

# Fairisle Infant and Nursery School



## Early Years Foundation Stage Policy

Date policy reviewed: March 2025

To be reviewed again: March 2028

### **SIGNATURE STAMP**

This policy was approved and adopted by the  
Governing Body at their meeting on: :  
*19/03/2025*

**Signed:**

**Rick Allan**  
**Chair of Governors**

A handwritten signature in black ink, appearing to be 'Rick Allan', is written over a faint circular stamp or watermark.

**Fairisle Infant and Nursery School**

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**Policy for the Early Years Foundation Stage**

“All children have a right to an education” Article 28

“Education should develop each child’s personality and talents to the full” Article 29

United Nation Convention on the Rights of the Child

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## 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## 2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

## 3. Structure of the EYFS

Fairisle Infant and Nursery School has a large maintained Nursery. The Nursery is separated into two learning areas: the Rainbow Room for 2-3 year olds and the Sunshine Room for 3-4 year olds. Children transition to Year R the September after their 4<sup>th</sup> birthday.

## 4. Our EYFS Vision

At Fairisle we aim to create an engaging, nurturing, and inclusive environment where children from 2 to 5 years old can thrive. Our approach is structured yet flexible, ensuring every child's unique interests guide their learning while providing the challenge and support they need to develop essential skills.

We believe in the power of both teacher-led and child-led experiences, finding a perfect balance that allows children to follow their own lines of enquiry and take ownership of their learning, while benefiting from expert guidance. Our educators, experienced and passionate, use in-the-moment planning to build on children's natural curiosities, ensuring that every day is filled with irresistible and meaningful opportunities for growth.

Our holistic approach focuses on nurturing the overall development of young children, considering their physical, emotional, social, and cognitive needs. Children are encouraged to explore creatively and safely, whether indoors or outdoors, in a well-resourced environment designed to inspire imagination and experimentation. Through high quality interactions, a language rich environment and an ambitious Curriculum we foster curiosity and a love for learning. .

Above all, we are committed to supporting each unique child to develop the confidence, independence and resilience, ready to take on their next step in their learning journey.

## **5. Curriculum**

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### **5.1 Planning**

The Planning objectives within the Foundation Stage are from the Birth to 5 Matters guidance. Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

### **5.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

## **6. Assessment**

In the EYFS at Fairisle Infant and Nursery School, ongoing assessment is an integral part of learning and development processes. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. The staff use the children's interests to plan for themes / activities. Staff also take into account observations shared by parents and/or carers through Tapestry. This fostering of the children's interests develops a high level of motivation for the children's learning.

During the first half term of children entering either the Rainbow Nursery, Sunshine Nursery or Year R, a baseline assessment is completed. This supports teachers in knowing where gaps in learning are and how best to support the children in their care. Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

When a child is aged between 2 and 3 (in the Rainbow Nursery), staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of a child's year in either Rainbow or Sunshine Nursery, we report whether a child is working at the 'Expected' level or 'Working Towards' the expected level in regards to each of the areas of learning.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- 'Expected' – Meeting expected levels of development
- 'Working Towards' – Not yet reaching expected levels

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Birth to 5 guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

## **7. Working with parents and carers**

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers. We operate an open-door policy and our Teachers and Key People are available to meet with parents / carers informally at their request.

Parents and/or carers are kept up to date with their child's progress and development. The progress check, annual reports / EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## **8. Safeguarding and welfare procedures**

We recognise that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements (set out in the Statutory Framework for Early Years Foundation Stage) to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy