



BARNACRE ROAD
— PRIMARY SCHOOL —

EYFS Policy

Barnacre Rd Primary School
Barnacre Rd
Longridge
PR3 2PD

Tel: 01772783555

Email: rbramhall@longridge.lancs.sch.uk
www.barnacreroadprimary.co.uk





POLICY

Approval and Review

Governors to Approve Policy	Local Governing Board
Date of Approval	February 2026
Chair of Governing Body	Mr J Cowper
Headteacher	Mrs J Molyneux
Policy Review Period	12 months
Date of Policy Review	February 2027





Introduction

Barnacre Road Primary School is committed to providing a safe, secure and stimulating environment in which our Nursery and Reception aged children can prosper.

“All children deserve the care and the support that they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.”

Statutory Framework for the Early Years Foundation Stage Department for Education, updated September 2025.

Early childhood is the foundation on which children build the rest of their lives. At Barnacre Road Primary School we value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development and as preparation for life.

Using the Early Years Foundation Stage (EYFS) we will provide learning experiences that enhance and encourage the child’s intellectual, social, emotional, cultural, moral and physical development.

The practitioners in our setting will work in partnership with parents/carers to provide a supportive inclusive experience where everyone is valued and all achievements are celebrated.

The four themes of the EYFS express important principles underpinning effective practice in the care, development and learning of young children.

The four themes are:

1. A Unique Child
2. Positive Relationship
3. Environments
4. Learning and Development

Each of the underlying principles is supported by the Key Persons and it is through these principles and commitments of the EYFS that we base our practice.

Our ethos ‘**Believe, Belong, Become**’ is embedded as an underlying principle in both our Nursery and Reception classes.

Teaching and learning

- Teaching is based on sound knowledge of the Early Years Curriculum with an important emphasis on child development
- The Four themes in the EYFS express important principles underpinning effective practice in the care, development and learning of young children.





1. A Unique Child

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

We meet this principle in the following ways:

- We recognise and respect children's individual characteristics and value and respect all children and families equally,
- Through observations of each child's development, we will assess progress and plan for the next steps in their learning, including planning for those children that need additional support.
- We place a high focus on developing children's communication skills through the use of quality conversations and vocabulary.
- We work in partnership with parents and other agencies and provide an accessible and welcoming environment.
- Our safeguarding policy and procedures are fully implemented. The DSL for EYFS is Jenna Greenwood.
- Children are given clear and consistent boundaries and routines which enable them to take risks but remain safe.
- We strive to reflect and respect diversity in the choice of resources and the model we set for children and we plan an environment that is free from stereotypical images and discriminatory practices.

2. Positive Relationships

Principle- Children learn to be strong and independent through positive relationships. We meet this principle in the following ways:

- We work as a co-operative staff team and in partnership with parents to foster a sense of belonging and support every child in our care. Parents are valued contributors to their child's learning journey and are supported and encouraged to contribute on a regular basis.
- We ensure parents are well informed through our EYFS communication letters, daily oral communication, Nursery in a Box, via the Seesaw App and our school website.
- In both Nursery and Reception children develop good relationships with their Key Person. All staff within the Foundation Stage value all children's contributions, encourage and praise achievements and nurture children's self-esteem, giving them a strong sense of belonging.
- The ethos of the whole school which promotes a 'Can Do' attitude supports and encourages all children to achieve.
- Staff demonstrate that they clearly value children's ideas and creativity. Staff model how to be a learner which in turn supports children to be able to reflect on their own learning.





3. Enabling Environments

Principle- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between parents and carers.

We meet this principle in the following ways:

- We provide an environment which enables children to feel confident and secure where they can try things out knowing their effort is valued.
- Careful evidence gathering through observations and dialogue with parents
- Each child's learning journey is carefully tracked, progress and achievement noted and where necessary interventions for support implemented.
- Planning is informed by the EYFS curriculum, which is the progression model, taking pupils from EYFS to KS1. Teaching is informed and enriched by the children's ideas and interests. They are also taught skills independently to support and extend their own free play.
- Experiences are adapted for those who need extra support or challenge.
- Planning allows for some flexibility which enables us to capitalise on children's fascinations or unplanned events.
- Free flow between indoors and outdoors is implemented daily where possible.
- The inside environment is organised into areas of continuous provision with children being encouraged to be independent learners accessing the resources they need.
- Children are always involved in the planning and development of role play areas within the class environment.

