



EARLY YEARS FOUNDATION STAGE POLICY

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1. Vision

Above all else, we are committed to Safeguarding all children in our care and take all necessary, thorough steps to ensure that our environment is safe. See Safeguarding Policy and EYFS Risk Assessment.

Our Early Years vision is inline with the whole school vision.

Achievement & Aspiration	Passion for Reading	Creative Exploration	Health & Happiness	Global Citizenship
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Achievement & Aspiration

Our aim is for every child to make an excellent start in the Early Years, laying essential foundations for them to build on in their next steps, from any starting point. High quality, well sequenced teaching and provision enables children to maximise their progress, supported by a caring, nurturing ethos. We aim to inspire imaginations through our termly topics, and provide a rich, stimulating place for children to thrive. We will ensure that our environment reflects and values the rich diversity of cultures, faiths and abilities in our community. We will work in partnership with parents/carers in a consistent dialogue about their child's development, to plan ways to best support their child. We will create a safe, caring environment that provides broad, high quality, personalised provision in line with the Statutory Framework for the [EYFS 2025](#).

Passion for Reading

Children will develop a life-long love of reading that starts in the Early Years. Quality texts will captivate and engage learners across the curriculum.

Creative Exploration

Our aim is that children will enjoy a broad range of enriching creative experiences, developing their sense of adventure, confidence, resilience and independence. We aim to motivate children to be adventurous and challenge themselves.

Health & Happiness

The wellbeing of children will be placed at the heart of our Early Years practice. Emotional literacy will be highly valued, with personal, social and emotional development forming a keystone of our approach. We will enable children to develop as confident and happy learners, and support children to be independent in as many ways as possible, developing friendships and resolving problems themselves. We will manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.

Global Citizenship

We will foster a sense of social responsibility. Children will develop an understanding and appreciation of environmental issues, and the individual role they can play in creating a more sustainable planet. Children will recognise and value diversity in its many forms.

2. The Curriculum in the Early Years

The Statutory Framework for the Early Years Foundation Stage 2025 is based upon four themes:

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

We deliver learning for all areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. There are seven areas of learning as detailed in the curriculum:

Three Prime Areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

And Four Specific Areas:

Literacy

Mathematics

Expressive Arts and Design

Understanding of the World

A Unique Child

At Jubilee, we recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning. We value the rich diversity of individuals within our school. All children at Jubilee are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school.

In Early Years, we set challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all children regardless of gender, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Positive Relationships

At Jubilee Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. The class teacher is the key person for each child in the class. We have a minimum of one teacher and one Nursery Officer per class. This ratio of adults to children enables us to spend more time with children, investing in their emotional and social development.

Enabling Environments

At Jubilee Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging and appealing activities and experiences. Nursery and Reception classrooms are organised to allow children to explore and learn securely and safely.

There are areas where the children can be active, be quiet, creative, and express themselves. Each classroom has a shared outdoor classroom area. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be as physically active as they wish.

Learning and Development

The Planning objectives used in both Nursery and Reception are guided by the Development Matters Statements from the Early Years Foundation Stage document, in conjunction with our own school planning progression documents. We have one broad topic per half-term in both Nursery and Reception.. The topic acts as an inspiration or a starting point, but we also value the children's interests and build time into planning to follow their interests.

Teachers plan in accordance with the Foundation Years curriculum and our own topics, following the child's interests, motivations, and needs. The plans reflect both adult led and child led activities. Planning is created over a weekly period for story/ group times and adult led activities which are personalised for individuals and groups. We provide learning opportunities for all children by matching the challenge of the task to the ability and learning style of the children.

We use White Rose Maths for both Nursery and Reception. We use White Rose Science for Reception.

At Jubilee, we are passionate about giving children the very best experiences both inside and out. The outdoor environment is a positively powerful place where children can develop confidence and resilience. We currently have one trained teacher in Forest School to Level 3 in our Early Years.

3. Assessment

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of Reception, the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

During the year, all children in either Nursery or Reception are tracked using Arbor, supported by the statements and guidance in The Development Matters document.

At Jubilee, we achieve this in a variety of ways by:

- setting common, open ended play-based tasks to elicit a variety and depth of response; where appropriate, grouping children by ability in the room and setting tasks of increasing difficulty
- providing practical opportunities for kinaesthetic learners;
- utilising the outdoors as a powerful learning environment for all using visual stimuli and artefacts to promote interest;
- utilising Nursery Officers or additional staff to support children
- using trips and visitors to further develop understanding;
- group work to allow collaboration and develop thinking skills.

Children's achievements are celebrated regularly through displays in classrooms and shared areas around the school and during school assemblies.

