Newport Infant School and Nursery -

EYFS Policy

Date of Policy Creation/Last Review	**November 2025**
Policy Lead	**Emma Heeley**
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Frequency of Review	**Annually**
Review Due	**September 2026**
Policy Category	**Curriculum**

Intent

The Early Years Foundation Stage Curriculum (EYFS) begins at birth and continues until a child reaches the end of the Reception year. These Foundation years are crucial to enable children to develop into resilient, independent learners who are creative and think critically and thus become school ready; becoming a Ready Eddie learner. Through the Foundation Stage curriculum, we believe children have the right to reach their full potential and be the best that they can be.

Implementation.

Our Curriculum

Our Curriculum is divided into 7 areas of learning and designed under subject specific foci. Our Curriculum at Newport Infant School and Nursery is underpinned by four main principles:

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

Our curriculum has been strategically developed to ensure that throughout the year children are developing their knowledge in order to achieve the curriculum outcomes for the end of the year; These are outlined in our curriculum document. The curriculum journey in Reception year builds upon the experiences, knowledge and skills gained during Nursery and also lays building blocks on which knowledge and skills are developed in Year One and Two. The curriculum in Newport Infant and Nursery is developed with our children in mind, and a focus upon our community.

A strong over-arching theme drives the learning and provides real life contexts for children to develop skills and knowledge about their world. This theme, along with the children's interests and needs, is reflected in the environment, which is enhanced to create awe and wonder, and to enthuse children to engage in and extend their own learning. There is a clear focus on stories, vocabulary, communication and language – all integral skills that enable learning across all areas. We endeavour to adapt our offer to meet the needs of each cohort, offering additional support and learning opportunities for those who need it, catering for the unique child.

The Characteristics of Effective Learning; Active learning, creating and thinking critically and playing and exploring, ensure that children become effective learners and thus supports our curriculum. Armed with these skills, they will be able to solve problems, tackle open ended activities, work and play together and have their own ideas. It is also vital that children feel secure when making marvellous mistakes in order to learn from them and succeed. Our setting understands these principles and aims to provide ample opportunities to develop them through our Ready Eddie approach which runs through the whole school.

Our Pedagogy

At Newport Infant School our ethos is that children learn best through a well balanced approach of purposeful play and adult-lead learning activities. Play helps children to learn and develop through doing and talking, which research has shown to be the means by which young children think. Our Early Years setting is equipped with a wide range of resources across a variety of learning zones that supports the seven areas of the EYFS curriculum.

Prime Areas – vital for early development:

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

Specific Areas – build upon the prime areas:

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

The areas of learning are skilfully developed and planned for by staff to provide meaningful learning experiences across an engaging and enhanced environment both inside and out. Adults work alongside children during their play modelling skills, encouraging independence, giving them chance to rehearse and embed newly acquired knowledge and skills, whilst providing opportunities to scaffold learning, deepen understanding and challenge thinking.

Adult-led activities are vital to ensuring that all children are taught the knowledge, skills and understanding in-line with our curriculum, allowing children to revise, use and develop new knowledge and skills.

Assessment

At Newport Infant Foundation Stage children are assessed throughout the day through the engagement and observation of the children. When we refer to Newport Infant Foundation Stage, we mean children in our Nursery and Reception Classes.

A practitioner's professional and holistic knowledge of the child and their development is the best assessment practise in the EYFS and requires no formal paperwork. Any moderation that takes places in our Foundation Stage is done first and foremost through professional discussion of the children. Our other assessment procedures are useful tools which can help to develop a practitioner's knowledge of the whole child. In our Foundation Stage assessment is recorded in the following ways:

- Focus Task Participation sheets – containing information on children's actions and achievement against set knowledge and skills during an adult led task
- Formal assessment tasks such as RWI assessments and termly maths assessment
- Children's work
- Photographic evidence

A child's progress and attainment is tracked against our termly curriculum outcomes and development matters. These achievements are recorded on paper copy for use by key person and also electronically which is updated termly on the electronic Insight system.

