



Cedars Manor School



Early Years Foundation Stage Policy

Approved by:	E.Brice	Date: October 2025
Last reviewed on:	October 2025	
Next review due by:	October 2026	

Be Ready - Be Respectful - Be Safe - Be Responsible - Be Resilient - Be Courageous

Early Years Foundation Stage Policy

Aims

This policy aims to ensure:

- A positive and enjoyable first experience of school
- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) effective, September 1st 2025.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Structure of the EYFS

At Cedars Manor Primary School, we have one nursery class which offers morning sessions from 8:45-11:45. The nursery is run by a qualified teacher and a teaching assistant to support. We have capacity for two reception classes catering for approximately 60 children. Each class has a qualified teacher and a teaching assistant. Additional support is placed into classes based on the needs of the children. All children begin in the Autumn term after a carefully planned transition from local nurseries into reception.

Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework (September 2025).

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

Planting the Seeds for a Successful Future



The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, practitioners work closely with children, following an exciting and stimulating curriculum which supports the teaching of all 7 areas. Activities are adapted to suit the needs of all learners and practitioners place an importance on developing the teaching of communication and language.

In Nursery, learning is planned through play-based and adult guided activities that are engaging and purposeful. The themes and topics are outlined in our curriculum overview, but can be adapted and guided by children's interests.

In Reception, our planning for Mathematics and Literacy always cover the whole class teaching input, a teacher led activity and challenges that give the children opportunities to extend on and use their learning within their own independent play.

We also plan a wider curriculum around a topic which changes half termly to ensure supportive and challenging curriculum coverage. Engaging activities and challenges are planned for both indoor and outdoor environments. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Staff consider the individual needs, interests and stages of development of each child in their care. We use this information to plan a challenging and enjoyable experience for our children. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

At Cedars Manor School, we recognise that high quality adult-child interactions are fundamental to supporting children's communication and language development.

Planting the Seeds for a Successful Future



We ensure classroom environments are language-rich to guarantee children have opportunities to become confident communicators.

We introduce the Characteristic of Effective Learning early on in the academic year to enable our children to build emotional resilience so that they can achieve their learning goals.

Children who complete their rainbow challenges within their learning are celebrated in class through our rainbow challenge wall on a daily basis. Stickers are used to celebrate children's persistence and effort within their learning.

Phonics is taught using The Little Wandle programme. In Nursery children participate in the Foundations of Phonics, which support them in being ready for Phase 2 teaching in Reception. In Reception, we teach phonics daily for 30 minutes from 9am-9:30am. Children are assessed each half term and children falling behind are quickly identified and supported through additional teaching to ensure they quickly become back on track.

Our Literacy teaching is supported by a number of high-quality core texts. We place a strong emphasis on the development of oracy skills in the first instance. This further supports the children in their development of writing as they become more proficient in phonics. Handwriting is taught discreetly through the phonics programme.

We follow the White Rose programme to support our teaching of Mathematics. Children participate in a focused teaching session daily from 12:30-1pm which teaches key concepts in more depth. Mathematics is incorporated through cross curricular activities, adult directed tasks and independent activities.

Children's learning is recorded and shared in a number of different ways. Children have separate Mathematics and Literacy folders and a writing book. Observations are uploaded on Tapestry Journal to share learning outcomes and achievements with parents.

In Reception, children have an online reading diary, 'Learning with Parents'. This online tool encourages a positive dialogue between the school and parents sharing the progress of a child's reading journey. This tool outlines and communicates the reading progress of each child, including reading completed at school with a teacher or teaching assistant.

Assessment

At Cedars Manor Primary School, assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners use observations shared by parents and/or carers on Tapestry Journal,

where parents can share examples of how children have used their learning at home.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

<https://www.gov.uk/government/collections/reception-baseline>

At the end of the EARLY Years Foundation Stage (EYFS), staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (Expected)
- Not yet reaching expected levels (Emerging)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally (referring to the Development Matters and birth to five guidance) and in partnership with other local schools, to ensure consistent assessment judgements.

EYFS profile data is submitted to the local authority.

Phonic assessments are also carried out every half term in which the children's progress is recorded and analysed.

Working with Parents

Parents are children's first educators. When parents and the school work together, the result has a positive impact on the child's development and learning. We value the role of the parent in their child's education.

We seek to develop an effective partnership with parents in the following ways:

- An induction meeting and 'Welcome to Cedars Manor' workshop for parents in the Summer Term
- Parents receive a school information pack in the Summer Term
- A stay and play session for children and parents to meet other families with time to explore our classrooms and outside area in the Summer Term prior to admission
- Parents are invited to further workshops and meetings during their child's first year at school
- Parents are encouraged to talk to their child's teacher if there are concerns
- Parents are strongly encouraged to attend parent consultations each term
- We value parent's positive comments on their children's reading on the 'Learning Log'
- Parents are encouraged to share significant events or achievements with teachers to contribute to their child's Learning Journey on Tapestry Journal
- End of EYFS expectations are shared with parents during parent's evenings

Planting the Seeds for a Successful Future



- The Early Years Foundation Stage Profile (EYFSP) is shared with parents at the end of Summer Term and we actively encourage discussion with the class teacher.

Effective Partnerships with Parents

We work closely with parents / carers at different stages during the academic year. The following outlines parent / school partnerships across each term:

Summer Term prior to Starting School

- Stay and play sessions with parents / carers
- Welcome meeting for parents
- Information shared for uniform expectations
- Clubs information shared – breakfast / afterschool clubs
- School information pack shared
- Admission details provided in July

Autumn Term

- Meet and greet session with class teacher and teaching assistant
- Curriculum Workshop
- Setting sessions
- All about me book shared
- Parent Consultation meetings
- Child's learning journey shared through book looks
- Reading and Phonics Workshop
- Introduction to Tapestry

Spring Term

- Parent Consultation meetings
- Child's learning journey shared through book looks
- Maths Workshop
- Parents invited to support a school trip/visits
- Home Learning workshop

Summer Term

- Parents invited to support a school trip/visits
- Ongoing throughout the Year
- EYFSP Report shared
- Transition to Year 1 workshop

Ongoing throughout the year

- Informal meetings with Class Teacher
- Parental contributions to their child's Learning Journey (Tapestry)
- Weekly phonic homework, whole school parent workshop opportunities
- Family learning opportunities for Reception parents

Safeguarding and Welfare Procedures

We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

We promote good oral health, taking part in the Harrow Tooth Brushing Programme, as well as good health in general, in the early years by teaching the children the importance of following a healthy lifestyle during PSHE and PE lessons.

We organise visits from our school nurse / community centre to teach and support the children and Parents/carers about:

- The effects of eating too many sweet foods
- The importance of a healthy and balanced diet including making good choices
- The importance of exercise
- The importance of brushing your teeth
- Sleeping habits

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring Arrangements

This policy will be reviewed and approved by the Early Years Leader, each year. At every review, the policy will be shared with the governing board.