4. Settling and Induction

We have an induction programme at Jubilee to support new families to settle in and join the community.

- Initial phone call or email to contact the families
- A home visit is arranged.
- Invitation to a Welcome Stay and Play session, where children have the opportunity to play and become familiar with their new classroom and playground, and meet some new classmates.
- Children in Nursery are offered additional Stay and Play sessions that they can attend without prior booking, from 9-10am on any day in the 6 week run up to their first day at Nursery.
- Children with SEN may also require additional visits to the setting, with a key person from their current setting, before their first day at Jubilee. This is arranged as appropriate.
- Children may require a phased settling in routine. We will endeavour to agree a plan of attendance that suits the needs of the child whilst also taking into consideration the timetables of the class whilst the child is settling in, aiming for full attendance as soon as is possible, enabling the child to feel supported.

5. Working with Parents and Carers

We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education. Parents and carers are kept up to date with their child's progress and development. We provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

We foster this through:

- Talking to parents/carers before their child starts school at our Home Visit, Welcome Events, such as our Stay and Play Welcome Afternoon
- Visiting the families at home for an initial home visit
- Outlining the school's expectations in the Home-School agreement
- Operating an open door policy for parents/carers with any queries or concerns
- Sending texts home with positive feedback about the child's achievements
- Publishing weekly news sheets, with prompts to support children at home
- Inviting parents to attend meetings about areas of the curriculum, such as phonics or reading
- Offering parent/teacher consultation meetings at which their child's progress is discussed

6. Promoting British Values: Ethos

At Jubilee, we actively promote the fundamental British Values of **Democracy**, the **Rule of Law**, **Individual Liberty**, and **Mutual Respect** and **Tolerance** through our curriculum, environment, and everyday interactions with children.

Democracy: We do this by encouraging children to share their thoughts and ideas, ask questions, and contribute to decisions that affect them, helping them to understand that everyone's voice matters and that decisions can be made together. Children learn about the importance of rules, boundaries, and fairness through agreed expectations, consistent routines, and support in understanding that their actions have consequences.

Individual Liberty: We foster Individual Liberty by providing opportunities for children to explore their own interests, make choices, develop independence, and express their feelings confidently while recognising and respecting the feelings of others.

Mutual Respect and Tolerance: Mutual Respect and Tolerance are promoted through positive relationships, celebration of diversity, and creating an inclusive environment where children are encouraged to be proud of who they are, value similarities and differences, and treat others with kindness, fairness, and respect.

Through these experiences, children develop the attitudes, skills, and understanding needed to become confident, considerate, and responsible members of their community and to thrive in modern Britain.

This commitment is reinforced through visual displays and daily discussions that help children understand these values in ways that are meaningful and relevant to their age and stage of development.

British Values in the Curriculum

These values are further embedded through our curriculum, where children encounter opportunities to develop democracy, understand rules and fairness, make independent choices, and learn about the diverse people, cultures, and communities that make up modern Britain.

Use of Screens in the Early Years (Nursery & Reception)

1. Purpose and Principles

Screen use in the Early Years is intentional, purposeful and carefully planned. It is used sparingly to enhance learning. Screens do not replace real-world interaction, communication or play.

2. Purposeful Screen Use

Screens are used only when they support a clear learning intention, such as:

- Enhancing communication through visual prompts or language-rich content
- Supporting early literacy with calm, high-quality phonics or story resources
- Developing understanding of the world through age-appropriate digital tools
- Supporting SEND needs where assistive technology aids communication or inclusion

3. Age-Appropriate Limits

- Nursery: Very limited, short, always co-engaged with an adult
- Reception: Short, structured learning episodes linked to curriculum aims

We remain mindful that children may already reach recommended daily limits at home.

4. Quality of Content

All content must be slow-paced, predictable, advert-free and checked in advance. We avoid autoplay, scrolling and fast-paced or overstimulating media.

5. Co-Engagement

Screens are only used with active adult involvement. Staff narrate, question, discuss and link content to real-world experiences.

6. Protecting Core EYFS Experiences

Screen use must not displace physical play, outdoor learning, social interaction, storytelling, creative exploration or rest. Screens are not used during meals.

7. SEND and Individual Needs

Assistive technology may be used where appropriate to support communication, inclusion and individual needs.

8. Safeguarding and Data Protection

Staff follow Jubilee's Safeguarding Policy regarding digital devices. Images and videos of children are kept to a minimum and shared securely.

9. Partnership with Parents

We share our approach with families, offer guidance on healthy screen habits and provide supportive alternatives to screen-based activities at home.

10. Staff Expectations

All EYFS staff must understand and follow this policy, select content carefully and prioritise interaction

over digital tools.