Apex Primary School

EYFS POLICY
Reviewed: April 2026 - Next review: April 2027

INTRODUCTION

Apex Primary School aims to provide teaching and learning experiences of the highest quality to help our children to learn about the world around them by providing all the children with interesting activities that are appropriate for their age and stage of development. The provision for children's development and learning is guided by the Early Years Foundation Stage (EYFS) from birth to the end of the Reception Year.

TEACHING AND LEARNING STYLE

We organise our sessions so that the children can choose from and work at a range of activities and in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in activities that introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

These learning experiences will offer a balance of adult led, adult supported and child led activities. They will also allow for a variety of learning styles e.g. individual, small or large groups.

EARLY YEARS FOUNDATION STAGE CURRICULUM

The EYFS is based around four themes, each with an important principle:

- A Unique Child - Every child is a competent learner from birth who can be resilient, capable, confident and self-assured
- Positive Relationships - Children learn to be strong and independent from a base of loving and secure relationships with parents and / or a key person
- Enabling Environments - The environment plays a key role in supporting and extending children's development and learning
- Learning and Development - Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected

We follow the EYFS Development Matters 2023.

https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

There are seven areas of Learning and Development, leading to the Early Learning Goals:

Communication and Language experiences are about:

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional experiences are about:

Self Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs

Physical Development experiences are about:

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

Literacy experiences are about:

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

<u>Mathematics experiences are about:</u>

Number

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

Numerical Patterns

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

<u>Understanding the world experiences are about:</u>

Past and Present

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

People, Cultures and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

<u>Expressive Arts and Design experiences are about:</u>

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

The seven areas of Learning and Development help practitioners plan for all children in all areas of the curriculum. For the children however, learning is holistic and cannot be compartmentalised. One experience may provide children with opportunities to develop a range of competences, skills and concepts across several areas of learning.

In addition children will be taught Islamic development

Children will learn about Islam in a practical way as they approach the seven areas of learning using different themes each half term. This approach will enable children to relate Islam in all aspects of their lives in a natural way wherever they are. The Islamic Personality will be developed as children link their actions to that which pleases Allah (swt) and which displeases Allah (swt), looking at the stories of prophets including the life of Muhammad (saw) and how we follow his example.

The areas of Learning and Development are further broken down into Early Learning Goals, which most children are expected to achieve by the end of the EYFS. Practitioners plan a curriculum, which will help children make good progress towards and where appropriate beyond these goals.

Observation, Assessment and Planning

Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then feed into the planning to provide activities and resources which motivate the children.

The Planning objectives within the Foundation Stage are taken from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations.
On entry to the setting staff use observations, assessments, parent information and information from previous settings (if any) to form a baseline using development matters. Progress is tracked at 3 points throughout the academic year. The end of nursery data is used as a starting point for those children who continue into reception. At the end of their reception year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor classroom area. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

Inclusion in the Early Years Foundation Stage

We believe that all our children matter. We give our children every opportunity to achieve their best. In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, and children from all social and cultural backgrounds (see SMSC and SEND policy).

We meet the needs of all 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;
Using resources which reflect diversity and are free from discrimination and stereotyping;
Planning challenging activities for children whose ability and understanding are in advance to their language and communication skills;
Monitoring children's progress and taking action to provide support as necessary.

Protected Characteristic

We promote pupils' understanding of the protected characteristics. These protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. At Apex Primary School, the age appropriate teaching linked to the above is reflected in our curriculum where children learn to respect commonalities and differences between each other and their families, within school or the wider world (see equal opportunity policy).

British Values

In accordance with The Department for Education we aim to actively promote British values in school to ensure young people leave school prepared for life in modern Britain.

Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

The Key Values are:
- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Play in the Early Years Foundation Stage

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.

Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

E-Safety Policy for Early Years Foundation Stage (EYFS)

Introduction

The internet and technology offer immense learning opportunities for children, but it is essential to provide a safe and controlled environment to protect young children from risks. The Early Years Foundation Stage (EYFS) setting must take particular care to ensure that children are introduced to technology in a way that is safe, secure, and developmentally appropriate.

This policy outlines our commitment to promoting and ensuring the e-safety of children in our EYFS setting.

Aims of the E-Safety Policy

- To promote a safe and secure online environment for children.
- To develop staff, children, and parents' understanding of the risks associated with technology use.
- To provide guidelines on the use of digital devices and the internet in the EYFS setting.
- To support children in understanding and practising safe online behaviours as part of their learning and development.
- In every setting, a practitioner must be designated to take lead responsibility for safeguarding children
- The designated safeguarding lead (DSL) lead is responsible for liaison with local statutory children's services agencies, and with the LSP (Local Safeguarding Partners).
- All practitioners must be alert to any issues of concern in the child's life at home or elsewhere.

Roles and Responsibilities

- The Designated Safeguarding Lead (DSL) will oversee all aspects of e-safety within the setting and ensure staff receive appropriate training.
- All staff members are responsible for implementing the e-safety policy and practices.
- Parents and carers will be informed and encouraged to support the e-safety policy at home.

