East Somerset Federation

Early Years Foundation Stage Policy

Approved by the Governing Body of

The East Somerset Federation

Signed: Suzanne McCutcheon/Anna Chubb – Co Chair of Governors

Date: September 2026

Date for Review: September 2027

Intent

We aim to:

- ensure a smooth transition into Reception by working with our preschools.
- build upon the knowledge and skills children already have when they arrive by delivering a sequenced and progressive curriculum with depth in learning across all seven areas.
- develop pupils' knowledge, skills and abilities enabling them to apply what they know with increasing fluency and independence.
- provide a secure, safe and purposeful learning environment that is fully inclusive, utilising both indoor and outdoor classrooms.
- work in partnership with parents and carers to ensure the best possible outcome for every child, seeking support and early intervention when required. Equality of opportunity is paramount.
- provide opportunities to develop spoken language and vocabulary through all seven areas of learning whilst planning purposeful opportunities to develop characteristics of effective teaching and learning.
- develop pupils' positive sense of self and wellbeing so children feel confident in our school community and can transition effectively into Year One with most reaching their milestones.
- develop the skills and expertise of staff working in EYFS through regular and comprehensive professional development across or outside the Federation.

Implementation

- We follow the Early Years Statutory Framework for the Early Years Foundation Stage, (Effective September 2021, revised September 2025), using Development Matters non-statutory guidance to support.
- The Early Years provision features in a rigorous yearly Action Plan for development each year. This is monitored and evaluated by the EYFS Lead, EYFS Governor, Head of School and Executive Headteacher.
- Using our knowledge of each child, coupled with ongoing formative assessments, the EYFS team plan ambitious and engaging activities that are broad and balanced to move learning forward. Where possible, visits are planned and visitors are welcomed to enhance learning opportunities and to strengthen Cultural Capital.
- Children in EYFS learn by: playing and exploring, being active and thinking critically and creatively. This takes place in both our indoor and outdoor classrooms. Our outdoor area is open all year round 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. By engaging in adult led and self-directed learning, coupled with sustained shared thinking, we aim to maximise learning.
- The school follows Unlocking Letters and Sounds phonic programme. Every child has access to a phonics session every day with intervention opportunities for those who need additional practise.

- At Upton Noble and Bruton Primary, we use Talk for Writing to support our Literacy teaching and White Rose to support maths. Ditcheat use other methods alongside Talk for Writing.
- We provide targeted interventions for children who need support to reach their milestones. This, coupled with support from parents aims to ensure that all children have every chance to achieve the Early Learning Goals, aspiring to meet the End of Year Goals.
- The EYFS team collect evidence of children's learning through work in their Learning Journey folders (Tapestry for The Treehouse, Upton Noble and for Community Kids, Bruton). Photos and videos are shared with parents using the school website page and online platforms such as Facebook.
- We provide opportunities for parents to visit the classroom and engage in activity sessions, coupled with opportunities to share learning and Learning Journey folders. Parents also contribute regularly to Learning Journeys, documenting learning at home.
- The team in Reception work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop secure foundations. It is a positive place to be where key values of resilience, perseverance and successes are celebrated and every child feels valued and respected.
- EYFS staff across the Federation work closely together with support and guidance from the EYFS Lead, SENDCo, Head of School and Executive Headteacher.
- As well as Baseline (statutory RBA), we track and monitor progress three times per year, adapting interventions to reflect need.
- By the end of the year we provide opportunities for children to increase their independence in recording their work, as appropriate, to ensure they are well prepared for the move to Year One.

Impact

- We aim to exceed the National and Local Authority data for children achieving a 'Good Level of Development' with children making good progress from their starting points in both knowledge and skills. Meetings across the Federation and local area to moderate, ensure judgements are accurate.
- The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year One.
- Children move into Year One having acquired knowledge, skills and learning characteristics that enable the majority to start the National Curriculum.