“Nurturing Life-Long Learning”

Early Years Foundation Stage (EYFS) policy

Adopted by Governing Body: September 2026
Review Date: September 2027

All the policies of Morgans Nursery and Primary School reflect the aims and values of the school.

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1. Aims

This policy aims to ensure:

- That children learn and develop well and are kept healthy and safe
- That children access a broad and balanced curriculum that gives them 'school readiness' and 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

This policy is guided by the following principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between staff and parents and/or carers
- The importance of learning and development, with a consideration that children develop and learn at different rates

2. Guidance

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS framework), effective from 1 September 2026, and the latest version of the Department for Education's statutory guidance Keeping Children Safe in Education.

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3. Structure of the EYFS

Our Early Years Foundation Stage (EYFS) provision at Morgan's Nursery covers children aged 3 to 4 years (Nursery - Oak), transitioning into our Reception classes (Birch and Spruce, ages 4 to 5).

The nursery operates from 8:30 am to 3:30 pm, offering flexible attendance options. Children can attend half-day sessions, either a Morning (AM) or Afternoon (PM) session, or stay for the full day across both sessions.

Funding & Hours

We support families by accessing the government's 15-hour (universal funding for all eligible 3- and 4-year-olds) and 30-hour (extended childcare funding for working parents) schemes. These funded hours are flexible and can be applied across our morning, afternoon, or full-day sessions.

Where families require hours beyond their funded entitlement, or for non-funded sessions, additional top-up sessions are made available in line with our admissions policy.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS 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 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

4.1 Planning

Our staff are ambitious for all children, planning high-quality activities and experiences that enable every child to learn and develop effectively. In line with statutory requirements, staff working with our youngest children ensure a robust foundation across the 3 prime areas (Communication and Language, Physical Development, and Personal, Social and Emotional Development).

Planning Approach

- Planning is completed on a weekly basis and is dynamically adapted to reflect the children's emerging needs, interests, and next steps in learning.

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- We place equal emphasis on planning for both direct adult-led teaching inputs and continuous provision. The indoor and outdoor environments are intentionally planned and enhanced to extend child-initiated learning (*Explore and Learn*) and spark curiosity.
- Staff utilize the DfE non-statutory guidance, *Development Matters*, to inform curriculum progression, assess developmental milestones, and ensure breadth and depth across all seven areas of learning.

Core Schemes of Work & Frameworks

To deliver a high-quality, structured curriculum, Morgan's utilizes recognized, evidence-based frameworks across specific learning subjects:

- We follow **Essential Writing** to build fundamental mark-making, transcription, and composition skills.
- We utilize **NCETM** (National Centre for Excellence in the Teaching of Mathematics) Mastering Number materials to develop deep early number sense and spatial reasoning.
- Physical development is delivered through **Get Set 4 PE**, encouraging spatial awareness, gross motor coordination, and teamwork.
- Personal development and spiritual understanding are supported using **Jigsaw** schemes.
- Musicality is supported using **Kapow**

Learning Environment & Celebrating Success

Classrooms feature dynamic Working Walls that reflect key vocabulary, and model strategies in real time. We actively celebrate children's achievements, effort, and individual successes through displays, praise, and shared celebrations, fostering a sense of pride and belonging.

Inclusion & Targeted Support

Staff take into account the individual needs and developmental starting points of each child, identifying where additional stretch or targeted support is required.

- If a member of staff has concerns regarding a child's progress, particularly in the prime areas, they will discuss this promptly with parents/carers to agree on collaborative home-school support strategies.
- Where a child may have a Special Educational Need or Disability (SEND), staff work closely with the SENCO to consider whether specialist support or external agency involvement is required.
- Staff constantly reflect on the different rates at which children develop, ensuring that learning is appropriately differentiated and accessible to all.

