



EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Date approved by Governors: June 2026

Review period: Annual

Our EYFS Vision and Ethos

In the EYFS we believe that every child, family and member of staff matters and through a culture of listening, we endeavour to work in partnership with our families and hold the voice of the child at the heart of our practice. We strive to enable the children in Early Years at Uplands Manor to become independent, curious learners and directors of their own lives.

As a child I need someone who will:

- Let me be myself and like me for it
- Trust me to find my own way of learning
- Be my partner and have fun with me as I learn
- Let me make mistakes
- Listen to me and respect what I say and do
- Understands what it's like to be 3, 4 and 5
- Ensure my well-being and keep me safe
- Make the world an exciting place to be
- Find out about me from my family and tell my family about me
- Challenge me!

I will always need this, even when I'm older than 5.

To enable this, we offer:

- Seamless education, support and care which puts children and their families at the heart of our practice
- A stimulating, safe and welcoming environment, both inside and outside
- Experiences that value, celebrate and build on our diverse community and broaden our horizons opening up learning opportunities in the locality
- Learning opportunities which are differentiated, open ended and challenging
- Effective working partnerships to ensure the needs of all are represented and heard
- Respectful and trusting relationships which display emotional warmth
- Supportive induction procedures and routines
- Effective systems of communication
- A highly skilled, motivated and committed staff

We demonstrate our commitment to this by:

- Maintaining professional integrity, high standards and being exemplary role models
- Valuing and respecting all, celebrating individuality and diversity
- Listening, reflecting and continuously improving on our previous best
- Working within all agreed policies, procedures and working practices, ensuring they are brought alive
- Supporting innovation, being flexible and playful
- Promoting healthy lifestyles
- Ensuring all staff have access to high quality on-going professional development opportunities

- Challenging discrimination, stereotyping and breaking down barriers to inclusion
- Ensuring our communication systems are effective and transparent
- Making the best of all the resources we have available to us
- Respecting and responding to the voice of stakeholders and partners, leading the way in multi-agency delivery of services
- Becoming co-constructors in learning, watching and learning alongside our children
- Sharing and learning from best practice, locally and nationally

Legislation

At Uplands Manor Primary School, the EYFS team are fully committed to the purpose and aims as set out in the latest **Statutory Framework for the Early Years Foundation Stage, July 2025.**

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.

Statutory Framework for the Early Years Foundation Stage, July 2025.

Aims

In line with the statutory framework, the EYFS staff at Uplands Manor are committed to providing:

- quality and consistency across Nursery and Reception so that every child makes good progress and no child gets left behind
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported
- a secure foundation through planning for the learning and development of each individual child – assessing and reviewing their learning regularly

At Uplands Manor, our aim is to ensure we provide:

- children with a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life that is based on real life and purposeful and builds on the children's interests
- quality and consistency in teaching and learning across early years so that every child makes good progress and no child gets left behind
- close partnership working between practitioners and with parents and/or carers. Every child is included and supported through equality of opportunity and anti-discriminatory practice
- experiences for all children, whatever their needs, which are inclusive rather than parallel

Principles

The Early Years Foundation Stage (EYFS) is based upon four principles:

The Unique Child – who is constantly learning and can be resilient, capable, confident and self-assured

Positive Relationships – secure relationships and attachments in order to thrive, building caring, respectful relationships with children and families

Enabling Environments with teaching and support from adults – who respond to children's individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents/carers

Learning and Development – EYFS is organised to allow children, including those with special educational needs, to explore and learn at different rates. All children begin school with a wide variety of prior experiences, the adults working in foundation stage work hard to build on these starting points.

Structure of The Early Years Foundation stage at Uplands Manor Primary School

- At Uplands Manor Primary School, we use the term Early Years Foundation Stage to refer to the time from when a child enters the nursery (age 3) to the end of the Reception year. We offer a flexible provision nursery, which accommodates children accessing 15 hours and 30 hour free nursery education. Parents and carers can also purchase extra sessions should they need more than 15 hours and do not qualify for the 30 hours free provision.
- We also have a January intake into our nursery for children who are 3 between September and December. This intake is subject to available places.
- At Uplands Manor we have space for 3 Reception classes, each accommodating 30 children. Our reception classes are connected by a shared learning area and outdoor spaces. Outdoor learning is a very important part of our EYFS provision. Our four outdoor spaces promote very different skills and are accessed by all throughout the week. We have a Forest School area where children learn about the environment, the weather and changing seasons. In the physical area children can develop gross motor skills such as climbing, balancing and jumping as well as practicing risk taking in a safe space. We have a large area to enable the children to ride bikes and scooters and play ball games safely. The fourth outdoor space provides zones that mirror inside provision, such as an outdoor role play area, investigation station, construction area, writing area and a games area.