4. Learning and Development

Principle - Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

There are seven areas of learning and development that shape our educational programme. All areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These areas are the *prime* areas – communication and language, physical development and personal, social and emotional development. We also support children in the four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are – literacy, mathematics, understanding the world and expressive arts and design.

We meet this principle in the following ways:

- We teach children by ensuring that there are challenging, playful opportunities across the prime and specific areas of learning and development.
- We ensure that we foster the characteristics of effective early learning – playing and

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- exploring, active learning and creating and thinking critically.
- Cross curricular planning is informed by the children's interests and needs, ensuring that all seven areas of learning and development are planned for.
- There is a balance of activities led by the children and those led or guided by adults. This balance will be judged according to the developmental needs of the children.
- The children's communication and language development will be met by ensuring that there are opportunities to experience a rich language environment, to develop the confidence and skills to express themselves and to speak and listen in a range of situations.
- The children's physical development will be met by providing opportunities to be active and interactive, to develop co-ordination, spatial awareness, control and movement. We will also support children to understand the importance of physical activity and how to make healthy life choices.
- The children's personal social and emotional requirements are met through ensuring the children's achievements are valued, their self-esteem nurtured and that they are supported in having a positive disposition to learn. Through a wide variety of activities, children are encouraged to become independent learners. The ethos of the school is reflected in the Foundation Stage, by nurturing respect and empathy for difference.
- Good behaviour and respect for others is always promoted.
- The children's literacy development will be met by ensuring that there is a wide range of reading materials to ignite children's interest and by encouraging children to link sounds and letters and begin to learn to read and write. In reception class reading and writing is developed using a range of teaching styles and strategies. In addition, the children are exposed to a wide range of activities to support and encourage fine motor skills that support the development of pencil control and accurate letter formation.
- The children's mathematical development will be met by planning meaningful, relevant opportunities to develop and improve counting skills, to understand and use numbers, to describe shapes, spaces and measures and to use skills to calculate with simple addition and subtraction problems.
- To support children in their understanding of the world we will plan regular opportunities to explore, investigate (indoors and outdoors) and find out about people, places, their local community, technology and the environment.
- Through expressive arts and design, we will provide opportunities to enable explore and play with a range of media and materials, as well as providing opportunities and encouragement to share their ideas, thoughts and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.
- The curriculum will be broad and balanced and will reflect the children's own interests, building on previous learning.
- Children in the Foundation Stage make no distinction between 'play' and 'learning' and practitioners will value a play- based curriculum that supports and extends knowledge, skills, understanding and confidence, whilst also providing some of the more structured teaching
- Children will develop a variety of skills and concepts across all areas of the curriculum.
- Practitioners will strive to ensure all children feel safe and secure in a rich and stimulating environment.





- Resources will be varied and appropriate to the child's needs. The ethos of continuous provision meeting the curriculum aims whilst following children's interests will be put in place.
- Adults will be role models and expect high standards of behaviour following the guidance in the school's behaviour policy.
- Children will enter the Nursery and Reception classes with different skills and knowledge and the curriculum planning will give opportunity to build on what children can already do.
- All children are equally welcomed and differences relating to ethnicity, culture, religion, special educational needs or disability are respected and valued for the rich diversity they bring.

Organisation of Teaching and learning

- Nursery and Reception classes are accommodated in separate rooms. Owlets (two year olds) have their own enclosed outdoor area and a second outdoor area is shared by nursery and reception. These are accessed daily to deliver all areas of the Early Years curriculum.
- Sessions are organised so that there is a balance of adult directed and child-initiated activities.
- Children access activities through areas of continuous provision both indoors and outdoors. These areas of continuous provision may be enhanced to support and reinforce an adult directed activity or to support and develop a child's learning through their interests.