4.2 Teaching

At Morgans, staff recognise that play is essential for young children's development, building their confidence as they learn to explore, build relationships, set their own goals, and solve problems. Staff ensure that children consistently experience the three key Characteristics of Effective Teaching and Learning:

- Playing and Exploring: Children investigate and experience things, and 'have a go'.
- Active Learning: Children concentrate and keep on trying if they encounter difficulties, enjoying achievements.
- Creating and Thinking Critically: Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Staff respond dynamically to each child's emerging needs and interests, guiding their development through warm, positive, and high-quality interactions. As children progress through the EYFS, the balance gradually shifts towards more formal direct instruction to secure essential skills and knowledge in the specific areas of learning, ensuring a smooth transition into Key Stage 1.

Structure of the Day and Delivery of the Curriculum

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- Teaching at Morgan's is delivered through a carefully balanced combination of high-quality adult-led direct teaching and continuous, child-initiated play ("Explore and Learn"):
- Every day begins with targeted 'Busy Fingers' activities to refine fine motor control, followed by registration and calendar routines. Children then participate in 'Dough Disco' to strengthen hand muscles in preparation for early writing.
- Physical development is prioritized through our daily 'Morgans Mile', promoting cardiovascular health and gross motor strength.
- Phonics is taught systematically on a daily basis.
- Explore and Learn (Child-Initiated Learning): Significant periods of the day are dedicated to Explore and Learn, where children lead their own learning within rich continuous provision. During this time, adults facilitate, scaffold, and extend play, capturing teachable moments through warm interaction and high-quality talk.
- Direct teaching sessions are distributed purposefully throughout the day: a dedicated Literacy input precedes lunchtime, and an interactive Mathematics input takes place following registration in the afternoon.
- Afternoon sessions extend learning across the wider curriculum (Understanding the World, Expressive Arts and Design) alongside targeted consolidation of prime areas such as Communication and Language. These sessions include discrete teaching such as Religious Education (RE), interactive Science, Music, Show and Tell, and structured listening games.
- Daily story times are a core non-negotiable at Morgan's. High-quality children's literature is embedded across all aspects of the curriculum to foster a love of reading and rapidly expand vocabulary.

Outdoor Provision

Outdoor learning is an integral, non-negotiable part of our Early Years philosophy. Children have continuous, free-flow access to our outdoor environment during Explore and Learn time, regardless of the weather. The outdoor classroom is systematically resourced to match the learning opportunities available indoors, providing critical scope for gross motor development, risky play, collaborative inquiry, and natural exploration.

5. Assessment

At Morgans, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

When assessing whether an individual child is at the expected level of development, staff will draw on their knowledge of the child and their own expert professional judgement. Staff are not required to prove this through collection of any physical evidence.

Upon starting at Morgans, all children undergo an initial internal baseline assessment alongside statutory requirements (such as the Reception Baseline Assessment - RBA). This allows staff to establish an accurate starting point, identify any emerging individual needs or gaps, and tailor provision immediately.

Formal internal assessments are recorded at termly intervals (Autumn, Spring, and Summer) and entered onto our school data tracking system. This enables leadership and class teachers to monitor cohort progress, track disadvantaged gaps, and evaluate the impact of targeted interventions.

Crucially, assessment in our EYFS setting is an ongoing, formative process embedded within daily practice. Staff continuously observe and assess children during *Explore and Learn* (child-initiated play), capturing teachable moments in real time to instantly adapt interactions, scaffold learning, and determine each child's immediate next steps.

Starting reception

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA).

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The RBA is a short, practical activity that each child will complete with their teacher during their first 6 weeks in reception. It looks at early mathematics, literacy, communication and language. It provides a starting point from which the school can measure how much progress pupils make across primary school. Results are compared with pupils' Key Stage 2 outcomes at the end of year 6 to give an overall progress measure for the school as a whole – not for individual children.

The RBA is not used to make judgements about early years provision, either current or retrospective, and the RBA and its data is not used for any other purpose apart from creating primary progress measures.

The end of EYFS

In the final term of the academic year in which the child reaches age 5, and no later than 30 June in that term, staff will complete the EYFS profile for each child. Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The EYFS profile will reflect staff members' own knowledge and professional judgement of a child to inform discussions with parents and/or carers, and any other person whom the teacher, parent and/or carer judges can offer a useful contribution.

