Early Years Foundation Stage Policy



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Date	Sept 2026	**Review Date**	Sept 2027
Review Cycle	Reviewed and approved by the full governing board annually.		

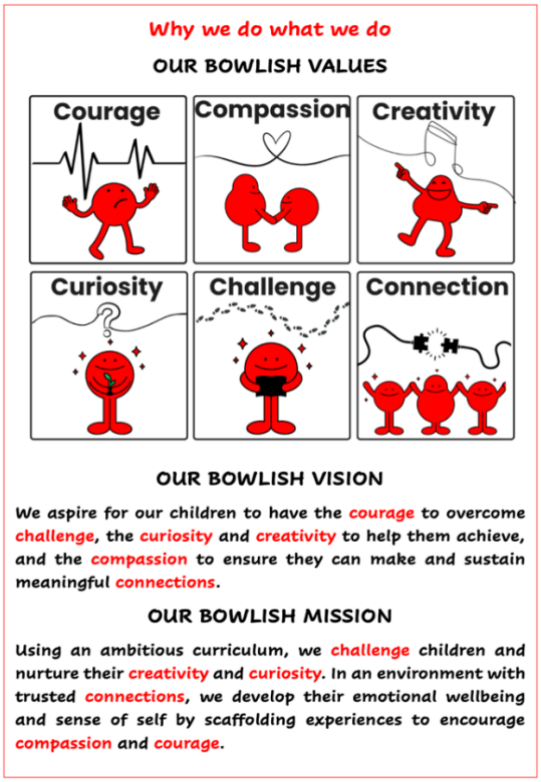
Relevant Guidance, Legislation and Policies

Statutory Framework for the Early Years Foundation Stage 2025
Development Matters Sept 2023
Early Years Foundation Stage Profile Handbook Oct 2023

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Bowlish Vision, Mission and Values



Policy Aims

This policy aims to:

- set out our intention and implementation of our practice for our Reception year children.
- inform the whole school community and external agencies of our intention and implementation.
- ensure consistency and quality of delivery.

Introduction

At Bowlish, we are committed to providing the highest quality early years education in a safe, supportive, and stimulating environment. Our Early Years Foundation Stage policy outlines our approach to ensuring every child in Reception gets the best start to their educational journey, in line with the Statutory Framework for the EYFS 2025.

The EYFS and therefore our Reception year seeks to provide:

- Quality and consistency, so every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each child, assessing and reviewing what they have learned regularly.
- 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.

At Bowlish Infant School we also aim for our Reception children to be prepared for Year 1; academically, socially and with the learner skills required for them to be successful. We strive to achieve this by:

- providing a safe, happy, and nurturing environment where every child can thrive.
- promoting the holistic development of all children and laying strong foundations for lifelong learning.
- building positive, respectful relationships with children and their families.
- ensuring high-quality teaching and learning in all seven areas of the curriculum.
- upholding inclusive practice that meets the needs of all children regardless of background, ability, or need.

Principles in Practice

At Bowlish our provision is underpinned by the 4 guiding principles of the EYFS that shape early years practice:

- 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 practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates.

The Four EYFS Principles in Practice

Principle	What Staff Do	What Children Do	What Parents/Carers Do
A Unique Child	- Observe and assess individual progress - Plan next steps tailored to needs - Celebrate diversity and individuality - Provide targeted support (e.g. SEND, EAL)	- Show independence and resilience - Develop self-confidence - Explore at their own pace - Express their needs, ideas, and interests	- Share information about their child - Celebrate their child's uniqueness - Work in partnership with staff - Support learning at home
Positive Relationships	- Build secure, trusting bonds with children - Model respect, kindness, and cooperation - Communicate openly with parents - Support friendships and teamwork	- Form attachments with staff - Build friendships with peers - Learn to cooperate and share - Develop social and emotional skills	- Engage in regular communication with school - Participate in workshops and events - Support positive behaviour at home - Work collaboratively with staff
Enabling Environments	- Create safe, stimulating spaces indoors and outdoors - Provide accessible, open-ended resources - Adapt environment to reflect children's interests - Promote inclusion and belonging	- Choose resources independently - Engage in purposeful play - Explore and take risks safely - Take responsibility for their space	- Support routines at home - Contribute ideas, resources, or cultural experiences - Engage with learning displays and sharing events - Reinforce independence at home
Learning and Development	- Plan a broad and balanced curriculum - Scaffold play to extend learning - Use assessment to plan progression - Focus on the whole child (PSED, cognitive, physical)	- Engage in sustained play and exploration - Develop curiosity and problem-solving - Show progress across all areas of learning - Take pride in their achievements	- Celebrate progress - Share home learning experiences - Support practice of skills at home (e.g. reading, counting) - Encourage curiosity and questions

What does this look like at Bowlish?

Unique Child

It's about recognising that every child is different, with their own abilities, interests, background, and needs. The principle says children are resilient, capable, confident, and self-assured — but they develop in individual ways and at different rates.

1. Personalised Learning and Next Steps
   - Teachers observe each child's play, talk, and choices.
   - Planning is adapted to children's interests (e.g., if a child loves dinosaurs, maths might include counting dinosaur figures).
   - Support and challenge are adjusted individually (e.g., extra phonics practice for some, more complex problem-solving for others).

2. Respecting Backgrounds and Experiences
   - Children's home languages, cultures, and family traditions are celebrated and included in the classroom.
   - Staff work with parents to understand each child's starting point, strengths, and needs.

3. Supporting Wellbeing
   - Teachers build secure attachments, so children feel safe and valued.
   - Emotional support is prioritised, especially during the transition into school.
   - Staff recognise that behaviour is communication and respond with empathy.