Curriculum

Our early years setting follows the curriculum as outlined in the EYFS statutory framework 2025. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 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 four specific areas:

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

Characteristics of Effective Learning

In addition to the seven areas of learning, we also reflect on the different ways that children learn. We support children in demonstrating the three characteristics of effective teaching and learning from the **Statutory Framework for the Early Years Foundation Stage 2025**;

1. **Playing and Exploring**- children investigate, explore and "have a go"
2. **Active learning**- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
3. **Creating and thinking critically** - children have their own ideas and work to develop these ideas, they make links between ideas, and develop strategies for doing things.

The EYFS team plan activities with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

It should be noted that teachers are no longer required to report to parents, information about how a child learns, as was required in previous statutory guidance.

Planning

Our staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the three prime areas.

Staff take into account the individual needs, interests and stage of development of each child, and use this information to plan challenging, enjoyable and purposeful learning experiences. 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.

It is vital that practitioners reflect on the different rates at which children are developing and adjust their practice appropriately considering the three **characteristics of effective learning**.

Teaching

At Uplands Manor we do not make the distinction between work and play. Our key curriculum areas - **Literacy** and **Maths** as well as **PHSE** and **Communication & Language**) are taught through an **objective led approach** meaning that the children can choose where they write, what they write about and the practitioner facilitates the learning by getting involved in the play and offering support and guidance.

Each area of learning and development is implemented through planned, purposeful play activities both inside and outside. Play activities may be led by the adult or initiated by the child. Whatever the mode of activity, 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.

Assessment

Ongoing assessment is an integral part of learning and development. Children are monitored throughout the year on their development and progress in relation to **age related expectations**. (ARE).

Evidence of children's learning is built up throughout the year in the form of:

- Transition notes from previous settings.
- Photographs and videos.
- Written observations.
- Electronic observations. (Recorded using Evidence Me app)
- Work completed by pupils.
- Summative and formative assessments.
- Anecdotal evidence.
- Comments and evidence provided by parents/carers.

The cycle for assessment is as follows:

- **Baseline assessments:** Within 6 weeks of a child starting in Reception at Uplands Manor, staff will administer statutory Reception baseline assessments. (RBA) as well as Wellcom screening and Leuven Scales of Wellbeing & Involvement
- EYFS staff will use information from previous settings, meet the teacher sessions, to build up a picture of a child's starting points. If needed further baseline evidence will be collected during the first 4 weeks of the Autumn term.
- **Summative assessments** for all areas of learning will be submitted at the end
- of each term.
- At the end of the EYFS, i.e. at the end of the reception year, staff complete the statutory EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (**expected**)
- Not yet reaching expected levels (**emerging**)
- The results of the profile are shared with parents and/or carers in the annual school report.
- Children have differing levels of skills and abilities across the EYFSP, and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.
- The profile is **moderated internally** (referring to the Development Matters [guidance](#) and EYFSP guidance) and **in partnership with other local schools**, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority and outcomes shared with parents.
- We follow the most up-to-date guidance published by the government in the form of the Assessment and Reporting Arrangements (ARA) for any given year.
- At the end of Summer Term further assessments using Development Matters age descriptors are completed for **nursery children**.
- Parents are given opportunities to meet with EYFS staff each term, to discuss assessments, progress and next steps. At the end of the summer term, EYFS staff provide a written summary for parents, reporting on the children's attainment.

Home/School Links

We recognise that parents and carers are a child's first educators. Whilst the children are in the EYFS, our aim is for school and parents to work closely. This can have a positive impact on a child's development but relies on a two-way flow of information and knowledge.

As stated in the EYFS Statutory Framework; it is a requirement that each child is assigned a **key person**, who helps to ensure that their learning and care is tailored to meet their needs. At Uplands Manor a child's key person is deemed to be the class teacher. The key person (the teacher) supports parents and/or carers in guiding their child's development at home. The key person (the teacher) also helps families to engage with more specialist support, if appropriate.

At Uplands Manor we promote positive links between home and school in the following ways.

