

Moor Nook Community Primary School

Early Years Foundation Stage (EYFS) Policy

This policy describes the intent, implementation and evaluation of early years education in Nursery and Reception at Moor Nook Community Primary School. It should be read alongside the school's safeguarding, SEND, assessment, attendance, behaviour, health and safety, and other relevant policies. The statutory EYFS framework takes precedence where requirements change.

Vision and principles

At Moor Nook, we CARE. Our curriculum is underpinned by Creativity, Aspirations, Resilience and Independence, and Equality. We aim to widen experiences, develop language and cultural capital, and give every child a secure foundation ready for Key Stage 1. Children develop at different rates; staff adapt teaching to age, stage, interests and identified needs. We value safe relationships, inclusive practice, purposeful play and ambitious expectations for every child.

Curriculum intent and organisation

Our sequenced Nursery and Reception curriculum covers the three prime areas—communication and language; personal, social and emotional development; physical development—and four specific areas—literacy; mathematics; understanding the world; expressive arts and design. Long Term Plans identify important knowledge, concepts and vocabulary. Planned themes include Marvellous Me, People Who Help

Us, Traditional Tales, Dinosaurs, growing and the seaside. Topics provide meaningful contexts rather than replacing the progression of learning.

Teaching and learning

Adults combine direct teaching, carefully designed continuous provision, play, modelling, sustained shared thinking, questioning and responsive interaction. Indoor and outdoor spaces provide opportunities to revisit and apply knowledge. Staff observe what children can do, identify the next steps and adapt provision. Children are encouraged to explore, practise, persevere, collaborate and become increasingly independent.

Communication and language

Communication and language is a whole-setting priority. All children receive rich universal provision, including stories, rhymes, discussion, explicit vocabulary and developmentally appropriate Blank Level questioning. Children who need more support may access targeted WellComm or Early Talk Boost activities, with specialist involvement where appropriate. Support is flexible and reviewed against each child's needs. Listening, attention and understanding receives particular focus in light of the 2025/26 outcomes.

Literacy and reading

Nursery uses Little Wandle Foundations for Phonics, early sound awareness, rhymes and Love of Reading experiences. Reception provides daily Little Wandle phonics and guided reading sessions three times a week, alongside daily stories, handwriting, vocabulary, story maps and purposeful writing. Reading for pleasure is promoted through carefully selected focus texts, the school reading spine, library visits and family involvement. Teaching responds to gaps in comprehension, decoding and early writing.

Mathematics

Our Nursery and Reception mathematics curriculum follows Lancashire's Red Rose Mastery Maths, providing a carefully sequenced approach that develops secure mathematical foundations. In Nursery, children explore number, shape, space, measures and patterns through practical activities, songs, stories and purposeful play. In Reception, structured teaching builds on this learning through practical

resources, mathematical discussion, problem-solving and continuous provision. Adults model mathematical vocabulary, address misconceptions and adapt teaching to meet individual needs. Ongoing assessment identifies children requiring additional support, particularly in Number and Numerical Patterns, ensuring all children develop confidence, fluency and reasoning skills in preparation for Year 1.

Personal, social and emotional development

Warm, secure relationships, predictable routines and key-person support help children feel safe and included. Daily feelings check-ins, stories, adult modelling and opportunities for friendship and problem-solving support self-regulation, independence and relationships. Children learn about health, hygiene, oral health, road safety, online safety and transitions in age-appropriate ways. British Values are embedded through everyday experiences that promote respect, tolerance, individual liberty, democracy and the rule of law. Our IDecision programme complements PSED by using engaging stories and activities to develop children's emotional awareness, positive relationships, decision-making and understanding of how to keep themselves safe.

Physical development

Our EYFS provision develops children's core strength, posture, balance, coordination and fine-motor control through purposeful indoor and outdoor activities. In Reception, children follow the Lancashire Fundamental Movement Skills programme, developing essential skills such as running, jumping, hopping, balancing, throwing and catching through structured PE sessions and continuous provision. In Nursery and Reception, Dough Disco activities strengthen children's fingers, hands and wrists, improving dexterity, coordination and pencil control in preparation for writing. Children also enjoy climbing, obstacle courses, construction, cutting and mark-making activities to develop these skills. Teaching is adapted to individual developmental needs, with a particular focus on strengthening fine-motor skills and independence.

