Brookfield Community Primary School

'Many hearts make a school'

Early Years Foundation Stage Policy

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Early Years Foundation Stage (EYFS) Policy

Our School Mission Statement

'Many hearts make a school'.

At Brookfield Community Primary School, our children, families, staff and governors all work together to ensure that everyone fulfils their potential. With the children being at the heart of our school, we strive to provide a rewarding experience for all.

Our Early Years Foundational Vision Statement

We are committed to ensuring every child leaves Reception with strong foundations in communication, literacy, mathematics, personal development and wellbeing. Through an ambitious curriculum, exceptional relationships and high-quality teaching, children become confident, capable and enthusiastic learners who are fully prepared for the next stage of their educational journey.

Statement of Intent

At Brookfield, we believe every child deserves the best possible start in life and the support needed to fulfil their potential. Our Reception provision provides strong foundations for future learning, enabling children to develop the knowledge, skills, attitudes and behaviours they need to thrive throughout their education.

Through a carefully designed, ambitious curriculum and high-quality interactions, we nurture confident, independent and resilient learners who are curious about the world around them. We recognise that children learn best when they feel safe, valued and inspired, and we work in close partnership with families to ensure every unique child achieves their full potential, no matter what their starting point is.

We are committed to creating fundamental foundations in all 7 areas of learning- Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding the World, and Expressive Arts and Design- whilst fostering creativity, wellbeing and a lifelong love of learning.

Our Reception curriculum is built upon the belief that all children are capable learners in their own unique way. We provide a safe, nurturing and stimulating environment where children feel valued, develop a sense of belonging and are encouraged to explore, question and take risks in their learning.

Our aim is that every child leaves Reception with strong foundations in learning, language, relationships and wellbeing, equipping them with the confidence, knowledge and skills needed for the next stage of their education and formal learning.

Implementation

At Brookfield, our curriculum is implemented through high-quality teaching, purposeful play, meaningful interactions and carefully planned learning experiences that ensure all children develop the knowledge, skills and behaviours needed for future success.

We implement our curriculum by:

- Providing a broad, balanced and ambitious curriculum that is carefully sequenced to build children's knowledge and understanding over time.
- Creating a stimulating and language-rich environment that promotes curiosity, exploration and a love of learning.
- Delivering high-quality adult-led and child-initiated learning opportunities that enable children to engage deeply with the curriculum.
- Supporting children to become confident communicators through daily opportunities for discussion, storytelling, vocabulary and oracy development, and sustained shared thinking.

- Developing strong foundations in literacy through systematic phonics teaching, high-quality texts, shared reading and purposeful mark-making and writing opportunities.
- Building strong mathematical understanding through practical experiences, mathematical talk, problem-solving and opportunities to apply mathematical concepts throughout the learning environment.
- Promoting physical development through daily access to indoor and outdoor provision, fine and gross motor activities, physical challenges and healthy lifestyle education.
- Encouraging independence by providing accessible resources, consistent routines and opportunities for children to make choices, solve problems and take responsibility for their learning.
- Supporting children's emotional wellbeing and resilience through nurturing relationships, predictable routines, emotional literacy and opportunities to develop self-regulation skills.
- Ensuring children are well prepared for Year 1 through an ambitious curriculum that progressively develops knowledge, skills, independence and positive learning behaviours.
- Delivering a well-sequenced and progressive curriculum that establishes strong foundations for lifelong learning and enables children to know more, remember more and do more.
- Promoting high levels of wellbeing, involvement and engagement through learning experiences that are responsive to children's interests, needs and developmental stages.
- Using ongoing assessment and skilled practitioner observations to identify next steps, adapt provision and ensure all children make progress from their starting points.
- Providing inclusive learning opportunities and appropriate support to ensure all children, including those with SEND, disadvantaged pupils, and those with other identified vulnerabilities, can access and succeed within the curriculum.

- Encouraging children to be curious, creative and motivated learners by providing open-ended resources, opportunities for investigation, imaginative play and real-life experiences.
- Working in partnership with parents and carers to support children's learning, wellbeing and development both at school and at home through carefully planned workshops, classroom-based experiences, and whole school initiatives and events.

