



Newbald Primary School

Beverley Road, North Newbald, East Yorkshire, YO43 4SQ
Headteacher: Mr Paul Flintham

Newbald Primary School Early Years Foundation Stage Policy

1. Purpose & Aims

Purpose

- To provide children with the highest quality early years education in order to lay the foundations for their future learning.

Aims

- To ensure that children access a broad and balanced curriculum that provides them with a wide range of knowledge and skills needed for good progress throughout school and life.
- To ensure quality and consistency in teaching and learning so that every child makes good progress.
- To ensure close partnership working between practitioners and with parents and/or carers.
- To ensure that every child is included and supported through equality of opportunity and anti-discriminatory practice.
- To ensure that effective strategies for observation and assessment are established.

2. Legislation

This policy is written in line with, and should be read alongside, the requirements of the Early Years Foundation Stage (EYFS) Statutory Framework.

https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf

3. Structure of the EYFS

At Newbald Primary School, we provide early years education for children aged 3–5 years, including Nursery One, Nursery Two and Reception.

We accept government funding for up to 30 hours per week, depending on entitlement. Additional hours are charged at an hourly rate. Where nursery children stay for lunch and have a school meal, lunches are charged separately. Further details of charges can be found on the school website:

https://newbaldprimary.org.uk/school_information/nursery/nursery_new.html

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We offer a flexible provision for our nursery children, allowing parents to choose the number of sessions their child attends, from one session to full-time. The level of flexibility available is dependent on spaces for each session at any given time.

Nursery sessions are as follows:

- 8.50am until 11.50am (3 hours)
- 1.00pm until 3.30pm (2.5 hours)
- 8.50am until 3.30pm (6.5 hours)

For half-day sessions, parents also have the option to add an hour for lunch. Fees are reviewed annually during the spring term, allowing the school to give a term's notice to parents prior to any amendments taking effect in the following academic year.

We have a single yearly intake for the Reception year in September.

4. Curriculum

Our early years setting follows the curriculum as outlined in the EYFS statutory framework. The framework includes seven areas of learning and development, all of which are equally important and interconnected. Three of these are known as the prime areas and are particularly important in laying the foundations for learning and forming positive relationships.

- The prime areas are:
- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

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

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

4.1 Planning

Learning within our EYFS is guided by half-termly topic foci while also responding to children's interests. Our EYFS day includes a balance of adult-led learning and child-led learning. Staff plan group activities for phonics, mathematics and guided reading and writing sessions. Relevant skills and knowledge

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linked to topics, interests, events and identified next steps are also planned in order to support progress.

Staff working with younger children place a strong emphasis on the prime areas of learning. As children develop, they are encouraged to engage in Hedgehog Challenges, which are short, purposeful challenges designed to support learning from group sessions and identified next steps.

As the majority of time is spent in child-led learning through play, our continuous provision is carefully planned to meet the needs of our children and to create enabling environments. Continuous provision is designed to allow children to revisit, practise and develop skills over time, supporting mastery. Enhancements to provision are planned where appropriate to extend learning.

Any additional needs are supported through high-quality teaching and, where appropriate, targeted interventions during or around child-led learning sessions. Where a child may have special educational needs or a disability, staff consider whether specialist support is required and, with the support of the school SENCO, liaise with relevant external agencies where appropriate.

4.2 Teaching & Learning

Each area of learning and development is implemented through planned, purposeful play and through a combination of adult-led and child-led learning. Practitioners respond to each child's emerging needs and interests, guiding their development through positive interactions.

Whenever possible, practitioners are present in children's play, observing, listening, narrating, modelling, making timely interventions and guiding children towards greater challenge. Teaching is often developed in the moment as opportunities for learning arise.

Our indoor and outdoor environments enable children to develop across all areas of learning. Resources are organised to support learning both indoors and outdoors, although the way learning is experienced may differ between environments. Outdoor learning provides freedom, space and movement, offering increased opportunities for risk-taking, imagination, collaboration and physical development. As such, children have regular access to both indoor and outdoor learning environments during child-led learning time.

5. Assessment

At Newbald Primary School, ongoing assessment is an integral part of learning and development within the EYFS. Staff observe children to identify their level of attainment, interests and learning styles, and

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these observations are used to inform future planning. Practitioners also take account of observations shared by parents and/or carers.

Each term, an assessment is made of each child's attainment across all areas of learning and recorded on the school's assessment system (Insight / Arbor). This allows us to track pupil progress towards the end of EYFS expectations.

The Reception Baseline Assessment (RBA), a short statutory assessment, is carried out by the teacher with each child within the first six weeks of the Reception year. The results are reported to the Department for Education.

At the end of the EYFS, staff complete the EYFS Profile for each child. Pupils are assessed against 17 Early Learning Goals and are identified as:

- Meeting expected levels of development
- Not yet reaching expected levels

The EYFS Profile reflects ongoing observations and discussions with parents and/or carers.

6. Working with Parents

We recognise that children learn and develop best when there is a strong partnership between practitioners and parents and/or carers.

Prior to children starting in the setting, we offer a home visit to help establish positive relationships and to support a smooth transition. There are opportunities for regular communication between practitioners and parents and/or carers at the beginning and end of each session.

Parents and/or carers are kept informed of their child's progress and development through shared learning journeys, written reports at the end of Nursery Two and Reception, the EYFS Profile at the end of the Reception year and regular parents' evenings. Parents are also encouraged to share learning observations from home.

7. Safeguarding and Welfare Procedures

Safeguarding and welfare procedures are outlined in the school's Child Protection and Safeguarding Policy.

8. Dates of Document

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- Date Written: January 2026
- Date Approved: January 2026
- Review Frequency: Bi-annually
- Review Date Due: January 2028

Appendix 1: Statutory Policies and Procedures for the EYFS

The table below outlines the statutory policies and procedures required under the EYFS statutory framework and where they can be accessed.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	Child Protection and Safeguarding Policy
Procedure for responding to illness	Attendance page on the website and ERYC School Absence leaflet
Administering medicines policy	Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	Health and Safety Policy
Procedure for checking the identity of visitors	Child Protection and Safeguarding Policy
Procedures for parents failing to collect a child and for missing children	Child Protection and Safeguarding Policy
Procedure for dealing with concerns and complaints	Complaints Policy

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