4. Inclusion and Additional Needs
   - Children with SEND are supported through tailored strategies, resources, and interventions.
   - The focus is on what the child *can do* and how to help them progress from there.

5. Encouraging Independence and Voice
   - Children are given choices (e.g., which activity to do, which resources to use).
   - Their opinions and ideas are valued, so they feel confident expressing themselves.
   - Learning journals often include children's own words about their work.

6. Recognising Individual Progress
   - Assessment is not just about ticking boxes — teachers celebrate small steps forward for each child.
   - Development Matters and the EYFS Profile are used flexibly, always considering the individual journey.

Positive Relationships

1. Warm Adult–Child Interactions
   - Staff greet each child by name in the morning, helping them feel noticed and valued.
   - Teachers and TAs sit alongside children in play, listening, joining in, and extending conversations.
   - Praise is specific and encouraging ("I like how you tried a new way to solve that puzzle"), building confidence and resilience.

2. Building Friendships
   - Circle times and small-group games teach turn-taking, sharing, and empathy.
   - Staff notice and support children who find social interactions difficult, gently scaffolding friendships.
   - Role-play areas and collaborative play (e.g., building towers together) encourage cooperation.

3. Partnership with Parents and Families
   - Parents are welcomed into the classroom at regular opportunities, drop ins, Learning Happy Hours.
   - Opportunities for parents who ask questions and share successes between home and school at the gate each day (if parents or teacher initiate).
   - Parents are invited to contribute knowledge about their child's interests and progress.

4. Modelling Positive Relationships
   - Adults model kindness, respect, and calm conflict resolution.
   - Staff use respectful language and encourage children to do the same ("I didn't like it when you… can we find a different way?").

5. Supporting Emotional Security
   - Staff notice children's feelings and help them name and manage emotions.
   - A child upset after separation from home might be offered comfort, distraction, and a consistent routine to help them feel safe.
   - Calm spaces in the classroom give children somewhere to regulate if needed.

Enabling Environments

1. Well-Organised Classroom Zones

- Different areas are set up for different types of play/learning:
    - Home corner to encourage imagination and language based on children's experiences.
    - Construction area with blocks, Lego, natural materials for problem-solving.
    - Writing and mark-making station with pens, chalks, clipboards.
    - Creative area for painting, junk modelling, collage.
    - Book corner with cosy seating for reading and storytelling.
    - Everything is at child level so children can choose independently.

2. Outdoor Learning
- Daily access to outdoor play is central — running, climbing, digging, and exploring nature.
- Water trays, sand pits, bikes, and scooters provide physical experiences.
- At times, outdoor areas often mirror indoor provision, but with more space and movement opportunities.

3. Stimulating and Flexible Resources
- Resources are open-ended (e.g. wooden blocks, fabric, natural objects) so children can be creative.
- Materials are rotated or enhanced to keep curiosity alive — e.g. adding magnifying glasses to explore autumn leaves.
- Children's interests shape provision — if many are into space, a role-play rocket station might be set up.

4. Supportive Routines and Structure
- Predictable routines (circle time, tidy-up, story time) give children security.
- Timetables balance adult-led and child-initiated learning.
- Visual timetables help children understand the flow of the day.

5. Inclusive and Accessible Spaces
- Adaptations are made so all children (including those with SEND) can join in.
- Quiet spaces allow children to regulate emotions.
- Labels, pictures, and symbols support independence and communication.

Learning and Development

1. Play at the Centre
- Children learn mainly through play-based activities — both child-initiated ("challenge time") and adult-guided.

2. Balanced Curriculum
- Teachers cover the **Prime Areas** first (Communication & Language, Physical Development, Personal/Social/Emotional Development) because they underpin everything.
- The **Specific Areas** (Literacy, Maths, Understanding the World, Expressive Arts & Design) are built on top through planned activities and continuous provision.

3. Individualised Next Steps
- Teachers use observations and assessments to set goals for each child.
- For example: a child struggling with fine motor skills might get extra activities like threading beads, while a child confident in reading may be given more challenging texts.

4. Adult-Guided Learning
- Short, focused inputs (phonics, maths carpet time, story sessions).
- Small-group work targeted to children's needs (e.g. speech and language games, tricky word practice).
- Scaffolding during play (adults model language, ask questions, or introduce new vocabulary).

5. Child-Initiated Exploration
- Large parts of the day are given to continuous provision, where children choose what to do.
- Teachers step in to extend learning (e.g. if a child is building a tower, an adult might suggest measuring it or comparing it to another).

6. Recognition of Different Learning Styles
- Children learn in different ways: active movement, hands-on exploration, talking things through, or sitting quietly with books.
- Classrooms include resources for visual, kinaesthetic, auditory, and imaginative learners.

7. Progression Towards the Early Learning Goals (ELGs)
- The end-of-year statutory assessment (EYFS Profile) checks progress against the 17 ELGs.
- Throughout the year, learning experiences are designed to build towards these goals, but in a flexible, child-centred way.

Curriculum & Planning

We deliver a broad and balanced curriculum that supports children across the seven areas of learning and using the EYFS Curriculum we aim to provide:

- Quality and consistency.
- A secure foundation.
- Partnership working.
- Equality of opportunity and anti-discriminatory practice.

The EYFS Curiculum is delivered through 7 areas of learning. There are three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas. These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Providers must also support children in four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm. The specific areas are:

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

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Together with embedded provision to support overall and specific physical development, we use Real P.E. to deliver the P.E curriculum.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported

interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Together with embedded practice, we use Jigsaw PHSE to deliver our PSED Curriculum.