Through these approaches, children develop the confidence, independence, resilience and enthusiasm required to thrive in Reception, transition successfully to Year 1 and become lifelong learners.

EYFS Principles

Our practice is guided by the four overarching principles of the EYFS Framework.

A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent through warm, positive and secure relationships with adults and peers.

Enabling Environments

Children learn and develop well in enabling environments where experiences respond to their individual needs and where there is a strong partnership between practitioners and parents.

Learning and Development

Children develop and learn at different rates. Our provision recognises this and provides opportunities that support all children to achieve their potential.

Curriculum

Our curriculum is carefully designed to build strong foundations in all areas of learning. It identifies the essential knowledge, vocabulary and skills that children need to learn and remember. Learning is sequenced to ensure children make connections, deepen understanding and become increasingly confident and independent learners.

The curriculum is ambitious for all children and reflects our local context while broadening children's experiences and understanding of the wider world. We place a strong emphasis on developing communication and language, early reading, vocabulary acquisition, self-regulation and independence. Learning experiences are integral to our curriculum, which we provide through school trips, memorable experiences, local outings, visitors and museum loan boxes. Bringing learning to life is something we love to do at Brookfield!

The curriculum is delivered through the seven areas of learning and development.

Prime Areas:

Communication and Language

We provide a language-rich environment where children are encouraged to:

- Develop listening, attention and understanding.
- Build a broad and ambitious vocabulary.
- Express their ideas confidently.
- Engage in meaningful conversations.
- Retell stories and explain their thinking.

Language development and oracy are prioritised across all areas of learning.

Personal, Social and Emotional Development

Children are supported to:

- Build positive relationships.
- Develop self-confidence and independence.
- Manage emotions appropriately.
- Understand and follow routines.
- Demonstrate resilience and perseverance.

Physical Development

Children are encouraged to:

- Develop gross and fine motor skills.
- Improve coordination, strength and balance.
- Use tools safely and effectively.
- Understand healthy lifestyles and self-care.

Specific Areas:

Literacy

Children develop:

- A love of books and reading.
- Secure phonic knowledge.
- Early writing skills.
- Storytelling and comprehension skills.
- Confidence in communicating through reading and writing.

Mathematics

Children are supported to:

- Develop secure number sense.
- Understand patterns and relationships.
- Use mathematical language confidently.
- Apply mathematical thinking to solve problems.

Understanding the World

Children learn about:

- Their local community.
- The natural world.
- Different cultures, traditions and beliefs.
- Technology and its role in everyday life.
- Past and present events.

Expressive Arts and Design

Children are encouraged to:

- Explore and develop creativity.
- Use a range of materials, manipulatives, tools and techniques.
- Participate in music, dance and role play.
- Express their ideas and emotions through artistic experiences.

We have worked collaboratively to ensure that the Early Years curriculum is carefully aligned with the National Curriculum, providing a coherent and progressive learning journey from Reception through to Year 6. Clear progression has been mapped across all curriculum areas to ensure that the knowledge, skills and vocabulary children acquire in the Early Years Foundation Stage provide strong foundations for future learning.

This work has been undertaken in partnership with subject leaders across the school to ensure consistency, continuity and ambition within each

curriculum area. All subject leaders have engaged in extensive professional development and training to develop their understanding of child development, the EYFS Framework and effective early years pedagogy. As a result, subject leaders have a secure understanding of how learning begins in Reception and progresses throughout the primary phase, enabling them to effectively support curriculum development, monitor progression and ensure that children are well prepared for the next stage of their education.

This collaborative approach ensures that our curriculum is ambitious, well-sequenced and responsive to the needs of our children, while maintaining clear progression from the Early Years Foundation Stage through to the end of Key Stage 2.

Teaching and Learning

Children learn through a combination of:

- Child-initiated play.
- Adult-directed teaching.
- Investigation and exploration.
- Practical experiences.
- Purposeful interactions.