Assessment information is vital to the learning and development of the children at Newport Infant Foundation Stage so that all adults know each child's journey, the knowledge and skills they have and those that they need to be developed. This is used within planning daily, weekly and monthly to scaffold children's learning. All adults who work with the children in our setting are included in the assessment process. This includes parents, outside agencies and staff at school.

Assessment information is used to analyse the gaps and strengths of the children and cohort and is fed directly back into our planning to close gaps in learning and development, and plan challenging activities. It is also used to drive Pupil Progress meetings to ensure we are helping and encouraging children to achieve to their full potential, including the most vulnerable pupils and identify any children who need extra support.

We use observation checkpoints throughout the year to see whether children are on track or need support. Using observation checkpoints helps us to notice whether a child is at risk of falling behind in their development. We can all make the difference by taking action quickly. Using our professional judgement and understanding of child development, practitioners intervene quickly and effectively. Children who seem to be at risk are monitored more closely and given support through our *helping hands* approach, so that the right decisions can be made about what sort of extra help is needed. Sensitive conversations with parents and carers help practitioners to better understand the child, and helpful suggestions can be offered for home. At times, a personal learning plan will be implemented, or referrals will need to be made to professionals such as Speech and Language Therapists, Learning Support Advisory Teachers, Occupational Therapists or the Inclusion Service. The school SENCo is involved and parents are offered support and guidance. We understand that the EYFS is the best time to catch up and keep up because children learn the most from birth to five.

When children enter our Nursery at two, we will complete a Two-Year Check after a full half-term (six weeks) at our setting. This check will be shared with parents/carers and other nursery settings that the child may attend. We will use the check to identify any children who need early intervention.

Each child is assessed using the EYFS Baseline within 6 weeks of entering Reception. Identified children will be screened on the TalkBoost/Time to talk assessment in Nursery and Reception. At the end of the child's time in the Foundation Stage their attainment is recorded against the Early Learning Goals in the Profile handbook. The profile will provide parents/carers, teachers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels and their readiness for Year 1. Each child's level of development must be assessed against the Early Learning Goals, and we will record if they are meeting the expected level of development, or if they are not yet reaching expected levels, known as 'Emerging'.

All assessment is quality assured by the Early Years Leader and shared with the Senior Leadership Team.

Adults within the Foundation Stage

Newport Infant Foundation Stage values the importance, adult involvement makes to our children's learning. All adults within the Foundation Stage are committed to fostering children's learning by;

- Assigning a Key Person to each child
- Creating a safe and secure atmosphere that children feel happy, safe and secure within
- Engaging with children during their activities, modelling and scaffolding their learning
- Encouraging children to be independent and problem solvers
- Taking an active part in planning for and assessing each child in the setting
- Working alongside all adults and children within the setting fostering good relationships
- Tailoring learning and developing to children's needs

In Newport Infant Foundation Stage each child has a key person. This key person is available for the children and their families to create a close relationship with an adult within the setting who they can communicate with ease. In Reception this is the class teacher. We adhere to the statutory requirements laid out in the Early Years Statutory Framework (1 Sept 2025)

Positive Relationships

At Newport Infant Foundation Stage we believe it is important that all adults that are involved in the life of a child at our setting play a crucial part of the child's journey within our setting. To foster positive relationships we will;

- Inform parents of any activities that are taking place in our setting
- Create opportunities for parents and families to learn alongside their child within our setting such as Stay and Play sessions
- Invite and encourage parents and families to take an active involvement in their child's learning Journey, through the use of good communication systems. This may be informal chats at drop off / pick up, messages and information shared on class dojo, parent consultations, end of year report and sharing of a weekly nursery newsletter and the school newsletter, Heeley's Highlights
- Invite and welcome any outside agencies that are involved with a child within our setting and ask their advice to help foster the child's learning

It is important to highlight that the features of effective teaching and learning in Newport Infant School and Nursery 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.