Calendar of parental links in EYFS		
September		Autumn 1: Phonics workshop Evidence Me observations emailed to parents
October		Autumn 2: Reception weekly merit assemblies Reception 40 book challenge Nursery Stay and Play Evidence Me observations emailed to parents
November	EYFS parents evening Visit to local Gurdwara – parents and/or carers are encouraged to come Visit to Smethwick Old Church – parents and/or carers are encouraged to come	
December	Nativity performances Nursery January intake Stay & Play (governed by availability of spaces) Nursery January intake - meet the teacher appointments Bedtime stories event	
January	Local area walk - – parents and/or carers are encouraged to come	Spring 1 Nursery Stay & Play Reception assemblies
February	Visit to local Mosque – parents and/or carers are encouraged to come	
March	EYFS parents evening	Spring 2: Nursery Stay & Play Reception assemblies
April		
May	Visit to Bearwood Allotment - – parents and/or carers are encouraged to come	Summer 1:
June	Reception educational visit – Forge Mill Farm	Summer 2: Nursery & Reception Stay & Plays (for new academic year intakes) Lunch experience for new Reception Nursery home visits Reception home visits Nursery Meet the Teacher sessions Reception Meet the Teacher sessions
July	End of year reports	

- During the year each Reception class will take part in a class assembly.
- Curriculum information for parents is available on the school website, this is updated each half term.
- At UMPS we operate an **open door policy**, which will allow parents and carers to discuss concerns and developments in an informal manner. Conversely if EYFS practitioners have concerns about the progress or behaviour of a child, they will approach parents and carers to discuss them.

The Induction Process

During the summer term, the following events are carried out to aid smooth transitions from home to school and from nursery to reception:

- EYFS staff will contact pre-school settings for information about children starting at UMPS.
- During the Summer term, Nursery staff will contact parents to arrange home visits to meet each child in their home environment. During this visit, parents will be able to share their child's likes/dislikes and preferred ways of learning.
- During the second half of the Summer term, Reception staff will conduct home visits for children who have not attended our Nursery.
- Nursery and Reception parents are invited to an induction meeting where they will have the opportunity to meet with Foundation Stage staff and receive their induction packs containing useful information to prepare their child for starting school.
- In order to become familiar with the reception and nursery environments, children and parents are invited into school for stay and play sessions.
- New Reception children will be invited to a play and stay session that will include a lunch meal and a visit to the Reception classrooms
- Once children start in Reception they attend full time, unless their needs indicate otherwise, in such cases an individual transition programme will be put into place by the EYFS Leader in conjunction with parents.
- Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs.

Intimate care

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children can do themselves. However, depending on a child's age and stage of development, there are some tasks which a child might find difficult to do on their own, eg dressing, wiping their bottom after using the toilet and changing underwear and clothes after having an accident.

Every child has the right to privacy, dignity and a professional approach from all staff, when meeting their needs and it is important that staff work in partnership with parents to provide the right support for a child. Privacy is maintained as far as possible and staff are always encouraged to change a child in the presence of another member of staff.

Before starting in either Nursery or Reception parents are required to inform staff of those children likely to require such care and a discussion will take place regarding how their needs can be met in school. Parents should provide spare clothes, pull ups if required, wipes and nappy sacks for use in school. If a child has received intimate care over the course of the day, parents will be informed of this care at the end of the day.

Intimate care is provided is given to children who need it in line with our Intimate Care Policy and Safe Touch policy.

Photographs and videos

At the beginning of the year parents/ carers are asked to give permission for their child to be photographed/videoed during their time in school. We use these images in the classroom, on displays, in the children's learning journeys and on the school's website. Children who are looked after will not have their photograph put on the school website or in information issued to parties other than themselves. EYFS staff record children's learning using Evidence Me, which is downloaded onto staff ipads, issued by the school. Recording learning on staffs' personal devices is not permitted.

School Day

Our Nursery morning session starts at 8.50 and ends at 11.50 and Nursery afternoon session starts at 12.20 and ends at 3.20.

Reception children start at 8.50 and finish at 3.20.

Collections from School

We recognise that it is not always possible for those with parental responsibility to collect their child from school. In such circumstances, we have clear procedures for the collection of children in Nursery and Reception.