Adults carefully scaffold children's learning to ensure secure understanding and progression. High-quality interactions (SHREc approach), purposeful play and direct teaching work together to build strong foundations for future success, particularly in communication and language, early reading, writing and mathematics.

The role of practitioners:

- Model language effectively.
- Extend learning through questioning and discussion.

- Promote sustained shared thinking.
- Encourage independence and problem-solving.
- Respond to children's interests and needs.
- Provide appropriate challenge and support.

Teaching is informed by ongoing assessment and focused on helping children know more, remember more and do more.

As a research-informed school, our teaching and learning is underpinned by evidence-based practice. We draw upon the principles of Rosenshine's Principles of Instruction to support the design and delivery of high-quality teaching across the Early Years Foundation Stage and beyond. These principles inform our approach to curriculum sequencing, modelling, guided practice, questioning, retrieval and the gradual release of responsibility, ensuring that children build secure knowledge and understanding over time.

Through carefully structured learning experiences, effective scaffolding and responsive adult interactions, we support children to develop confidence, independence and mastery within their learning. By combining research-informed pedagogy with high-quality play-based experiences, we create an environment in which all children can thrive, make progress from their starting points and develop strong foundations for future learning.

A targeted key worker approach is used to support quieter children and those who may be at risk of being overlooked. Ongoing assessment, high-quality interactions (SHREc), practitioner observations, our Key Worker system and professional dialogue, enables staff to identify and respond proactively to children's emotional wellbeing, engagement and communication needs.

A wide range of teaching and learning strategies are also embedded within the environment to ensure quieter children are able to participate, contribute and thrive. These include small-group and paired learning opportunities, sustained shared thinking, high-quality adult-child interactions, visual prompts, open-ended questioning, role play, and carefully planned provocations that encourage communication and

collaboration. Practitioners are skilled in recognising and valuing non-verbal communication, allowing children time to process and respond, and creating low-pressure opportunities for children to share their ideas and demonstrate their understanding.

In addition, specialist adults with expertise in Speech, Language and Communication work alongside all EYFS children through the delivery of the WellComm programme. This universal approach enables the early identification of speech, language and communication needs, supports the development of children's vocabulary and communication skills, and ensures that timely interventions are implemented where required. Specialist staff work collaboratively with class teachers, key workers and families to promote strong communication outcomes for all children.

Through strong relationships, sensitive adult support, specialist expertise and a highly inclusive learning environment, all children are known well and are empowered to develop confidence, independence and a strong sense of belonging, ensuring that their voices are heard and their needs are met.

Key Worker System

Our setting operates a highly effective Key Worker System that is central to securing positive outcomes for all children. Every child is assigned a dedicated Key Worker who develops warm, responsive and trusting relationships with the child and their family from the outset. The Key Worker takes primary responsibility for supporting the child's emotional wellbeing, learning and development, ensuring that each child feels safe, secure, valued and included within the setting.

Key Workers use their detailed knowledge of individual children to support the planning of ambitious and personalised learning experiences that reflect children's interests, developmental needs and next steps. Through continuous observation, assessment and reflection, they monitor progress closely, identify any emerging needs promptly and work collaboratively with parents, carers and other professionals to ensure children receive timely and appropriate support. This enables all children to make strong progress

from their starting points and develop the confidence, resilience and independence needed for future learning.

Whilst each child is allocated a Key Worker, responsibility for all children remains a collective commitment across the Reception team. The Class Teacher retains overall responsibility for the education, welfare, progress and achievement of every child within the class. As the lead professional, the Class Teacher oversees assessment, curriculum planning, safeguarding, parental engagement and the monitoring of outcomes for all pupils, ensuring consistency, high expectations and stimulating provision. Through our Key Worker system, all children benefit from the expertise, care and support of the entire team through effective collaboration.

Characteristics of Effective Learning

We actively promote the Characteristics of Effective Learning throughout the curriculum.

Playing and Exploring

Children investigate, experience and discover through active engagement.

Active Learning

Children develop concentration, perseverance and enjoyment in achievement.