Understanding the world and expressive arts

Children explore people, communities, cultures, nature, seasonal change, early geography, history and scientific enquiry through experiences, stories, investigation and visits. Forest School supports outdoor learning, observation and connection with nature. Expressive arts and design includes drawing, painting, modelling, music,

movement, imaginative play and the progressive teaching of tools and techniques. Learning is enriched by visits, visitors, growing activities and the school's "50 Experiences Before You're 5".

Inclusion, equality and additional needs

Every child is entitled to access an ambitious, developmentally appropriate curriculum. Staff work with families, the SENCO and relevant professionals to identify barriers early and provide reasonable adjustments, targeted teaching and individual plans where needed. Progress is considered from starting points, including for children with SEND, disadvantaged children, children learning English as an additional language and children experiencing other barriers. Staff do not assume that attainment differences are caused by gender or term of birth alone.

Transition

We aim to ensure smooth and positive transitions into Nursery, Reception and Year 1. Our induction process includes new-parent meetings, Stay and Play sessions, liaison with previous nursery settings, home visits and September transition activities. The Reception Baseline Assessment and information shared by families and previous settings help staff identify children's starting points and individual needs. Transition into Year 1 is carefully planned, with EYFS staff sharing children's achievements, strengths and next steps to ensure continuity in learning and development.

Parental Engagement

We recognise parents and carers as children's first educators and value strong partnerships between home and school. Families are encouraged to take an active role in their child's learning through Stay and Play sessions, Come Read With Me sessions, phonics and language workshops, celebrations, educational visits and shared learning experiences. Regular communication in person and through DOJO enables staff and families to celebrate achievements, discuss progress and work together to support children's development, confidence and independence.

Assessment, planning and reporting

Assessment begins with what each child CAN DO. Practitioners use day-to-day observations, interaction, checkpoint assessments and professional judgement to plan teaching. Children "Not On Track for Expectations" (NOTE) are identified and discussed in assessment and planning meetings; next-step grids and interventions are adjusted accordingly. Phonics is assessed half-termly. Statutory Reception Baseline Assessment and EYFS Profile requirements are followed, and EYFS Profile judgements are moderated and shared as required. Assessment is proportionate and supports learning rather than unnecessary evidence collection.

Safeguarding, welfare and wellbeing

The school implements the current statutory EYFS safeguarding and welfare requirements and its safeguarding procedures. Staff maintain appropriate supervision, safe recruitment and reporting practices, first-aid and medical arrangements, hygiene, risk assessments and safe use of indoor and outdoor resources. Children's wellbeing, dignity, inclusion and positive relationships are

central to daily routines. Specific procedures are set out in the relevant whole-school policies and are regularly checked against the current statutory framework. We follow safer sleep practice. For children aged under 2:

Sleep position and space

Children are always placed on their back to sleep in a separate sleep space, on a firm, flat surface such as a cot, bed or mattress on the floor

Babies aged 12 months and under are only ever placed to sleep in a cot

Bedding

Sleep spaces have a firm, flat, waterproof mattress, with either:

- Lightweight bedding firmly tucked in around the child below their shoulders, or
- A well-fitted baby sleep bag used to the manufacturers recommendations

Where a blanket is used, the child is placed feet-to-foot at the bottom of the cot, with the blanket tucked in

Cots **do not** contain extra items such as toys, pillows, bumpers, wedges, straps or extra blankets

A child's head is never covered

Supervision

Babies under 6 months always have an adult with them in the same room for every sleep

All sleeping children are always within sight and hearing of staff, and are checked on frequently

Room conditions

The room temperature is kept between 16°C and 20°C while children sleep

Leadership, quality assurance and inspection readiness

Leaders prioritise EYFS, know the children and curriculum, check the quality of interactions and teaching, and evaluate whether children learn the intended knowledge. Monitoring includes discussion with staff and children, curriculum review, observation of provision, assessment moderation, analysis of starting points and progress, and scrutiny of the effectiveness of additional support.

Responsibilities and policy review

The governing body oversees the strategic priority given to EYFS. The headteacher and EYFS lead ensure implementation, staff development, curriculum quality, safeguarding and evaluation. Teachers and practitioners implement and adapt the curriculum and work in partnership with families and specialists. The policy is reviewed annually, or earlier when statutory guidance or school provision changes.