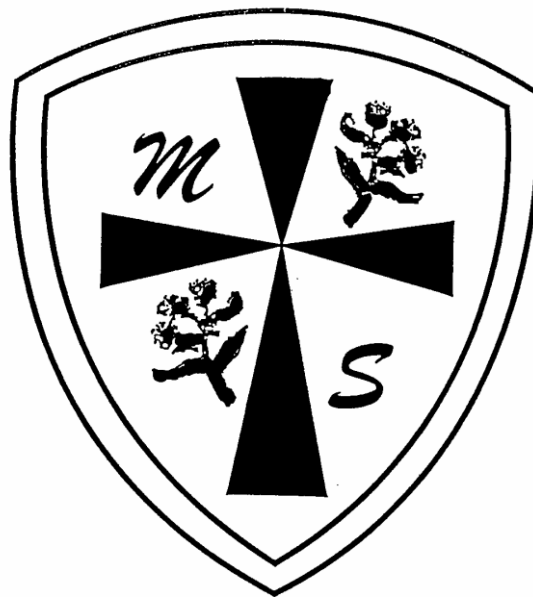




Marcham CE Primary School



EYFS policy

Date Agreed with Governing Body: 26th January 2026

Date of next review: January 2028

Signed..... Chair of Committee/ Governors

Signed..... Headteacher



Marcham C.E Primary School **Early Years Foundation Stage Policy**

At Marcham CE Primary School, our aim and purpose is summed up in our mission statement: "to achieve excellence in education in a safe, caring, collaborative community where Christian values are integral and learning is fun". We are a caring and happy school that encourages everyone, both children and staff, to give their best.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop rapidly in their early years, and the experiences they have from birth to age five have a significant impact on their future life chances. A safe, secure and happy childhood is important in its own right. High-quality early learning and responsive care together provide the foundation children need to make the most of their abilities and talents as they grow.

The **Early Years Foundation Stage (EYFS)** is the statutory framework that all early years providers in England must follow to ensure children learn and develop well, and are kept healthy, safe and supported. The EYFS promotes high-quality teaching, learning and care so that children are prepared for school and have the broad range of knowledge and skills required for future progress in school and life.

The current EYFS statutory framework came into force on **1 September 2025** and continues to set mandatory standards for providers of early education and care for children from birth to the end of the reception year. It includes updated safeguarding and welfare requirements, new nutrition guidance, strengthened safer recruitment expectations, and provisions relating to staff qualifications and ratios, reflecting ongoing developments in early years practice and policy.

This policy is based on the [statutory requirements set out in the EYFS statutory framework \(effective from 1 September 2025\)](#) that all early years settings must meet to ensure children learn and develop well and are kept healthy and safe.

It aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and 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

Overarching Principles of the EYFS

The Early Years Foundation Stage (EYFS) is underpinned by four guiding principles which shape practice in all early years settings:

- Every child is a unique child, who is constantly learning and developing, and who can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships, developing secure attachments with adults who support them to manage emotions, build confidence and engage in learning.
- Children learn and develop well in enabling environments, with teaching and support from adults who respond to their individual interests, needs and stages of development, and who help them to build their learning over time. Children benefit from strong partnerships between practitioners and parents and/or carers.
- Children develop and learn at different rates. The EYFS recognises the importance of learning and development and reflects this through the *Characteristics of Effective Teaching and Learning*



(see Appendix A). The framework applies to the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

The aims of the Early Years Foundation Stage in Marcham School

- To provide challenging and enjoyable learning experiences for all the children. Learning will be through practical and play activities, which are structured, balanced, relevant to the needs and interests of the child and related to the real world.
- To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "The Child" will always be our starting point.
- To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
- To provide a curriculum which provides equal learning and development opportunities for all the children.
- To create a partnership with parents to support and enhance the development of the children.

The Curriculum

At Marcham, our early years follow the curriculum as outlined in the latest EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important 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
-

We also support the children in **4 specific areas** which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

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

Through these areas of learning and development, educational programmes, activities and experiences are devised. (See Appendix A: Areas of Learning and Development.)

At Marcham, our curriculum enables the child to learn and develop skills, attitudes and understanding. We plan activities to give children learning experiences and opportunities which prepare them for the National Curriculum. Teaching and learning takes place both inside the classroom and in our outside areas, and children participate in a variety of activities, both with an adult and independently. We aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure and stimulating environment. Adults facilitate learning through some structured activities as well as enhancing independent child-led exploration.



Planning and Teaching

At Marcham School, 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, and plan activities and experiences for children that enable them to develop and learn effectively. As part of their planning, staff reflect on the different ways that children learn and include these in their practice.

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.

Therefore, in a secure environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings and understand their experiences
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

Assessment

At Marcham School, ongoing assessment is an integral part of the learning and development processes. is carried out through a mixture of informal observation, interaction with the child, the use of recorded information and regular discussions with and between staff. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are also used to shape future planning. Staff also take into account observations shared by parents and/or carers and shared access to Tapestry, our online portal, between home and school helps this to happen. Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate and Parents' Evenings are held twice a year.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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:

- Meeting expected levels of development



- Not yet reaching expected levels (‘emerging’)

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 [Development Matters guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is then submitted to the local authority.

This policy should be read in conjunction with these documents from Marcham CE Primary School:

- Child protection and Safeguarding policy and procedures
- Learning and Teaching policy
- SEN policy and information report
- Supporting pupils with medical needs policy
- Health and Safety policy and procedures
- Complaints policy and procedures

Appendices

Appendix A: Areas of Learning and Development



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Educational programmes must involve activities and experiences for children, as follows.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Characteristics of Effective Teaching and Learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring – where children investigate and experience things, and ‘have a go’
- active learning – where children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – where children have and develop their own ideas, make links between ideas, and develop strategies for doing things.