Planning for the Foundation Stage

- We ensure that children are provided with the foundational knowledge and skills that they require to confidently progress through the curriculum. Subject coordinators work with EYFS leaders and practitioners so that prior learning is built upon as pupils move through the school.
- Learning plans for different age groups are in place. This curriculum provides a progression model for learning as pupils progress from Nursery 1 to Nursery 2 and through to Reception.
- The curriculum will be reviewed regularly to ensure that interest is maintained and outcomes are achieved.
- Core books are woven through the curriculum and key texts will be explored regularly, enabling a deep understanding and links to KS1.
- Barnacre Road Primary School follows the ReadWriteInc synthetic phonics scheme.
- Barnacre Road Primary School is committed to ensuring children experience a 'creative' curriculum. A topic-based programme that supports children's 'predictable' interests such as the seasons of the year and relevant events and celebrations will be planned.
- In Reception class weekly plans include specific adult directed activities based on previous observations and adult directed activities to ensure coverage of skills and development in line with the EYFS. Weekly plans include clear adaptations for groups and individuals and organisation management for the roles of other adults in the classroom is displayed within the room.
- In Nursery weekly plans include specific adult directed activities based on previous observations and adult directed activities to ensure coverage of skills and development in line with the EYFS. Weekly plans are added to daily as children's individual interests and skills to develop are observed.

In both classes areas of continuous provision are enhanced to meet the individual needs of

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all children through their continued interests and to reinforce adult directed activities. Learning will be active, ensuring choice and independence.

- It is recognised that purposeful play is the natural way for children to learn.
- In the Reception class practical tasks and structured play activities are planned to support children's Literacy and Numeracy development.
- Children will have access to a balance of adult led and child- initiated activities and experiences where they can learn, play and explore.
- Any children working beyond the Early Learning Goals have access to an appropriate extended curriculum to extend and develop their learning.
- Plans are shared and discussed with other adults working in the classroom on a daily basis.

Outdoor play

- At Barnacre Road Primary School all adults value the importance of the outdoor learning environment and recognise that the outdoors is often where children want to be. We therefore ensure that the outdoor learning environment is an integral part of the daily curriculum.
- The outdoors gives children unique opportunities to play co-operatively - sharing resources, turn taking, negotiating, communicating ideas and developing friendships.
- Outdoors children are able to gain confidence in what they can do as well as feeling the benefits of being healthy and active.
- Physical activity is enjoyable and promotes a sense of self-esteem through achievements.
- Growth and development of the body and brain are inseparable. We believe movement is a vital component of play and other ways of learning and requires space.
- Some kinds of learning can only take place outside.
- Children need freedom to be safely adventurous and take controlled risks.
- Many children have limited space at home and some have no access to a garden, so the opportunity to play outside at school is vital.
- Children who need to be outside have the right to access a full curriculum and the whole curriculum can be discovered in a well-planned and resourced outdoor area.

Assessment, recording and reporting to parents

- Records will be kept on each child's development and achievement in the form of observations. In both the Nursery and Reception classes each child has an online 'learning journey' in which their key worker builds an individual profile of their child's learning and development throughout their EYFS experience. These will include observations and photographs made at school/nursery alongside family contributions from home.
- Assessment will be integrated into planning and the information gathered will be used to inform future planning.
- At Barnacre Road Primary School we value 'Partnership with Parents.' Parents may arrange an appointment to discuss their child's progress and development when needed. Daily opportunities at the beginning and the end of each day are provided for any parents who wish to talk to staff





about their

child. There

are also formal opportunities for parents to consult with staff during each academic year.

- Parents will receive a written report on their child's progress and development in both Nursery





and Reception at the end of each school year.

- When children reach the end of their Reception class year staff will make an Early Learning Goal (ELG) judgement for each of the 7 areas of learning and development. The sharing of these judgements will form part of the transition information for year 1 teachers.

Special Educational needs

- Where children do not respond to adaptations and do not make adequate progress, there is a need for the school to do something additional or different. This school- based SEND provision is described in the Code of Practice as School Action and School Action Plus. A similar system is set out for early education settings and described as Early Years Action Plus (see SEND policy).

Aims and objectives

- To identify pupils with SEND as early as possible.
- To create an environment that meets the special educational needs of each child.
- To ensure that all children have access to a relevant curriculum that enables progression
- To encourage children to develop confidence and self- esteem and to recognise the value of their own contributions to their learning.
- To encourage children to be fully involved in their learning.
- To make clear the expectations of all the partners in the process and provision of SEND.
- To ensure children's parents are kept fully informed and engaged in effective communication about their child's SEND.

Equal opportunities

- All staff will ensure that all children have equality of opportunity.
- Children will be encouraged to enjoy contributions and experiences from different cultures and religions as well as their own and to respect similarities and differences.