Inclusion at the Foundation Stage

We believe that all children at Newport Infant Foundation Stage matter. We give our children every opportunity to achieve their best. We value the diversity of individuals within the school. All children at Newport Infant School and Nursery are treated fairly regardless of race, gender, religion or any protected characteristics. All children and their families are valued

within our school. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We do this by taking account of our children's range of life experiences when we are planning for their learning (see our policy on inclusion).

At Newport Infant Foundation Stage, we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children from different ethnic groups, and of those from diverse linguistic backgrounds.
We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence, independence and resilience.
- using a variety of teaching strategies that are based on children's learning needs.
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid 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 providing support (such as speech therapy)

Impact

At Newport Infant School we want to ensure children leave the Foundation Stage ready for the next year ahead. We want them to have a rich vocabulary, deep knowledge of stories and be equipped with the learning attitudes and characteristics that will enable them to become successful learners. We strive to develop readers and writers who are phonically able and independent, mathematicians who have a deep number sense, and learners who have experiences that develop a rich sense of the world around them. We aim to create happy children, who are good citizens and friends, and who truly love to learn

The welfare and safeguarding requirements

We adhere to all of the EYFS welfare and safeguarding requirements as outlined in the Statutory requirements 2025. We also have whole school policies and practices which include the EYFS. We implement Working Together to Safeguard Children, Prevent Duty Guidance and KCSIE Statutory Guidance. We regularly review our practice. The designated safeguarding lead is responsible for safeguarding children and liaising with local children's services as appropriate. There are two designated safeguarding leads who work in EYFS, including the EYFS lead (Emily Russell) and Deputy Nursery Manager (Stacie Magnier). Our main DSL is our Headteacher (Emma Heeley) and she is responsible for liaising with local statutory children's services. Staff receive regular safeguarding training. Children are released to named persons carefully, using checks and passwords if needed. Clear risk assessments are in place for the classrooms and outdoor area as well as detailed cleaning and hygiene procedures across EYFS. Smoking and vaping are not permitted on site. If a child injures themselves in EYFS, a record will be kept and parents will be informed. Many of the staff have current Paediatric First Aid training and we are well within the recommended amount. We follow the school policy for

administering medicines, and have trained personnel to administer. Mobile phones must be switched off in class or kept in staff lockers in the staff room. Policies related to watches and equipment containing recording devices can be found in our whole-school safeguarding policy.
Space requirements are adhered to. We use our large outdoor area at all times to promote physical activity and learning. Managing behaviour is done following the school's behaviour policy.

Health, Food and Drink

Our school meals are prepared on site in the kitchen using fresh ingredients and staff have received training around healthy eating, food hygiene requirements etc. In Nursery we have a hygienic preparation and storage space for the snacks. Staff have training on hygiene and healthy eating requirements. We only allow water in bottles, or milk in a cup for nursery children. We offer fruit for snack time in Nursery and Reception. Staff have been trained to cut the fruit appropriately for the age of child to reduce the risk of choking. We ensure there is always a Paediatric first aider in the room when children are eating, and we ensure children are seated to eat so we can monitor them easily. Staff have received training around choking, including safe practices to minimise choking risks, as well as what to do if a child is choking or stops breathing. Guidance is followed as set out in the Sept 2025 EYFS Statutory Framework, and the First Aid Policy for school has been updated to reflect what staff should do, following a choking incident. Our SLT have liaised with Telford and Wrekin Council Catering Team to make amendments to the menu for EYFS, for example offering mashed potato instead of a roast potato as this is less of a risk.

Admissions

We follow the admissions procedures as set out by Telford and Wrekin council for admitting school age children. For Nursery places, parents liaise with the Nursery Administrator.

Equal Opportunities

This policy adheres to all the principles, aims and objectives set out in the school's Equal Opportunities and Equality Policy.

The Role of the EYFS Lead

The Early Years Lead has overall responsibility for the implementation of the Early Years Policy and the day-to-day implementation and management of the Early Years Policy, the EYFS Statutory Framework as well as other key documents. She will monitor the environments, check planning and speak to children regularly to ensure our policy and curriculum is working effectively. Staff, including teachers, Teaching Assistants and Nursery Practitioners will all undertake 'Supervision' with the EYFS Lead each year.