We share the EYFS profile with the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

The school shares the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

An EYFS profile will be completed for all children, including those with special educational needs or disabilities (SEND). We will make the appropriate reasonable adjustments to the assessment process for children with SEND.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

6. Working with parents and carers

We recognise that children learn and develop best when there is a strong, collaborative partnership between staff and parents/carers.

The Key Person System

In line with statutory requirements, each child at Morgans is assigned a dedicated **Key Person** upon starting in our EYFS setting. The Key Person helps ensure that every child's learning and care are tailored to meet their unique individual needs.

The Key Person:

- Helps the child feel secure, confident, and settled in the setting.
- Acts as the primary point of contact for parents/carers, supporting them in guiding their child's learning and development at home.
- Helps families engage with external agencies and more specialist support whenever appropriate.

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Communication and Progress Reporting

We maintain open, ongoing dialogue with parents and carers to provide a comprehensive, well-rounded picture of their child's knowledge, understanding, and abilities:

- We use Tapestry as our primary digital platform to share learning with families. Staff use Tapestry to keep parents informed of what children have been exploring at school, document targeted focus activities, and track each child's individual progress. Parents are encouraged to contribute by sharing learning and milestones from home.
- Formal Parent Evenings take place twice a year - once in the Autumn Term and once in the Spring Term - to discuss settling in, well-being, and developmental progress with the class teacher/key person.
- A written progress report is sent home to parents annually around Easter, detailing achievements across all areas of the EYFS curriculum.
- The EYFS Profile (at the end of Reception) provides parents with a clear summary of their child's overall attainment and readiness for Key Stage 1.

Safeguarding & Emergency Contacts

To ensure the safety and well-being of all pupils, we ask parents/carers to provide more than two emergency contact numbers for their child (where possible) and to ensure these details remain up to date with the school office.

7. Staff

7.1 Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy (which can be found on our website)

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

7.2 Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance and KCSIE on checking the suitability of new recruits, including:

- Obtaining at least 1 written reference for any member of staff (including students and volunteers) before they are recruited
- Carrying out the necessary checks, including the appropriate level of DBS check
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures (can be found on our website)

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7.3 Whistle-blowing

We make sure that all staff (including trainees) and volunteers are aware of our whistle-blowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that an individual feels that they need to blow the whistle on misconduct, they should report their concern to Mrs Melidoro (the headteacher). If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the Chair of Governors, Sue Jones.

See our whistle-blowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistle-blowing (can be found on our website).

7.3.1 Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

8. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy, safe and secure; when their individual needs are met; and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our child protection and safeguarding policy (can be found on our website) for more information.

8.1 Reporting allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If a concern or allegation is about:

- A member of staff (including supply staff, trainee teachers, volunteers and contractors) posing a risk of harm to children, we will report it to the headteacher as soon as possible
- The headteacher, we will report it to Sue Jones, Chair of Governors.

Where we believe there's a conflict of interest in reporting to the headteacher, we will report it directly to the local authority designated officer (LADO).

We will then follow the procedures set out in our child protection and safeguarding policy (can be found on the website) for managing the allegation.

8.2 Staffing ratios

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety.. We will inform parents and/or carers about how staff are organised, and, when relevant and practical, aim to involve them in these decisions.

- For children aged 3 and over:
    - We have at least 1 member of staff for every 13 children
    - At least 1 member of staff is a school teacher as defined by section 122 of the Education Act 2002

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- At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

These staff:child ratios apply to the total number of staff working directly with children across our whole provision, not just within each room.

8.3 Paediatric first aid (PFA)

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. The PFA certificate is for a full course consistent with the criteria set out in Annex A of the EYFS framework. This PFA certificate is renewed every 3 years as required.

Current paediatric first aiders in Early Years can be found in Appendix B.

8.4 The designated safeguarding lead (DSL)

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

8.5 Absence

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

We will consider patterns and trends in a child's absences and their personal circumstances and use our professional judgement when deciding if the child's absence should be considered as prolonged.

Any concerns will be referred to local children's social care services and/or a police welfare check requested.

See our attendance policy (can be found on the website) for more on this, including our expectations of parents/carers to report child absences.