*Our Positive Behaviour and Relationships policy outlines how we support and develop emotional intelligence

In addition to the Curriculum at Bowlish, we promote Personal Development with a range of enrichment experiences, such as Little Leaders, Trips, external visitors and workshops.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

To teach Phonics, Read, Write Inc is followed with suitable adaptations.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Together with embedded practice, to deliver the Maths Curriculum we follow White Rose making suitable adaptations. Number Sense is used to compliment this mathematical fluency.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increase their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Together with embedded provision we use the following schemes to deliver the Curriculum:

Religious Education

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Together with our embedded provision, we use Access Art and Sing Up to deliver the Curriculum.

The Bowlish Reception Year Curriculum

We use the Development Matters Sept 2023, government curriculum guidance for the EYFS, to deliver the EYFS learning and development requirements. We use it to design an effective early years curriculum.

At our school, we are committed to providing every child with the best possible start to their education through a carefully designed Early Years Foundation Stage (EYFS) curriculum. We use Development Matters and the statutory EYFS Framework as the foundation for our planning, ensuring that our curriculum is broad, balanced, and tailored to meet the needs, interests, and developmental stages of our Reception children.

Our approach ensures that children have rich opportunities to develop the prime areas of learning—communication and language, physical development, and personal, social and emotional development—while also embedding the specific areas of literacy, mathematics, understanding the world, and expressive arts and design.

We use Development Matters guidance to monitor children's progress, identify next steps, and ensure that learning builds cumulatively over time. Practitioners carefully balance child-initiated play with adult-led experiences, enabling children to develop curiosity, resilience, independence, and a love of learning.

Our curriculum is inclusive and ambitious for all, with a focus on ensuring children leave Reception well-prepared for the next stage of their education in Key Stage 1, both academically and socially.

The EYFS to KS1 Bridging Curriculum

At Bowlish Infant School, we recognise the importance of a smooth and supportive transition from the Early Years Foundation Stage (EYFS) to Key Stage 1 (KS1). We are committed to ensuring continuity, consistency, and progression in learning as children move from a play-based, child-centred environment to more formal, subject-based learning. Our approach values the strong foundation established in Reception, where communication, independence, and curiosity are nurtured.

To support this transition, we have carefully designed our curriculum to bridge EYFS and KS1. This includes clear mapping of the skills, knowledge, and learning behaviours developed in the EYFS and how these are built upon and extended in KS1. Through our EYFS to KS1 bridging documents, we ensure that children's prior learning of skills in different curriculum areas are recognised and celebrated, enabling them to consolidate their understanding while gradually adapting to the increased structure and expectations of the National Curriculum. This thoughtful transition process helps to maintain children's confidence, engagement, and motivation as they progress through their learning journey.

Implementation

Intended learning is:

- planned to blend both adult-led and child-initiated activities.

How?

  - Practitioners deliver a mix of direct teaching, guided activities, and high-quality interactions during child-initiated play. This ensures that children are both supported and challenged in their learning.

- documented using long-term and medium-term plans are aligned with development matters and early learning goals.

How?

  - **Long-term planning** sets out the overarching intent for Reception, identifying the progression of knowledge, skills, and experiences across the seven areas of learning. It ensures full coverage of the Early Learning Goals (ELGs) by the end of the Reception year and is mapped against the expectations in the statutory EYFS Framework. *Development Matters* is used to identify key milestones within the year, ensuring that learning builds cumulatively from children's starting points.
  - **Medium-term planning** breaks down this progression into half-termly or termly units. These are structured around broad themes, children's interests, and seasonal opportunities. Each medium-term plan highlights the specific learning intentions and opportunities that move children towards the relevant ELGs, with reference to the age-related ranges and guidance provided in *Development Matters.*
  - **Alignment and progression**: Both long- and medium-term plans are designed to ensure coherence and continuity. *Development Matters* is used as a flexible guide to support children's development, while

the ELGs provide the statutory end-of-year expectations. Planning is reviewed regularly to ensure children are on track and that teaching responds to their developmental needs.

- **Short-term planning** is informed by observations and assessments of children's learning in real time, ensuring daily practice remains responsive and personalised while still contributing to the long-term curriculum goals.

- set out in themes and topics are responsive to children's interests and current events.

How?

- In Reception, our curriculum is implemented through carefully planned themes and topics which provide breadth, coherence, and progression across the seven areas of learning. These themes form part of our long-term and medium-term planning, ensuring coverage of the Early Learning Goals while also providing opportunities for children to revisit and deepen their knowledge and skills. However, our planning remains flexible and responsive to the children we teach. Practitioners regularly observe children's play, conversations, and emerging interests, and use these observations to adapt provision so that learning is engaging, meaningful, and rooted in what excites and motivates the children. Current events, seasonal changes, and cultural celebrations are also woven into the curriculum, broadening children's experiences and promoting their understanding of the world around them. Continuous provision is enhanced in line with these themes and interests, offering children rich opportunities for exploration, problem-solving, and purposeful play. Throughout, planning is aligned with *Development Matters* and the statutory EYFS framework to ensure that all experiences contribute towards children's progress and preparation for the Early Learning Goals.

- delivered through play-based approaches, enriched with purposeful learning opportunities and clear progression.

How?

- Our Early Years curriculum is delivered through a play-based approach, recognising that young children learn most effectively through exploration, investigation, and active engagement. Carefully planned enhanced provision, alongside continuous provision, provides a wide range of opportunities for purposeful play, both indoors and outdoors, enabling children to develop independence, curiosity, and problem-solving skills. Alongside this, practitioners enrich play with high-quality interactions, targeted questioning, and well-structured adult-led learning opportunities that extend children's knowledge and understanding. Learning experiences are sequenced to ensure clear progression across the seven areas of learning, with practitioners using Development Matters to identify milestones and track progress towards the Early Learning Goals. This balance of child-initiated activity and purposeful adult guidance ensures that children are supported to build strong foundations for future learning while developing creativity, resilience, and a love of discovery.