Creating and Thinking Critically

Children develop ideas, make links between experiences and solve problems independently.

These characteristics underpin our curriculum and help children become effective learners, developing them holistically.

Learning Environment

We provide a rich, stimulating and inclusive indoor and outdoor learning environment.

The environment:

- Reflects children's interests and developmental needs.
- Encourages independence and choice.
- Supports communication and language development.
- Promotes curiosity and exploration.
- Enables children to revisit and consolidate learning.
- Provides high-quality continuous provision across all areas of learning.

Children have daily access to outdoor learning opportunities in all appropriate weather conditions. Outdoor attire is provided for all children.

Resources are organised to support independence and ownership of learning.

The indoor environment is split into general sections- Literacy, Mathematics, Reading, Regulation, Expressive Arts and Design, Construction, Input. All areas are underpinned by foundational skills - communication and language, writing, reading, number work and physical development skills.

Inclusion and Equal Opportunities

We are committed to ensuring that all children feel safe, valued and included.

We:

- Provide equal access to learning opportunities.
- Celebrate diversity and promote respect.
- Make reasonable adjustments where required.
- Support children with SEND, disadvantaged and other identified vulnerabilities.
- Work closely with families and external agencies.

All children are entitled to a broad, balanced and ambitious curriculum.

Assessment

Assessment is integral to effective teaching and learning.

Baseline Assessment

Information is gathered through:

- Discussions with parents and carers- Transition events.
- Information from previous settings- Transition discussions.
- Observations of children- Completed within the two weeks of being at school.
- Statutory Reception Baseline Assessment (RBA)- Completed within the two weeks of being at school.
- Brookfield Milestone Baseline Assessment- Completed within the two weeks of being at school.

Ongoing Assessment

Assessment is based on:

- Daily observations.
- Professional dialogue.
- Children's responses and outcomes.
- Children's work
- Interactions during learning experiences.
- Formal assessments, e.g. Read Write Inc Phonics
- Formal tasks completed during the school's Assessment Week

Assessment information is used to:

- Identify next steps.
- Inform planning.
- Monitor progress.

- Provide targeted support where needed.

EYFS Profile

At the end of Reception, practitioners complete the EYFS Profile and share outcomes with parents and Year 1 staff to support transition. Each child will receive a school report at the end of the year that parents are invited to comment on. Throughout the year, the EYFS Profile is discussed during two Parent's Evenings and termly phonics and number assessments completed by the class teacher.

Supporting Children with SEND

We follow the SEND Code of Practice and ensure early identification and support for children with additional needs.

We:

- Work closely with parents and carers.
- Implement graduated support.
- Develop personalised targets where appropriate.
- Liaise with external professionals.
- Monitor and review progress regularly.
- Have a thorough transition over the summer term which involves all parents/carers, practitioners and children.
- Follow the Assess, Plan, Do, Review approach.

Our aim is for every child to access and succeed within the Birth to 5 based curriculum.

Partnership with Parents and Carers

We recognise parents and carers as children's first and most enduring educators.

Strong partnerships are developed through:

- Induction meetings.
- Home visits.
- Transition events- Teddy Bear's Picnic, Stay and Play.
- Extra transition sessions where appropriate.
- Meet the Teacher session.
- Parent meetings.
- Parents Evening x2 where assessment point reports are provided.
- Parent Workshops and information sessions, 1x per term.
- Learning updates for phonics and numbers, 1x per term.
- End of year reports.
- Regular updates through Dojo.
- Open door policy each morning and afternnon- 10-minute periods.
- Parent questionnaires.
- ERIC sessions- Everybody Reads In Class, 1x per half term.
- Mystery Reader parental events.
- Live Lessons of teaching.
- Subject specific Parent Workshops based on Key Stages, e.g. Craft, Computing, Christmas, Cooking.

Parents are encouraged to share information about their child's achievements, interests and experiences outside school.

Safeguarding and Welfare

We follow the Child Protection and Safeguarding Policy at all times, which can be found on the school website and is updated annually to reflect the KCSIE guidance.