Safe Use of Technology in EYFS

1. Supervised Internet Access
    - Children in the EYFS should only use technology (e.g., tablets, computers) under direct adult supervision.
    - Access to the internet must always be restricted and monitored to ensure age-appropriate content.
2. Appropriate Use of Digital Devices
    - Devices such as tablets and interactive whiteboards will be used to support learning in a controlled and educational manner.
    - Any apps or games used should be age-appropriate, educational, and free from harmful content.
    - Personal devices (such as mobile phones) should not be used by staff or children within the classroom environment.
3. Content Filtering and Monitoring
    - Filters should be in place to block unsuitable websites and content. Staff should regularly review and monitor content that children have access to.
4. Digital Literacy
    - Children should be supported to develop a basic understanding of using technology safely as part of their curriculum. Simple concepts like "asking for help" when something feels wrong or confusing online can be introduced.

Staff Training and Guidance

- All staff members will receive regular training on e-safety, including the risks and safeguards related to technology use in early years settings.
- Staff should be familiar with the potential risks such as exposure to inappropriate content, cyberbullying, and privacy issues.
- They will be trained on how to appropriately intervene and support children in safe technology use.

Communicating with Parents

- The setting will provide parents with e-safety resources and guidance to help them support safe technology use at home.
- Parents will be informed about the technology used within the setting and the safety measures in place.

Preventing Online Abuse and Cyberbullying

- Although children in EYFS are not typically at risk of cyberbullying, staff must remain vigilant to any signs of emotional distress linked to technology.
- Any incidents of cyberbullying or inappropriate content exposure will be addressed in line with the setting's safeguarding procedures.

Use of Photos and Videos

- Photos and videos of children will only be taken and used with parental consent.
- These images will be stored securely and used in a way that protects the identity of the child.
- Staff will follow GDPR guidelines to ensure the protection of personal data.

Responding to Incidents

- Any concerns or incidents relating to e-safety should be reported immediately to the DSL, who will take appropriate action.
- Staff will log any incidents and follow up with parents when necessary.

Temperature Requirements

- Play areas are kept between 18°C and 22°C depending on activity and age group.
- Thermometers are used in each room and checked regularly throughout the day.
- Staff adjust clothing, and ventilation as necessary to prevent overheating or chilling.
- Outdoor play during hot or cold weather is managed with appropriate clothing, hydration, and shade/shelter.

Review of Policy

This policy will be reviewed annually or more frequently if required to ensure it meets the changing needs of the setting and takes into account emerging e-safety risks and technology.

Parental Involvement

We believe that all parents have an important role to play in the education of their child. We recognize the role that parents have played, and their future role, in educating the children. We do this through:

Talking to parents about their child before their child starts in our school;
Opportunities given to the children to spend time with their teacher before starting school;
Offering parents regular opportunities to talk about their child's progress;
Encouraging parents to talk to the child's teacher if there are any concerns;
Having flexible admission arrangements, and allowing time to discuss each child's circumstances;
Providing the school prospectus and other relevant information about school;
Arranging activities that encourage collaboration between child, school and parents.
Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents.
Offering three parent/teacher consultation evenings per year.
Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.

Use of class dojo as a communication tool.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Safeguarding:

At Apex Primary School, we are committed to safeguarding and promoting the welfare of all children in our EYFS setting. We believe that safeguarding is everyone's responsibility and that all children have the right to be protected from harm, abuse and neglect. Our safeguarding practices are underpinned by the EYFS Statutory Framework 2021 and are consistent with current legislation including Working Together to Safeguard Children 2026 and Keeping Children Safe in Education 2026.

All staff working in the EYFS have a statutory duty to safeguard and promote the welfare of children. This includes:

- *Being alert to signs of abuse, neglect or harm*
- *Knowing how to respond if a child makes a disclosure*
- *Understanding what to do if they have concerns about a child's welfare*
- *Never promising confidentiality to a child who discloses abuse*
- *Reporting any concerns immediately to the DSL without delay*
- *Being aware that abuse can take many forms including physical, emotional, sexual abuse and neglect*
- *Being aware of wider safeguarding issues including domestic abuse, female genital mutilation (FGM), radicalisation and online safety*

All EYFS staff receive safeguarding training as part of their induction before working unsupervised with children. Safeguarding training is refreshed regularly and at least every three years in line with statutory requirements.

Transition from Nursery to Reception

Reception staff spend time in our nursery to visit the children in the summer 2 term. Staff also contact other private day nurseries. Staff discuss each child with the key worker and assessment data is passed up to ensure continuity and progression for each child. There is a transition morning ‘meet the teacher’ when the children spend time in their new class. Along with settling in the morning, parents are invited into the setting, where information is obtained by the parents.

Transition to Year 1

Each Year 1 teacher is given a copy of the profile scores, the children’s learning journey, along with the end of year report which will include a commentary on the characteristics of effective learning. Year 1 teachers meet with the reception teachers to discuss the children and discuss EYFS Profile results including strengths and areas for development. Year 1 teachers visit children in their reception class. We have a transition day where children will spend the day with their new Year 1 teacher.
The early years lead visits Year 1 classrooms throughout Autumn to see how the children have settled in and discuss any issues. EYFS Room Leader of Learning and Teaching meets with Year1 leader of learning

Conclusion

The EYFS aims to provide every child with a rich and diverse experience through a range of activities. It is hoped that this will provide a foundation for life-long enjoyment.