



Haydn Primary and Nursery School

EYFS Policy 2026

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Haydn Primary School and Nursery School

Early Years Foundation Stage Policy 2026

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.

(Early Years Foundation Stage Statutory Framework 2026)

Intent:

At Haydn Primary School and Nursery, we believe that all children deserve an education that allows children's natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge. This gives children the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world.

The EYFS curriculum at Haydn is designed to recognise children's prior learning both from previous settings and their experiences at home. We know that our children enter the Nursery and Reception classes with varied life experiences and we aim to plan teaching and learning opportunities accordingly to address this. Every child is recognised as a unique individual and we pride ourselves on celebrating and welcoming differences within our school community. We know that young children need positive relationships with adults who are warm, enthusiastic and respect what children bring and build upon. We understand the importance of the teaching and acquisition of basic skills, knowledge, concepts and values and provide rich and memorable opportunities to engage learners. We are ambitious for our children. We believe that our first experiences of school should be happy and positive, enabling all to develop a lifelong love of learning.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year.

Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to Year 1 and the National Curriculum. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

Aims:

- To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
- To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure all children meet their next steps.

- To create an indoor and outdoor environment which supports learning.
- To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.
- To lay a secure foundation for future learning and support transition into KS1.

Implementation

Our children arrive at Haydn Nursery and Reception at a variety of different starting points and as such, we place a strong emphasis on Personal, Social and Emotional Development and Communication and Language in the early phases of the EYFS curriculum. Our rich and enabling environment and warm, skillful adult interactions support the children as they begin to link learning to their play and exploration. As the pupils move into Reception, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips, visits and one-off sessions involving parents in their children's learning.

Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have rigorous directed teaching in English, maths and phonics every day with regular circle time sessions to focus on PSED. These sessions are followed by group work and targeted play where children work with a member of staff to develop their individual targets. This focused group time means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning. Children are encouraged to reflect upon and articulate their learning and a strong emphasis is placed on children practising skills and remembering and building on knowledge.

Reading is at the heart of our curriculum. Stories, books and rhymes are carefully chosen and support the key themes throughout the year. Books are woven throughout the areas of provision. All classrooms have inviting story corners with high quality texts and engaging puppets and props to enable children to retell and create new versions of familiar stories. Small-world play, carefully planned role play areas, a construction place for building, easels and materials for model making all afford different children different spaces to tell stories and develop language. We place huge importance on the development of children's vocabulary and ensure that staff are skilled in assessing early speech and language development and have the expertise to support children in being able to communicate their thoughts and ideas and explore the meaning of new words. Children follow a rigorous and highly successful Little Wandle Phonics Programme so that they meet good outcomes for reading with a very high percentage of children passing the Year One phonics screening.

We follow the Maths Mastery approach in nursery and the White Rose Scheme in F2 with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. Nursery pupils begin to develop these key skills during daily, purposeful maths experiences where they explore sorting, quantities, shape, number and counting awareness through problem solving, daily routines and number rhymes and stories. These early mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

Our inclusive approach means that all children learn together but we have a range of additional interventions and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well.

The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.

Regular parent's meetings, stay and play sessions, workshops and events ensure that parents are kept up to date with their children's development and progress and are fully aware of how they can continue to support their children's learning outside of school. Parents are welcomed in to school to watch performances and take part in special learning experiences with their child.

Our regular monitoring of teaching and learning includes coaching and feedback from the phase leader so that teachers develop a good subject knowledge and are effectively supported. We tailor our staff PD to be early years specific and are focused on moderating outcomes across the phase so that every member of our team feels confident in making accurate judgements about where individual pupils are and their next steps for learning.

Impact

We strive to ensure that all of our children make good or better progress during their time in Foundation Stage so that we meet above the national expectation for GLD at the end of the year. Children who achieve the expected standard within the Early Learning Goals have the knowledge and skills needed to continue to maintain the good progress they have made in Key Stage 1 and beyond. We understand that when assessing children against the Early Learning Goals, there will be many children who are awarded the same level but may be working at differing levels within this range. Effective communication between FS and KS1 staff is therefore crucial to achieve an effective transition for children and to plan accordingly for the next stage of their learning journey. As a team, we carry out regular internal moderation sessions and also ensure that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings. In addition to regular formative observations, staff input summative data on a termly basis and complete their own data analysis records to ensure that our children's progress is monitored carefully, the impact of actions are evaluated and next steps are identified.

We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and focused and targeted teaching of the children have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.

Our curriculum aims to meet the needs of all of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Every member of staff uses **ongoing observational assessment** to identify children's starting points and plan experiences which ensure progress. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively. During each assessment window, three times a year, teachers update the progress children which allows us to assess the impact of teaching and evaluate whether it has been enough. Evidence of children's learning including observations, work samples, photographs and contributions from parents are kept in paper books. Children are encouraged to reflect upon and articulate their learning and a strong emphasis is placed on children practising skills and remembering and building on knowledge.