Safeguarding is everyone's responsibility.

The welfare of children is at the heart of all decision-making and practice.

Health and Safety

We provide a safe and secure environment by:

- Conducting regular risk assessments.
- Maintaining secure premises.
- Teaching children safe behaviours.
- Following hygiene and infection control procedures.
- Managing medical and dietary needs appropriately.

Accidents and incidents are recorded and communicated to parents where necessary.

Behaviour and Relationships

We follow the Brookfield Primary Schol Behaviour Policy at all times, which can be found on the school website and is updated regularly.

Positive behaviour is promoted through:

- Clear expectations.
- Positive role modelling.
- Consistent routines.
- Praise and encouragement.
- Restorative approaches.
- Explicit teaching of emotional regulation.

Children are supported to demonstrate the school values:

- Respect.
- Resilience.
- Kindness.
- Inclusivity.
- Independence.

These values are directly taught. Each half term, we focus on one value, and children receive Dojo points for showing these behaviours. We take part in a Special Values Assembly on the last day of each half term.

Transition

Starting School

We support children through:

- Home visits.
- Transition events- Teddy Bear's Picnic, Stay and Play, SEND Coffee Morning.
- Parent information meetings- Induction Morning/Afternoon.
- Information sharing with previous settings- Meetings and/or phone calls.
- Personalised Social Stories/Transition Booklet- '[Child's name]'s first day at school' with pictures of the key areas in school, EYFS environment, uniform and familiar adults.

All these opportunities support both children and families to become familiar with staff and routines.

Transition to Year 1

Strong partnerships between Reception and Year 1 staff ensure continuity in learning and provision.

Transition arrangements include:

- Information sharing sessions focused on foundational skillls.
- Joint moderation.
- Visits and familiarisation sessions.
- Transition Afternoon.
- Curriculum discussions between staff.
- Strong foundation discussions between staff.
- 'Year 1 time' throughout the summer term- 10 minutes of independent work in individual seats at tables. This is built up from 3x a week in Summer 1 to 5x a week in Summer 2.
- Personalised Social Stories/Transition Booklet- '[Child's name]'s first day in Year 1' with pictures of the key areas in school, Yr1 environment and familiar adults.
- Meet the Teacher session for parents.

By the end of Reception, we aim for our children to have developed strong foundations for the Key Stage 1 curriculum, enabling them to transition confidently and successfully into Year 1.

Monitoring and Evaluation

The quality of EYFS provision is monitored through:

- Learning walks.
- External audits.
- Assessment data review / Pupil Progress Meetings
- Pupil voice.
- Parent feedback.

- Professional development and coaching.
- Curriculum evaluation through book monitoring
- Moderation.

Leaders regularly review the impact of the curriculum to ensure children develop the knowledge, skills and understanding required for future success.

In April 2026, the EYFS team proudly achieved the Lancashire EYFS Step into Quality Award, recognising the high standards of provision, practice and continuous improvement embedded within our Early Years setting. This achievement reflects the commitment, expertise and dedication of staff in ensuring that every child at Brookfield is supported to thrive, achieve and develop strong foundations for future learning.

The rigorous quality assurance process provided an opportunity to evaluate and further strengthen all aspects of our provision, including curriculum design and implementation, teaching and learning, assessment practices, parental partnerships, leadership and management, learning environments, high-quality adult-child interactions and our key person approach.

The award demonstrates our commitment to reflective practice, continual professional development and the pursuit of excellence in Early Years education.

Through this ongoing cycle of review, evaluation and improvement, we ensure that our EYFS provision remains nurturing, ambitious and research-informed, enabling every child to flourish academically, socially and emotionally while developing the knowledge, skills and characteristics needed for lifelong success.

Our EYFS Provision in Practice

At Brookfield, our Reception provision is designed to ensure that all children develop strong foundations for future learning, wellbeing and success.

Our practice reflects the principles and expectations set out within the EYFS Statutory Framework, Birth to 5 Matters, the Education Inspection Framework, and the Early Years Inspection Toolkit and Operating Guide for use from September 2026.