Children's welfare

- At the end of the school day and end of each session in Nursery children are handed directly to a parent /carer. Any changes in the person collecting a child must be notified to the class teacher/child's keyworker.
- The school's health and safety policy will ensure the safety of pupils.
- The school's Behaviour Management Policy is to be read in conjunction with our EYFS Behaviour Management Policy.
- In Reception, accidents are recorded on the school's digital accident book. In Nursery, accidents are recorded in Nursery in a Box. Parents are informed via e-mail
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Child protection procedures will be followed in line with Trust Policy. The school will work closely with Education Welfare Officers and Social Services in monitoring any pupils at risk.

Partnership with parents

- At Barnacre School parents and carers are valued as their child's first educators. Practitioners will work in partnership with families at every opportunity.
- Parents and carers are welcome to discuss their child's progress at any mutually convenient time. The school has an open-door policy for parents to discuss any concerns.
- Parent and carers will have opportunities throughout the year to view records and discuss their child's progress. A written report will be made to share progress and next steps at the end of each year.
- The school keeps parents fully involved and informed about their child's education; this is achieved through our school website, emails, via Seesaw App and through verbal communication on a daily basis.
- Parents complete an emergency contact form for all pupils, which includes relevant medical, personal and social information and are continually updated throughout the academic year. Information is also updated once a year at the beginning of the autumn term.

Admission procedures: Nursery

- Our Nursery provision is registered to offer a maximum 42 places per session. We can take a maximum of 15 x 2-year-olds in any session. Children are, however, accepted throughout the year dependent on available places and settling in arrangements are made for children to visit with their parents prior to admission.
- Applications for Nursery are received on a first come first served basis.
- Parents may take up their place in several ways- through government funding (15 hours entitlement for working parents/ disadvantaged) for 2-year-olds or through payment for their 2-year-old child to attend.
- Parents of 3- and 4-year-old children are entitled to 15 hours universal entitlement per week the term after their third birthday. There is an additional 15-hour entitlement for working parents
- 15/ 30 hours Government funding entitlement may be taken flexibly. Please see the scenarios below that provide examples:

Scenario 1 2-year-old entitled to 15 hours funding

Child attends the nursery provision each morning Monday- Friday from 9:00am - 12:00 noon. There is no cost to the parents/carers as 15 hours funding will cover costs.

Scenario 2 2-year-old entitled to 15 hours funding

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Child attends the nursery provision each day Monday- Wednesday from 9:00am - 5:00pm. 15 hours funding will cover some costs. Parents/ carers will need to pay for 1 additional session, lunchtime care and 3 after-school care sessions. This will cost parents £99 per week (£33 per day).

Scenario 3 3-year-old entitled to 30 hours funding

Child attends the nursery provision each day Monday- Friday from 9:00am -3:30pm. Parents/ carers will need to pay for lunchtime care (this includes a nutritious hot lunch). This will cost parents £30 per week (£6 per day).

There is a minimum requirement of three sessions (three hours is one session) to have a place in our nursery.

Our procedure is to admit the children gradually into the Nursery to allow them to settle in and get used to their surroundings, routines and members of the EYFS team. We recognise that all children will vary in how they settle into the routine of Nursery and therefore the settling in period will be different for each individual child.

Admission procedures: Reception

- Barnacre Road Nursery children accepting a priority place at Barnacre Road Primary School will be invited into the Reception class learning area during the summer term, prior to starting in September. Staff discuss and value pre-school key person information about individual children and with parents' permission also make valued visits to the child's current preschool setting.
- Children joining our Reception class and not at our associated Nursery, will also be invited to take part in our induction programme.
- The parents of Reception class children are invited to a meeting in the June before their child starts school. Parents are given a brief explanation of what we do in their child's first year at school and are provided with information regarding uniform and general school routines. In addition, children new to Barnacre will be able to visit the school with their parents/carers.
- As the majority of children will have attended the school Nursery, we can enable children to attend school regularly in-line with other pupils from the first day of the new academic year. We will arrange a bespoke 'settling in' period for those children who are new to the setting and those pupils with individual needs.

Monitoring and evaluation

- The headteacher will be responsible for the day-to-day monitoring of the policy outcomes and will use this information to inform future action plans.
- Areas identified for development will be incorporated into the school's development plan in the form of specific action plans.
- The governors will ensure that the monitoring and evaluation are carried out.
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Conclusion

This Policy has considered the implications of EYFS and should be read in conjunction with other EYFS and School Policies and procedures, including the Equal Opportunities Policy, Health and Safety Policies, Medication Policy, Special Educational Needs Policy, Behaviour Management Policy, Complaints Policy and Safeguarding Policies.

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