At Bowlish, we believe play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. We invest in children learning by leading their own play, and by taking part in play and learning which is guided by adults. We are guided by the Three 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 and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We design our classrooms, provision and use of adults with the aim to stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. We adapt our practice as much as practically possible to reflect the different rates at which children are developing.

As children grow older and move into the reception year, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This helps children to prepare for Key Stage 1.

*Please also see the Teaching and Learning Policy

Timetabling and Progression

What a typical day looks like?

Autumn Term

In the autumn term, the daily timetable in Reception is structured to provide a balance of routines, play-based learning, and adult-led teaching. The day is carefully planned to establish security and consistency for children, while allowing flexibility to respond to their interests and developmental needs. As the autumn term progresses, the timetable is gradually adapted to increase the length and focus of adult-led sessions in preparation for the spring and summer terms.

- **Morning routine**: Children are welcomed into the classroom and supported to develop independence through self-registration, hanging up belongings, and choosing from a range of calm, purposeful activities.
- **Carpet session**: A short, focused whole-class input introduces key learning, such as phonics or early mathematics, delivered in line with our chosen phonics and maths schemes.
- **Continuous provision**: Children engage in child-initiated play indoors and outdoors. Practitioners observe, interact, and scaffold learning, while also leading small-group activities targeting specific skills or concepts.
- **Assembly:** Children attend two assemblies a week – singing and celebration.
- **Snack**: Children share a healthy snack, developing social and communication skills.
- **Outdoor Play:** Children have access to outdoor provision throughout the day. However, a specific time is set aside to ensure children can explore our gross motor provision.
- **Story, song, or rhyme session**: Adults lead daily story times and rhyme sessions to develop language, listening, and a love of reading.
- **Lunchtime**: Children eat in the hall, supported to develop good table manners, independence, and social skills.
- **Afternoon learning**: The session typically begins with a short adult-led input, often linked to topic work, expressive arts, or understanding the world. This is followed by further opportunities for continuous provision and focused group work.

Spring Term

In the spring term, the daily timetable continues to provide a balance of play-based learning and adult-led teaching. As children become more confident and settled, the length and frequency of focused teaching sessions are gradually increased to deepen learning and prepare pupils for the summer term and transition into Key Stage 1. As children progress through the spring term, adult-led learning becomes more frequent and sustained, while play-based provision remains central to supporting independence, creativity, and problem-solving.

- **Morning routine**: Children enter the classroom independently, complete self-registration, and settle quickly into early morning tasks designed to consolidate prior learning (e.g., fine motor activities, name writing, counting games, or independent mark-making).
- **Whole-class input**: Daily phonics sessions are delivered in line with our chosen scheme, alongside short whole-class teaching in early mathematics or literacy. These sessions are slightly longer than in the autumn term to reflect children's growing attention and stamina.
- **Continuous provision with adult focus groups**: Children engage in extended periods of purposeful play, indoors and outdoors. Practitioners provide enhancements linked to current themes and children's interests, while also delivering targeted small-group activities (e.g. phonics, number work, or writing tasks) to support progression towards the Early Learning Goals.
- **Assembly:** Children continue to attend two assemblies a week – singing and celebration.
- **Snack time**: A structured snack session continues to provide opportunities for developing independence, healthy choices, and social communication.
- **Story, rhyme, or discussion session**: Daily story time, rhymes, and topic-related discussions extend vocabulary and comprehension, and promote a love of books.
- **Lunchtime**: Children eat in the hall and play in the playground, supported in developing confidence and social interaction.
- **Afternoon learning**: The afternoon begins with a short whole-class input (linked to topic work, expressive arts, or understanding the world, social and emotional learning) followed by a balance of adult-led activities and continuous provision.

- **End-of-day reflection**: The school day concludes with a story, singing, or time to consolidate learning, celebrate achievements, and build strong relationships within the class community.

Summer Term

In the summer term, children are well established in routines and expectations, and the daily timetable reflects a greater emphasis on sustained adult-led learning alongside high-quality play. This supports children to consolidate knowledge and skills, and prepares them effectively for Key Stage 1, while ensuring the EYFS principle of learning through play remains central. By the end of the summer term, children have experienced a balance of structured teaching and purposeful play. They demonstrate increased independence, resilience, and readiness for the more formal expectations of Key Stage 1.

- **Morning routine**: Children arrive independently, complete self-registration, and engage in purposeful "morning tasks" designed to reinforce core skills such as phonics, handwriting, number fluency, or fine motor development.
- **Whole-class inputs**: Daily phonics and mathematics sessions are delivered as longer, structured whole-class lessons. Literacy teaching, including shared writing is also introduced more frequently to build stamina and independence in preparation for Year 1.
- **Focused group work and continuous provision**: Children continue to access rich play-based learning indoors and outdoors, but with more frequent adult-led focus groups targeting reading, writing, and mathematical skills. Continuous provision remains carefully enhanced to promote creativity, problem-solving, and application of prior learning.
- **Assembly:** Children increase their attendance to assemblies up to all five by the end of the summer term.
- **Snack time**: Shared snack time encourages independence and conversation, with children taking increasing responsibility for routines.
- **Story time and discussion**: Daily story sessions, extended texts, and opportunities for discussion develop comprehension, vocabulary, and oracy skills.
- **Lunchtime**: Children eat together and enjoy outdoor play, developing independence and social confidence.
- **Afternoon learning**: A short whole-class session introduces wider curriculum areas such as understanding the world, expressive arts, or personal, social and emotional learning. Children then access a balance of continuous provision and targeted small-group work.
- **End-of-day reflection**: The school day concludes with story time, singing, or circle time, consolidating key messages and celebrating achievements.

