



Title	PAAN EYFS Policy
Author/Owner	Prince Avenue Academy and Nursery
Status	To Be Ratified
Ratified Date	Thursday 1 st October 2026
Ratified by	LGB Board
Review Cycle	Every Two Years
Review Date	Autumn 2028

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for 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

Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2026.

Structure of the EYFS

At Prince Avenue The EYFS includes our 2 and 3, 3 and 4 year old Nursery classes and two Reception Classes.

Curriculum

Our early years setting follows the curriculum as outlined in the 2026 EYFS statutory framework.

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 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design
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We aim to:

- Provide a curriculum that offers children a wide range of opportunities
- We will work on broadening their experiences providing opportunities to try new things and encouraging them to relish a new challenge
- Provide high expectations encouraging them to develop perseverance and self-belief so that they can problem-solve and achieve far more than they expected

- Provide a progressive curriculum that builds on and develops foundational knowledge and skills
- Provide a positive and engaging learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of achieving the Early Learning Goals
- Provide children opportunities to develop executive function through nurturing their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Year 1 effectively
- Develop the skills and expertise of staff working in EYFS through regular and comprehensive professional development either run by the EYFS Lead or attending courses run by other providers

To give our children the very best start to Early reading we follow the Read Write Inc phonic programme, using a wide range of physical and online resources to support this. Every child has access to a phonics session every day with intervention given to the lowest 20% to provide the additional support needed to meet the word reading Early Learning Goal. We use the programme which includes phonics, reading, and handwriting.

We have created our own bespoke maths curriculum to provide effective and focused maths lessons. Children who are finding learning challenging and are not on track to meet expectations at the end of the year are given intervention sessions.

We recognise that children enter our school with different experiences and we aim to provide children with opportunities that many of them may not have experienced before e.g. cooking, food tasting and growing plants. These experiences enhance their learning in school.

Planning

At Prince Avenue, we aim to provide motivating first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. We aim to build on the knowledge and skills children already have when they arrive. We recognise that all children are unique and we use this to celebrate and welcome differences within our school community. Therefore, our early year's practitioners observe and discuss the children's interests and fascinations and use this to enhance planning which consists of a blended approach of child-centered and adult-led activities. We understand that some key foundational skills need to be explicitly taught and we ensure that the learning of these skills is not left up to chance.

Our topics and themes are carefully planned to ensure children's knowledge and understanding of key ideas are developed over time. We are passionate about children leading and engrossing themselves in their learning so, children are able to access all areas of the curriculum through long periods of play where practitioners model, scaffold, and embed language and ensure learning is underpinned by the characteristics of effective learning.

Teaching

Through our knowledge of each child and formative assessments, the EYFS team plans exciting and engaging activities that will move the children's learning forward. This may involve following a theme where we take advantage of cross-curricular links in order to combine transferable skills and develop a wide-ranging vocabulary that underpins the children's learning. Practitioners then model and encourage children to use the vocabulary, language and skills taught in independent play. Each year creates its own unique blend of the whole class, guided, adult-directed tasks, and child-initiated play activities depending on the nature and needs of each cohort.

At Prince Avenue we believe children need the opportunity to play in a self chosen area for periods of time called 'busy time'. During this time adults build positive relationships and scaffold learning with a focus on developing language and communication skills. We believe the characteristics of effective learning underpin future success and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round and in all but the most challenging weather conditions. Children make their own decisions about where they learn best and teachers ensure that there are opportunities for all areas of learning both inside and outside.

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. By the end of the year we will have provided a range of opportunities for children to increase their independence, resilience, confidence in a range of situations ensuring every child is well prepared for the move to Year 1. We also ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in Year R working together as teams to develop expertise and confidence in all teaching staff. We do this through staff meetings, phase meetings, and subject leader meetings. The transition from Reception to Year 1 is extremely important and we ensure the handover is thorough.

Children who are finding learning challenging and are not on track to meet expectations at the end of the year are given intervention sessions. All interventions are provided in a developmentally appropriate way e.g. through games and teachers will often take the learning to the child's interests ensuring this is an inclusive session. Parents are informed and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals.

Assessment

At Prince Avenue, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. The EYFS team collects evidence of children's learning through observations, photographs, videos, work completed, conversations, playing together, and work completed in their work book, which is shared with parents using Tapestry (nursery only) or Dojo Stories (an online system). This means that parents can engage with children regularly about their learning and can contribute to the knowledge we have of the child in school. Staff also take into account observations shared by parents and/or carers. These observations are used to shape future planning.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. Where possible we work with the child's health visitor and family to produce an integrated 2 year check. The integrated 2-year check provides a coordinated review of a child's learning, development, health, and wellbeing, enabling early identification of strengths and any additional support needs through partnership between parents, early years practitioners, and health professionals.

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 Matter Guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Transition between different stages of learning will be carefully planned and transition meetings allow staff to share key information.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. In Reception, the child's key worker is their class teacher.

Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years. To support children's oral health we follow the Supervised Tooth Brushing program. Children's health is a focus within the EYFS framework. Because of this snack times offer a range of healthy food which is prepared according to health and safety guidelines. Snack time in the nursery is carefully planned to broaden children's palates and promote independence.

Children are closely supervised while eating in accordance to the EYFS framework across the setting. A member of staff with a valid Paediatric First Aid certificate is always present while EYFS children eat and staff are trained to monitor for signs of choking. Any choking incidents are recorded and monitored.

While we do not enroll children under 2 years old all staff are trained on safer sleep procedures and children across the EYFS who do fall asleep will be closely supervised. Sleeping children will be laid on a sleeping mat without pillows or toys, they will be laid on their backs and monitored closely. Parents will be informed if children sleep during their school / nursery day.

For children who require nappy changing or other intimate care, the school will ensure that all procedures are carried out in a safe, hygienic, respectful, and dignified manner. Nappy changing will take place in a designated area and staff will follow agreed hygiene and safeguarding procedures. A record of each nappy change will be maintained. The child's privacy, comfort, and emotional wellbeing will be respected at all times, and staff will encourage independence appropriate to the child's age and stage of development. Parents and carers will be informed of the school's procedures and any concerns relating to a child's health, wellbeing, or toileting needs will be communicated promptly. All intimate care practices will be carried out in accordance with the school's safeguarding and health and safety policies.

In line with guidance from the Department of Education digital technology will be used purposefully to support learning and development. Screen time will be limited, age-appropriate, and balanced with play-based, physical, and outdoor experiences, with all technology use supervised by staff and in line with the school's safeguarding policies.

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.

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.

We display a list of staff who have a current PFA certificate.

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.

The rest of our safeguarding and welfare procedures are outlined in our Safeguarding and Child Protection Policy, First Aid Policy, Nursery Attendance Policy and Health and Safety Policy are in line with the current safeguarding expectations as stipulated within the EYFS framework.

Monitoring arrangements

This policy will be reviewed and approved by the Headteacher and Local Governing Body every two years.

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

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

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See safeguarding and child protection policy
Procedure for responding to illness	See First Aid Policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See safeguarding and child protection and policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding and child protection and policy
Procedure for dealing with concerns and complaints	See complaints policy