1. At the beginning of the academic year parents/carers provide the class teacher with a list of family and friends, who they give their permission to, to collect their child from school.
2. Parents also share a password with the parties named and the school.
3. At the end of the day children will only be released to people with parental responsibility and parties named by parents. Until staff are familiar with collectors, the password will be requested.
4. We ask that parents inform the school if a person, not known to the EYFS staff, will be collecting their child. This can be done in advance by telephone or by leaving a message with a member of the EYFS team in the morning. Again, a password will be requested before a child is released.
5. If someone arrives to collect a child who is not known to the EYFS staff, the school will telephone someone with parental responsibility to check that it is acceptable to release their child.
6. In the rare event that a parent is not contactable, a member of the Senior Leadership Team will make the decision to release the child to the alternative person or not.
7. We ask that parents are on time to collect their children from Nursery and Reception as this has a significant impact on the children's emotional wellbeing. We understand that occasionally parents will be late collecting their children and that this is sometimes unavoidable, persistent late collection may result in a fine or, in Nursery, the place being withdrawn.

Keeping Healthy:

At Uplands Manor we promote good oral health, as well as good health in general. We do this through our personal, health, social and emotional curriculum called Jigsaw and the 'Keeping Healthy' unit. As part of this unit, we invite the school nurse and dental team into school to share good practice.

Food & Drink

In both Nursery and Reception, the children are provided with a healthy snack during a planned snack time. This is incorporated into the timetable and is used as a social and learning opportunity. Children under the age of 5 are entitled to free school milk and parents need to register with the website www.coolmilk.com to ensure that their child receives this free milk. For children over the age of 5, parents will need to pay for this milk at a subsidised price of £14 per term.

Health and Safety

We have a health and safety policy which all staff are familiar with. There is at least one First Aider who holds the paediatric First Aid Certificate, in both Nursery & Reception.

Children are taught safe and appropriate use of equipment and materials and taught to be mindful of others when moving around the learning environment. We ensure that all reasonable steps are taken to ensure staff and children in our care are not exposed to unnecessary risks. We complete both an indoor and outdoor risk assessments which are reviewed regularly.

The following general Health and Safety safeguards are in place:

1. A supply of fresh, filtered drinking water is available on the premises at all times.
2. Children's dietary needs are acted upon.
3. A piece of fruit is provided for each child daily

4. Snack times are closely supervised by qualified members of staff
5. A first aid kit and at least one trained first aider is accessible at all times.
6. Accidents and injuries are recorded in accordance with school procedures
7. A fire and emergency evacuation procedure and policy are in place.

Further details can be found in the whole school policies:

- Child Protection policy
- Health and Safety Policy

Inclusion and Equal Opportunities

All children in our school are supported as appropriate to enable them to access the curriculum to the best of their ability. Children with special educational needs will have Individual Personal Plans (IPPs) that identify targets in specific areas of learning. For those children who require additional support commensurate with the school's Special Educational Needs Policy, the school SENCo is responsible for providing advice and additional information to staff and parents and for arranging external interventions and support where appropriate.

We are committed to equal opportunities and the objective of this policy is that no person should suffer or experience less favourable treatment, discrimination or lack of opportunities on the grounds of gender, race, colour, nationality, ethnic origin, religious or philosophical beliefs, health status, HIV status, age, marital status, parental status, sexual orientation, political beliefs or trade union memberships, class, responsibility for dependents or physical attributes.

Complaints procedure

In the event of a complaint the school's complaint procedure should be followed. This can be found on the school website. In the first instance parents/carers should address any concerns to the class teacher then the EYFS Lead.

Monitoring

It is the responsibility of all staff working in EYFS to follow this policy. The Senior Leadership Team will carry out monitoring within the EYFS as part of the whole school monitoring system.

This policy will be reviewed and approved by EYFS Leader annually.

At every review, the policy will be shared with the governing board

List of statutory policies and procedures for EYFS

This checklist lists the policies and procedures that we must have according to the statutory framework.

Statutory policy or procedure for EYFS	Where can it be found?
Safeguarding policy & procedures	Safeguarding and child Protection policy
Procedure for responding to illness	Health and Safety policy
Administering medicines policy	Supporting people with medical needs policy
Emergency evacuation procedures	See Health and Safety Policy and Fire and Emergency plan
Procedure for checking the identity of visitors	Safeguarding and Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	Safeguarding and Child Protection Policy
Use of mobile phones and tablets in EYFS	Safeguarding and Child Protection Policy

Additional relevant policies include;

- Anti-Bullying Policy
- Behaviour Policy
- SEND Policy
- Complaints Policy
- Safe Touch Policy
- Intimate Care Policy