How we develop Continuous Provision to enable Progression

Continuous Provision is central to our Early Years curriculum, providing children with rich, engaging, and purposeful opportunities for independent exploration and learning. It is carefully designed and regularly enhanced to ensure progression across the seven areas of learning.

- **Intentional environment:** Both indoor and outdoor spaces are organised to enable children to access resources independently and make choices that promote learning and curiosity. Areas are structured around key learning areas such as literacy, mathematics, expressive arts, role play, and investigation.
- **Planned enhancements:** Practitioners continually observe children's interests, achievements, and next steps. Continuous Provision is enhanced with additional resources, challenges, or provocations that build on prior learning and extend skills. This ensures that learning is progressive and developmentally appropriate.
- **Progression across the year:** Resources, activities, and expectations within Continuous Provision are adapted as children develop. For example, mark-making evolves from drawing and scribbling to early writing; mathematical play progresses from sorting and counting objects to number recognition and simple addition; role-play becomes more complex and imaginative.
- **Adult interaction and scaffolding:** Practitioners play a key role in guiding learning within Continuous Provision. They model language, introduce new vocabulary, extend thinking, and scaffold problem-solving. Adult-led interventions are carefully planned to support progression towards the Early Learning Goals while maintaining the child's sense of agency.
- **Assessment-informed development:** Ongoing formative assessment, linked to Development Matters and the EYFS framework, informs adaptations to Continuous Provision. By tracking children's engagement and progress, practitioners ensure that all areas provide appropriate challenge and opportunity for growth.

Through these approaches, Continuous Provision provides a seamless balance of child-initiated and adult-led learning, enabling children to make consistent progress across all areas of the curriculum while fostering independence, creativity, and a love of learning.

Assessment

The level of development children should be expected to have reached by the end of the EYFS is defined by the early learning goals. The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. Instead, the ELGs should support practitioners to make a holistic, best-fit judgement about a child's development at the end of the EYFS, and their readiness for year 1.

When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is enough evidence to assess a child's individual level of development in relation to each of the ELGs. Recorded, written or photographic evidence is not required.

Ongoing formative assessment is embedded in daily practice.
When assessing whether an individual child is at the expected level of development, practitioners draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence.

Ongoing assessment is an integral part of the learning and development process. It involves practitioners understanding children's interests and what they know and can do and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners make and act on their own day-to-day observations about children's progress and observations that parents and carers share. However, there is no requirement to keep written records in relation to this.

Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)
The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. This information is therefore only relevant to reception teachers in school-based provision.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)
In the final term of the year in which the child reaches age five, and no later than 30th June in that term, the EYFS Profile must be completed for each child. This is therefore undertaken by reception teachers.

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Early years providers must report EYFS Profile results to local authorities, upon request. Local authorities are under a duty to return this data to the relevant Government department.

Parents receive regular updates, forma. A report annually and are invited to participate in Learning Happy Hours.
Practitioners keep parents and/or carers up to date with their child's progress and development. Practitioners address any learning and development needs in partnership with parents and/or carers, and relevant professionals.

Inclusion & Equal Opportunities

We have arrangements in place to support children with Special Educational Needs and Disabilities (SEND). Nicole Spencer is the SENDCo.

We are committed to equality of opportunity and ensuring all children can access the curriculum. We:

- Provide early intervention and support for children with SEND.
- Follow the school's Inclusion Policy and the SEND Code of Practice (2015).
- Celebrate diversity and promote cultural understanding through curriculum content and resources.

At Bowlish Infant School we ensure equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Early Intervention
At Bowlish, we understand every child progresses at their own rate, needing time to develop their learning skills; we recognise the importance of early intervention and the increased impact putting the right support in place as early as possible can have. Teachers and Teaching Assistant understand the importance of getting to know the children well and identifying any areas of strength or development. There are regular conversations between teaching staff and the SENDCo, to ensure appropriate SEND assessments and next steps are put into place at a timely and proactive manner. For further information on how this works, please see the SEND Policy.

Personalising provision
We recognise that every child in Reception is a unique learner, with individual interests, strengths, and developmental needs. Our curriculum and provision are personalised to ensure all children make strong progress and feel secure, confident, and included.

- Personalised learning: Practitioners use ongoing observations, assessments, and discussions with children to identify their interests, learning styles, and next steps. Continuous Provision and adult-led activities are adapted to reflect these insights, ensuring that challenges are appropriate and learning is meaningful. Enhancements and resources are tailored to encourage engagement and progression in all areas of learning.
- Support for children with additional needs: Children with SEND, EAL, or other specific needs receive targeted support, including differentiated activities, scaffolding, and, where necessary, additional adult support. Individual learning plans are created in collaboration with parents, specialists, and the child, ensuring inclusive access to the full curriculum.

Transitions within school
We carefully manage transitions between activities, rooms, or key stages to reduce anxiety and build confidence. Children are gradually introduced to new routines and expectations through visual timetables, familiar adults, and structured handovers. Key workers maintain close communication to support continuity of learning and emotional well-being.

By personalising provision and carefully managing transitions, we ensure that all children feel secure, confident, and motivated to achieve their potential while developing independence and resilience.

Safeguarding & Welfare

Children's safety and wellbeing are paramount. In line with the Keeping Children Safe in Education (KCSIE) 2025 guidance:

- All staff are trained in safeguarding and child protection procedures.
- Designated Safeguarding Leads (DSLs) are available and regularly updated on policy and practice.
- Risk assessments are conducted regularly for the environment and specific activities.
- Staff ensure children are taught personal hygiene, online safety, and emotional resilience.