Communication and Language

Communication and language underpin all aspects of our curriculum.

We provide:

- A language-rich environment.
- Daily story sessions and high-quality texts with progressive story telling skills.
- Explicit vocabulary instruction.
- Opportunities for sustained shared thinking.
- Skilled adult interactions that extend children's language and understanding.
- High-quality interactions throughout the day, using the SHREc Approach.

Adults model ambitious language and support children to develop a broad English vocabulary while valuing and celebrating children's home languages and cultural backgrounds.

Early Reading

Reading is at the heart of our curriculum.

Children experience:

- Daily phonics teaching- Read, Write, Inc Phonics.
- Shared reading- 'Snuggle up with a Book' and explicit lessons.
- Independent reading.
- Storytelling and story re-telling.

- Nursery rhymes, poems and songs.
- Carefully selected high-quality literature.

We promote a love of reading and ensure children develop secure foundations for future literacy learning.

Mathematics

Mathematics is embedded throughout the daily provision and curriculum. We use a combination of Mastering Number and White Rose Maths for our schemes of learning.

Children develop mathematical understanding through:

- Counting and number exploration.
- Pattern, shape and measure.
- Mathematical language.
- Problem-solving opportunities.
- Practical and meaningful contexts.

Adults intentionally model mathematical thinking throughout the day, ensuring mathematics is part of everyday learning experiences rather than being confined to discrete lessons.

Personal, Social and Emotional Development:

We place great importance on developing children's confidence, independence and self-regulation. We use a range of schemes to support to explicit teaching of this area of learning- Kapow, My Happy Mind and a range of stories based on our termly topic.

Children are supported to:

- Manage emotions effectively.
- Build positive relationships with peers and adults.
- Develop resilience and perseverance.

- Make choices independently.
- Take responsibility for their learning and behaviour.

Consistent routines help children feel safe, secure and ready to learn.

Inclusion and Belonging

We believe every child should feel that they belong and are valued.

Our inclusive practice ensures:

- High aspirations for all children.
- Early identification of additional needs.
- Appropriate support for children with SEND.
- Strong partnerships with families and external agencies.
- Adaptations that enable all children to access learning successfully.

We celebrate diversity and ensure all children see themselves represented within our curriculum, resources and environment. Inclusion is viewed as everyone's responsibility.

Children's Welfare and Wellbeing

Children's welfare and wellbeing are central to our provision.

We actively promote:

- Positive mental health.
- Emotional wellbeing.
- Physical activity.
- Healthy lifestyles.
- Secure attachments and relationships.
- Outdoor learning and exploration.

Staff understand that children's wellbeing directly impacts their ability to learn and thrive. Welfare is considered throughout all aspects of the school day.

Healthy Eating and Safer Eating

At Brookfield, we promote healthy eating habits and positive attitudes towards food.

Children are encouraged to:

- Make healthy food choices.
- Develop independence during snack and mealtimes.
- Learn about healthy lifestyles and nutrition.

Staff follow current guidance regarding:

- Food safety.
- Allergies and dietary requirements.
- Choking prevention.
- Safe eating practices.
- Appropriate supervision during snack and meal times.

We work closely with parents to ensure children's dietary and medical needs are met safely and effectively.

Partnership with Families

Strong relationships with families are essential to children's success.

We:

- Value parents as children's first educators.
- Share learning regularly.
- Encourage parental involvement.
- Support learning at home.
- Work collaboratively to meet children's individual needs.

Parents contribute valuable information about their child's interests, strengths and achievements.

Leadership and Continuous Improvement

EYFS leaders regularly monitor the quality of provision through:

- Learning walks.
- Assessment reviews.
- Environment audits.
- Professional development.
- Coaching and mentoring.
- Parent and pupil voice.

Leaders ensure that decisions are informed by evidence, research and statutory guidance so that children receive the highest quality education and care.

Policy Review

This policy will be reviewed annually or sooner if changes to legislation, statutory guidance or school procedures require it.