8.6 Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's safeguarding policy, which can be found on our school website.

8.7 Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid PFS certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences

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- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food and drink meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
    - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods and the textures the child is familiar with and work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's Early Years Foundation Stage nutrition guidance. All meals, snacks and drinks we provide are healthy, balanced and nutritious. Fresh drinking water is always available and accessible to children

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

8.8 Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable, but in any event, within 14 days of the incident occurring.

8.9 Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

We take reasonable steps to ensure the safety of children, staff, and others on our premises in the case of fire or any other emergency. We have:

- An emergency evacuation procedure
- Appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order
- Clearly identifiable fire exits and fire doors free of obstruction and easily opened from the inside

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We do not keep, and do not allow to be present on our premises at any time, any dog of a type banned under section 1 of the Dangerous Dogs Act 1991.

We do not allow smoking in or on our premises when children are present or are about to be present, and we make sure that staff do not smoke, vape or use e-cigarettes when children are present, or about to be present.

8.10 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities for changing any children who are in nappies
- An adequate supply of necessary items such as clean bedding, towels, spare clothes and any other necessary items
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

8.12 Screen use

We have regard to the DfE's help for early years providers: screen use guidance when making decisions about how and when children use screens in our setting.

At Morgan's, digital technology is used intentionally, purposefully, and sparingly to enhance learning rather than replace active, real-world play and physical activity. In line with Department for Education (DfE) guidance and Chief Medical Officer recommendations for early years provision:

- Screens (such as interactive whiteboards or tablets) are only utilized for short, adult-guided educational activities, such as phonics practice, listening games, numberblocks clips within our NCETM Maths scheme, that encourage joint engagement and communication.
- We do not use passive screen viewing (such as television or videos) as a routine or sedentary activity. Passive screen time is strictly limited to ensure it does not encroach on essential physical movement, language development, or social interactions.
- Technology is introduced as one of many tools within continuous provision, ensuring that children's primary learning experiences remain hands-on, sensory, physical, and play-based.

8.13 Organising premises for confidentiality and safeguarding

We make sure that:

- There is an area where staff may talk to parents and/or carers confidentially
- There is an area for staff to take breaks away from areas being used by children
- Children are only released into the care of individuals of whom the parent and/or carer has explicitly notified us
- Children do not leave our premises unsupervised

We take all reasonable steps to prevent unauthorised persons entering our premises and have an agreed procedure for checking the identity of visitors.

9. Monitoring arrangements

This policy will be reviewed and approved by the senior leadership team annually. It will be monitored by Alice Davis (EY Leader).

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

Appendix 1. List of statutory policies and procedures for the EYFS

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see https://www.morgans.herts.sch.uk/policies.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	https://www.morgans.herts.sch.uk/_site/data/files/documents/policies/D4CED5ECE077D44F7CD82C745CDD7076.pdf
Procedure for responding to illness	https://www.morgans.herts.sch.uk/_site/data/files/documents/policies/FB89F4EE315D1C680A27BC3CFD45FA67.pdf
Administering medicines policy	https://www.morgans.herts.sch.uk/_site/data/files/documents/policies/251E7196AB3ADBD1AA4B7337B8547962.pdf
Emergency evacuation procedure	https://www.morgans.herts.sch.uk/_site/data/files/documents/policies/FB89F4EE315D1C680A27BC3CFD45FA67.pdf
Procedure for checking the identity of visitors	https://www.morgans.herts.sch.uk/_site/data/files/documents/policies/D4CED5ECE077D44F7CD82C745CDD7076.pdf
Procedures for a parent/carer failing to collect a child and for missing children	https://www.morgans.herts.sch.uk/_site/data/files/documents/policies/D4CED5ECE077D44F7CD82C745CDD7076.pdf
Procedure for dealing with concerns and complaints	https://www.morgans.herts.sch.uk/_site/data/files/documents/policies/336E8A8748095FC7A75C7BF5C2EC8D29.pdf

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Appendix 2. List of paediatric first aiders in Early Years

Alice Davis

Zunaira Khan

Claire Stackman

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