Bowlish Infant School takes all necessary steps to keep children safe and well. We:

- Safeguard children.
- Ensure the adults who have contact with children are suitable.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

The school's DSL is: Rebecca Eldred, Headteacher

All school Safeguarding Policies can be found on our website.

Where to find the following information:

The action to be taken when there are safeguarding concerns about a child.	○ Safeguarding and Child Protection Policy
The action to be taken in the event of an allegation being made against a member of staff.	○ Low-level Concerns Policy ○ Whistleblowing Policy
How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting.	○ User Agreements ○ Online Safety Policy ○ Safeguarding and Child Protection Policy ○ GDPR Policy
Procedures to follow to check the suitability of new recruits.	○ Safe Recruiting & Selection Policy
Detail of how safeguarding training is delivered and how practitioners are supported to put this into practice	○ Safeguarding and Child Protection Policy ○ Induction checklist

Where staff don't feel confident whistleblowing through school or LA processes, the following are alternatives:

- NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk.
- Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.
- Ofsted provides guidance on how to make complaints about a provider: Complaints procedure - Ofsted - GOV.UK (www.gov.uk).
- General guidance on whistleblowing can be found via: Whistleblowing for employees.

Parental Engagement 'Side-by-side'

We recognise the critical role parents and carers play in their child's development and education. We:

- Build strong home-school relationships through open communication.
- Offer parent workshops, stay-and-play sessions, and regular consultations.

Information for parents and carers

The following statutory information is shared with parents and/or carers:

- How the EYFS is being delivered at Bowlish Infant School, and how parents and/or carers can access more information.
- The range and type of activities and experiences provided for children, the daily routines, and how parents and carers can share learning at home.
- How we support children with special educational needs and disabilities.
- What food and drinks are provided for children.
- Details of our policies and procedures as available on our website.
- How staffing in the setting is organised.
- The name of their child's class teacher.
- A telephone number for parents and/or carers to contact the provider in an emergency.

Communicating with parents

In addition to the x2 Parent Evenings and End of Year Report, we communicate with parents:

- in person at the gate twice every day at drop-off and pick-up
- through invitation to various events including the termly Learning Happy Hours
- through Class Dojo
- through adhoc meetings, phone calls as and when required
- via our school website
- via the weekly Parent Peek
- in additional way such as parent forum, feedback surveys and parent presentations

As reasonably practical, parents are welcome to pop into class and look at work.

Parents are encouraged to have open, regular communication with their child's class teacher.

Transition

Well-supported transitions are vital to ensuring that children feel secure, confident, and ready for the next stage of their learning journey. Effective transition arrangements recognise that change can be unsettling and place the child at the centre of the process. By establishing strong communication with parents, carers, and previous settings, staff can gather a holistic understanding of each child's needs, interests, and experiences. This allows provision to be tailored so that children settle quickly, maintain positive attitudes to learning, and continue to make progress without interruption.

Transitions are planned carefully and reviewed regularly to ensure, as much as possible, consistency and continuity. Through a supportive and nurturing approach, transitions become a positive experience that fosters resilience, builds strong relationships, and lays the foundations for future success in school and beyond.

We provide additional support for vulnerable groups, including children with SEND or those who may find change more challenging. This may include additional visits, School Entry Planning meetings, additional information or time with key staff members and adaptations to provision.

In the Reception Year, we support children through all transitions, including:

1. Transition from home or nursery to school.

By:

- Open Day
- Visting pre-school/child minders settings
- Picnic
- Stay and Play
- Drop and Play
- Class Book

2. Transition from Reception to Year 1, ensuring continuity of learning and support.

By:

- Bridging Curriculum
- Progression of provision in Reception
- The teaching of key skills
- Building relationships with staff
- Meetings between staff
- Use of Assessment
- Classroom visits

*Please also see the Transition Policy

Staffing & Professional Development

- All EYFS staff are qualified, experienced, and committed to ongoing CPD.
- Staff-child ratios comply with statutory requirements.
- Regular staff meetings ensure shared understanding and high-quality practice.

Monitoring & Evaluating

Monitoring and evaluation processes are essential in ensuring the Reception provision remains responsive, inclusive, and effective in meeting the needs of all children. Regular observations, assessments, and reflective practice enable staff to identify strengths in teaching and learning, as well as areas that require development. This process ensures that the curriculum is implemented with fidelity to the EYFS statutory framework, while also allowing for flexibility to meet the unique needs, interests, and developmental stages of the children. By systematically reviewing provision, we

can ensure that resources, routines, and teaching strategies support progress across all areas of learning and development.

The insights gained through monitoring inform planning, professional development, and the allocation of support, ensuring that every child receives the right level of challenge and nurture. This cycle of review and improvement underpins our high-quality early years practice, guaranteeing that provision remains purposeful, inclusive, and ambitious for all children in Reception.

The EYFS Lead, alongside SLT, monitors and evaluates:

- Quality of teaching and learning (Including the 4 guiding principles and 3 characteristics of effective learning)
- Progress and attainment of children.
- Compliance with statutory EYFS requirements.

We do this through:

- Observations to Improve Learning
- Learning walks
- Progress Meetings
- Assessment Moderation
- SEND Meetings
- Pupil Voice
- Parent Feedback

The findings of monitoring and evaluating processes inform action plans and school improvement priorities.

*Please see Consistency Policy

The Learning Environment

At Bowlish Infant School, we interpret 'an enabling environment' as being central to effective early years provision, as it provides children with the security, stimulation, and opportunities they need to explore, investigate and learn. Carefully planned indoor and outdoor spaces ensure that children can access a wide range of resources independently, promoting curiosity, engagement, and sustained shared thinking. By organising the environment to reflect children's interests and developmental stages, staff create meaningful opportunities for exploration across all areas of learning, supporting both planned and child-initiated activities. An enabling environment also promotes inclusion, ensuring that all children can access learning experiences, regardless of their individual needs and abilities.

