



Achieve Believe Succeed
'They shall have life, life in all its fullness' (John 10:10)

Early Years Foundation Stage (EYFS) Policy

Mossley Church of England Primary School

Approved by:	Helen Harrison	Date: September 2025
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1. 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.

2. Legislation

This policy is based on requirements set out in the [2025 statutory framework for the Early Years Foundation Stage \(EYFS\)](#). This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

In our EYFS at Mossley C of E Primary School we have two classes with thirty children in each class. The children are 4-5 years old and attend full-time (unless reduced hours have been agreed) from 8.50am until 3.30pm. We have 2 full-time teachers, 2 full-time teaching assistants and 1 part-time T.A in EYFS and the children are taught in classes or mixed groups depending on the area of the curriculum. For indoor and outdoor continuous provision the children are encouraged to work across all areas.

4. Intent-why do we teach what we teach?

In the Early Years at Mossley C of E Primary School we believe that every child is unique and the children are at the heart of all that we do.

We ensure all pupils have the opportunity to develop and learn in a safe, stimulating and nurturing environment where play and learning is combined. Through practical learning experiences, we strive to equip pupils with a love of learning and a natural curiosity.

We place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. We are committed to giving our pupils the best possible start to their school life. Our aim in the EYFS is to build strong foundations rooted in academic success as well as moral and spiritual development, so that ultimately our pupils can be successful in the future, go on to be active citizens of society and happy, curious life-long learners.

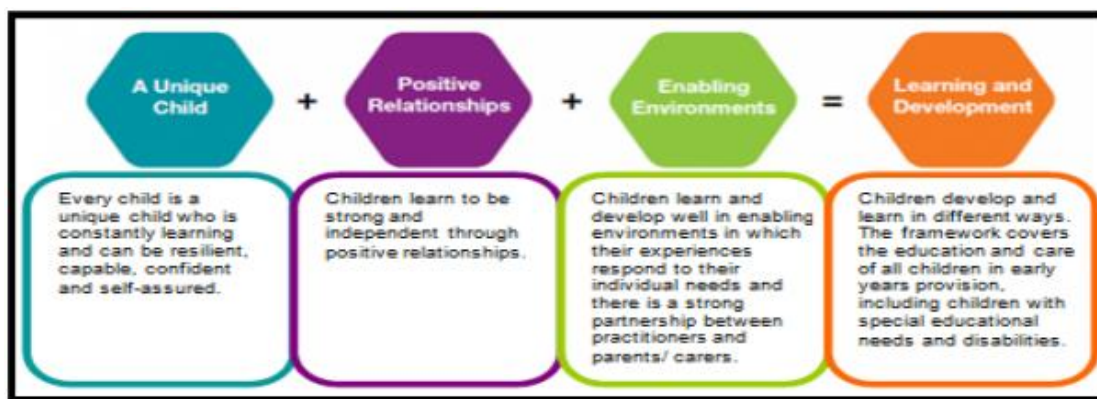
Our intent is to:

- establish an environment that is nurturing, stimulating and exciting and one that is full of interesting and challenging potential for learning to take place.
- develop a high-quality curriculum that develops pupil's interests and enables them to know more and remember more.
- deliver a curriculum based on entitlement for all, that considers each pupil's existing knowledge and experiences, and where the pupils can engage in first hand experiences.
- give pupils opportunities to practise, revise and extend knowledge and skills in a consistent and stable environment.
- enable children to develop characteristics of effective learning, which will enable them to become independent, resourceful and resilient learners now and throughout their education.
- ensure children have a positive, confident attitude to learning and that they are both physically and emotionally ready to learn.
- to build positive and strong relationships with adults and other children so that children's emotional well-being can thrive, starting with a clear and robust transition programme.
- provide a language-rich ethos and environment which supports Communication and Language, enabling children to build strong foundations for their future learning.
- put reading at the heart of our curriculum. Children follow the rigorous Fischer Family Trust: Success for all in Phonics program faithfully so that they meet good outcomes for reading.



5. Implementation-how do we teach what we teach?

Our EYFS follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2025. We use the latest Development Matters to guide us alongside the Primary Knowledge Curriculum (PKC) and enrichment opportunities. The EYFS framework is made up of four overriding principles which our early year's education is based on.



The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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

In order to implement our intent we:

- Plan a broad and balanced curriculum which builds on the knowledge, understanding and skills of all pupils, whatever their starting points.
- Ensure all pupils get optimum benefit from their experiences in the EYFS through the seven key features of effective practice.
- Have a careful balance of child-initiated and adult-directed activities.
- Promote reading for pleasure and provide a text-rich environment where stories, poetry and non-fiction texts are read regularly.
- Provide meaningful learning experiences, developing each pupil's characteristics of learning.
- Provide high quality interactions with adults that demonstrate and impact on the progress of all pupils.
- Careful assessment through observations, assessment checkpoints and discussions with staff and parents. These are used to inform the next steps of learning and meet individual needs.

- Developing an effective and engaging environment that is set up so that pupils can access all areas of learning both inside and outside at any one time.
- The rigorous daily teaching of phonics and reading using the 'FFT: Success for All in Phonics' Government approved scheme. This is taught alongside daily White Rose Maths/English sessions as well as regular circle time and Jigsaw sessions as part of PSED.
- Work with families to inform them about what has been taught and make suggestions for how they can help at home.
- Early intervention/additional support for those children that may be vulnerable or not reaching their full potential.

6. Impact-how do we know what the pupils have learnt and how well they have learnt it?

Our curriculum must meet the needs 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.

- We strive to ensure that our pupil's progress across the EYFS curriculum is at least good from their varied starting points. We also strive for pupils to reach the Early Learning Goals at the end of Reception in order to achieve their full potential.
- Most of our children achieve their Good Level of Development (GLD) and when children have not then these children are monitored closely and the appropriate support is put in place as they move throughout the school.
- The children enjoy reading and have an appetite for stories, rhymes and poetry.
- We celebrate pupil's learning and progress through online portfolios (Class Dojo), floor books and individual books.
- Class teachers use observations to make formative assessments which inform in the moment or future planning and ensure that all pupils build on their current knowledge and skills at a good pace.
- Summative assessment compares pupil's attainment to age related expectations using checkpoints within the Development Matters. This is tracked using D.C Pro (3 assessment points) to ensure pupils are 'on track', including vulnerable groups such as those with SEND or who are disadvantaged.
- Assessment judgements are moderated both in school and externally with local schools. Experienced staff undertake training which helps validate school judgements.
- Our children are ready for the transition into Year 1 and leave us as happy, curious, motivated and resilient little learners.

Appendix 1: List of Statutory Policies and Procedures for EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety 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 child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy