher-directed tasks. Staff regularly meet to discuss the progress of individuals and how best to support pupils to further develop their learning.

Children starting in Reception will complete the Reception Baseline Assessment (RBA) within the first 6 weeks of starting school.

A child cannot 'pass' or 'fail' this assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils.

In accordance with statutory requirements, children are assessed against our curriculum as 'meeting expectations' or 'working towards expectations' at key points in the year. At the end of the Reception Year, all children are assessed against the Early Learning Goals.

Every term, teaching staff meet with the Senior Leadership Team to discuss pupil progress and to ensure that the overwhelming majority of pupils are making at least good progress. Where there are specific concerns around a child's development and progress, this will be discussed with parents and carers, and a plan of action agreed.

When a child moves from Nursery to Reception, or from Reception to Year 1, transition discussions take place, to ensure that all staff are familiar with the strengths, interests and needs of the children they are working with.

Monitoring:

The monitoring of the teaching and learning across the EYFS will be carried out by the school's senior leadership team, school improvement partners and will involve:

- Learning walks and lesson observations and evaluations of provision.
- Analysis of data
- Pupil progress meetings

- Work scrutiny
- Discussions with pupils

Any CPD requirements will be identified as part of the monitoring process and staff will be signposted to the relevant CPD which may take place either as internal or external training.

Early Years staff work with staff from other settings and external partners to ensure that the provision throughout EYFS is of a high quality and that it meets the statutory expectations.