Our environment is reviewed and adapted regularly, drawing on observations of children's play and learning. This responsive approach ensures that provision remains relevant, engaging, and challenging. When children feel safe, valued, and stimulated within their surroundings, they develop the confidence to experiment, collaborate, and take an active role in their own learning. The environment therefore acts as a 'third teacher,' shaping interactions, extending learning, and fostering positive attitudes that prepare children for lifelong learning.

A key aspect of our enabling environment is the opportunity we intend for it to provide children with opportunities to take appropriate risks, develop independence, and foster a sense of ownership. Through activities such as food preparation, constructing, problem-solving, having access to resources and making decisions about their play, children learn to assess risk, build resilience, and develop critical thinking skills. Staff support children in managing these risks safely, encouraging them to challenge themselves and celebrate their achievements. By offering choices, involving children in the organisation of resources, and encouraging responsibility for their environment, we nurture independence and empower children to become confident, capable learners.

Class Organisation and Staffing

Our Pan is 39, meaning our Reception intake are always spread over 2 classes. Before entry, staff visit the pre-school settings to understand more about each child. Part of that initial assessment helps place the children either in the 100%

Reception Class (Robin Class) or the mix Reception / Year 1 Class (Owl Class). Our Reception class is never more than 30 children, and all classes have 1 class teacher.

Suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible.

Health and Safety

Paediatric First Aid
All teachers and TAs who are in Reception classrooms are paediatric first aid trained. The staff who are paediatric first aid trained are identified on the school office reception staff photo board. Certificates can be viewed by asking the office manager.

Food, drink and dining facilities
Where children are provided with meals, snacks, and drinks, these must be healthy, balanced, and nutritious. Before a child is admitted to the setting the provider must obtain information about any special dietary requirements, preferences, and food allergies that the child has, and any special health requirements. Fresh drinking water must always be available and accessible to children. Providers must record and act on information from parents and carers about a child's dietary needs.

Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate. Children must always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent; therefore, it is important for providers to be alert to when a child may be starting to choke. Where possible, providers should sit facing children whilst they eat, so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.

Our hall and Reception class café is adequately equipped to provide healthy meals, snacks and drinks for children as necessary. Our kitchen has a food hygiene rating of 5 and the food delivery systems are audited annually. Our lunchtime staff have level 2 food hygiene training.

Menus meet the needs of school food standards. Parents view these menus on Scopay and select meals for their child each day.

In addition to lunchtimes, every child is offered:

- buttered toast upon arrival
- Fruit and milk at snack time

Health

- We promote the good health, including the oral health, of the children they look after.
- We have a procedure, which must be discussed with parents and/or carers, for taking appropriate action if children are ill or infectious. This procedure must also cover the necessary steps to prevent the spread of infection.
- We have and implement a policy, and procedures, for administering medicines to children. It includes systems for obtaining information about a child's needs for medicines, and for keeping this information up to date.

Accidents and Injuries
We ensure a first aid box with appropriate items for use on children is always accessible. Using our Bump Book, we keep a written record of accidents or injuries and first aid treatment and inform parents of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

First aid trained staff are identified on our staff board in the main Reception area.

Supporting and Understanding Children's Behaviour

*Please see the school's Behaviour and Positive Relationships Policy.

Premises & Equipment

Learning spaces are organised in a way that meets the needs of children and meet indoor space requirements. Our spacious rooms allow for children aged three to five years have at least, the required, 2.3m2 per child. The spaces are fit for purpose, and comply with H&S legislation, including fire and hygiene.

All Reception children have access to an outdoor play area.

The children have access to an outdoor area and beyond that a separate playground, field and forest school area, which are both well-equipped. There is a separate dining hall, which is also used as a space for P.E. In addition, there is a small purpose-built library where the children visit to select books to take home.

The Robin Classroom has its own kitchen space (The Café) and a sensory room (The Nest); these spaces can also be used by the Reception children in Owl Class.

Toilets and intimate hygiene
We ensure:

- There is an adequate number of toilets and hand basins available.
- Our facilities ensures children's privacy is considered and balanced with safeguarding and support needs.
- There is an adequate supply of clean spare clothes, and any other necessary items.

How We Share Information with Parents

We share the following information with parents and/or carers:

- How the EYFS is being delivered and how they can access more information.
- The range and type of activities and experiences provided for children, the daily routines, and how parents and carers can share learning at home.
- How the setting supports children with special educational needs and disabilities.
- Food and drinks provided for children.
- Details of the provider's policies and procedures.
- How staffing in the setting is organised.
- The name of their child's key person and their role.
- A telephone number for parents and/or carers to contact the provider in an emergency.

Responsibilities

Children
Children in the Early Years are encouraged to take an active role in their own learning and development. They are expected to:

- **Engage in Learning**
  - Take part in activities and play with curiosity and enthusiasm.
  - Listen to adults and peers, share ideas, and ask questions to help their learning.
  - Try new things and challenge themselves, celebrating their achievements along the way.
- **Respect and Care**
  - Treat other children, staff, and visitors with kindness and respect.
  - Take care of resources, equipment, and the learning environment.
  - Follow routines and school rules to help everyone feel safe and happy.
- **Develop Independence**
  - Take responsibility for personal belongings and belongings in the classroom.
  - Make choices about their learning and play, showing initiative where possible.
  - Practice self-help skills such as dressing, tidying up, and looking after their own personal needs.
- **Be Part of the School Community**

- Work together with friends, share, and cooperate in group activities.
- Listen to and support each other, celebrating differences and diversity.
- Take pride in themselves, their learning, and their school.

By understanding and fulfilling these responsibilities, children develop independence, confidence, and a sense of belonging, helping them to thrive in their Reception year and beyond.

Parents

Parents and carers are recognised as children's first and most enduring educators, and their active involvement is vital to children's success in the Early Years. They are expected to:

- **Partnership with School**
  - Work collaboratively with staff by sharing important information about their child's interests, needs, and experiences to support smooth transitions and effective planning.
  - Engage with the school's communication systems and parent consultations, to stay informed about their child's learning and progress.
  - Support school policies, routines, and values to ensure consistency between home and school.
- **Supporting Learning and Development**
  - Encourage children's independence and resilience by supporting self-help skills at home (e.g. dressing, toileting, tidying up).
  - Share in their child's learning journey by contributing to home-school learning opportunities, such as reading at home and practising key skills.
  - Provide opportunities for play, exploration, and language-rich experiences at home to complement school provision.
- **Well-being and Safeguarding**
  - Ensure children attend school regularly and punctually, ready to learn.
  - Inform the school promptly of any medical, emotional, or social needs that may affect their child's learning or well-being.
  - Work in partnership with staff to promote positive behaviour, healthy lifestyles, and safeguarding practices.

By working together in partnership, parents and school staff create a secure, consistent, and supportive environment that enables children to thrive during their Reception year.

Teachers

Teachers in the Early Years Foundation Stage hold responsibility for ensuring that all children experience a safe, nurturing, and stimulating start to their school journey. They are expected to:

- **Curriculum and Planning**
  - Deliver the EYFS curriculum in line with statutory requirements.
  - Plan and provide a broad, balanced, and progressive programme of learning that reflects children's interests and developmental stages.
  - Ensure opportunities for both child-initiated and adult-led learning, promoting play as central to development.
- **Assessment and Monitoring**
  - Undertake regular observations and assessments of children's learning and development.
  - Use assessment information to inform planning, track progress, and identify next steps.
  - Contribute to statutory assessments (e.g. Reception Baseline, EYFS Profile) and maintain accurate records of children's achievements.
- **Learning Environment**
  - Create and maintain an enabling environment that promotes independence, curiosity, and inclusion.
  - Ensure that resources are accessible, safe, and reflect the diversity of the school community.
  - Support children in developing independence, resilience, and responsibility for their environment.
- **Safeguarding and Well-being**
  - Uphold safeguarding responsibilities in line with school policy and statutory guidance.
  - Prioritise children's physical and emotional well-being, ensuring secure attachments and positive relationships.
  - Promote positive behaviour and model respectful, caring interactions.
- **Partnership with Parents and Colleagues**

- Build strong, respectful relationships with parents and carers, sharing information about progress and supporting home learning.
- Work collaboratively with teaching assistants, support staff, and colleagues across the school to ensure continuity and consistency.
- Engage in professional development and reflective practice to continually improve provision.

Headteacher

The Headteacher has overall responsibility for ensuring that the Early Years Foundation Stage is delivered to the highest standard and in full compliance with statutory requirements. They are expected to:

- **Strategic Leadership**
  - Ensure the school meets all statutory duties in relation to the EYFS, including safeguarding and welfare requirements.
  - Promote the importance of high-quality early years provision within the whole-school vision and development plan.
  - Monitor the quality of teaching, learning, and assessment in Reception and ensure it contributes to the school's overall effectiveness.
- **Staffing and Professional Development**
  - Ensure that the EYFS team is appropriately qualified, supported, and deployed to meet the needs of all children.
  - Provide opportunities for continuous professional development in early years pedagogy, safeguarding, and inclusive practice.
  - Support the Early Years Leader in driving improvement and sharing best practice across the school.
- **Monitoring and Evaluation**
  - Oversee monitoring processes to ensure progress and attainment are secure across the cohort.
  - Report on EYFS outcomes and provision to governors and other stakeholders, highlighting strengths and addressing areas for development.
  - Ensure that self-evaluation in the EYFS contributes to the school's overall improvement cycle.
- **Partnerships and Community Engagement**
  - Foster strong relationships with parents, carers, and the wider community to support smooth transitions, shared learning, and inclusion.
  - Promote the role of the EYFS in supporting children's holistic development and lifelong learning.
  - Ensure that vulnerable groups (including children with SEND and disadvantaged pupils) are prioritised and well supported in Reception.

Governors

The Governing Body has a strategic role in ensuring that the Early Years Foundation Stage is delivered effectively and in line with statutory requirements. Governors are expected to:

- **Strategic Oversight**
  - Ensure the school complies with the statutory EYFS framework, including safeguarding and welfare requirements.
  - Monitor that EYFS provision is high quality, inclusive, and meets the needs of all children, including those with SEND and disadvantaged pupils.
  - Ensure that the Early Years is fully integrated into the school's development plan and vision.
- **Monitoring and Accountability**
  - Receive regular reports from the Headteacher and Early Years Leader on standards, progress, and provision in the EYFS.
  - Monitor outcomes from statutory assessments (Reception Baseline, EYFS Profile) and evaluate how these inform school improvement priorities.
  - Hold leaders to account for the effectiveness of EYFS provision, ensuring that resources are used efficiently to support children's learning and development.
- **Support and Challenge**
  - Visit the EYFS to gain first-hand understanding of provision, children's experiences, and staff practice.
  - Provide constructive challenge to leaders to drive improvement and maintain high expectations.
  - Celebrate successes within the EYFS and champion the importance of high-quality early education.
- **Community and Safeguarding**
  - Ensure safeguarding responsibilities are met and that the well-being of children in the EYFS remains a priority.

- Support engagement with parents, carers, and the wider community, recognising their role in children's early learning.
- Uphold equality and inclusion, ensuring the EYFS reflects the diversity and needs of the school community.