



**Surlingham
Primary School**
EYFS POLICY



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EYFS Policy

Early Years' education is the foundation upon which children build the rest of their lives and is an education that encompasses all learning. This policy outlines the aims, principles and strategies for play, teaching and learning in the Early Years at Surlingham Primary School.

This policy should be read in conjunction with the following policies: Teaching and Learning; Equal Opportunities; SEND; Health and Safety; Feedback and Marking; Assessment; All curriculum policies.

Our Intent

At Surlingham Primary School, we understand that each wonderful child in our setting is a unique individual who we believe is entitled to a high quality early education.

We intend to foster positive relationships with each child and their families, with staff developing a warm yet professional relationship with the families we serve. We aim to offer each child the opportunity for a secure and safe attachment, intending for each child to feel safe, valued, listened to and an important member of our school community. We intend to enable children to explore, develop a sense of awe and wonder, ask questions, follow their individual interests and to feel empowered to learn. Our beautiful learning environments, both inside and outside, create calm, engaging, purposeful settings for our young children. The opportunities, both child led and adult led, follow the ethos of the Curiosity Approach, with children having the opportunity to use and learn from real, authentic resources as well as open ended loose parts. This will enable children to make links with the real world around them, develop their imaginative skill, instil a sense of awe and wonder from the artefacts on offer as well as develop a deeper, more accepting cultural awareness. This will naturally develop the children's cultural capital, moving their learning on from their immediate experiences.

At our schools we provide:

- Positive relationships between children and adults.
- An enabling environment safe and secure and provides rich and stimulating experiences, which is planned for with language rich and inviting opportunities to learn.
- Continuous and enhanced provision that gives opportunities to learn and revisit through active exploration using a wide variety of equipment and authentic materials.
- An individual approach to each child's learning. We recognise the individual needs of children – emotional, social, physical, language acquisition, creative and intellectual and that they develop at different rates and learn in different ways.
- A strong recognition in the importance of learning through play to support the development of children.
- A warm and caring environment, where the children can develop a positive image of themselves.

- An environment, which promotes respect and equal regard for themselves and other people in the world around them.
- An open partnership with Parents/Carers.

We embrace each child as the individual they are and aim to build on next steps through capturing child voice and interest, and subsequently plan purposeful activities, allowing children to gain a sense of ownership to their learning. We will teach using both child led and adult led activities, as well as use objective led planning approaches. We understand the importance of responding to a child's emerging needs promptly and therefore will respond accordingly.

We teach the Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-based providers (effective from 1 September 2026) and use Development Matters 2021, which comprises of the seven areas of learning; Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. We develop the Characteristics of Effective Learning (Playing and Exploring, Active Learning, Creative and Critical Thinking) to upskill our children to use positive approaches to their learning, and embrace the 4R's of our school vision and ethos (Respect, Resilience, Resourcefulness and Reach.) Each child will receive a daily phonics lesson following Little Wandle. We teach a daily English session using The Write Stuff which will aim to increase vocabulary and language as well as sentence construction verbally and in written form. Children will be taught Mathematics using the Mastery approach. We understand that links made with a child's family and home life is very important, and therefore use Tapestry to inform parents of their child's learning and track a child's progression in their learning using Pupil Asset.

Planning and Organising

At our schools we plan for learning and development in accordance with the Early Years Foundation Stage (EYFS) Statutory Framework for Groups and School-based providers (Effective from 1 September 2026) and the New Development Matters Revised July 2021. As we have mixed age classes, we work carefully to ensure that our provision is tailored to the age, stage and needs of the children within the class.

Planning will:

- Be clear and concise to provide broad and balanced opportunities and experiences which provide scope for flexibility, differentiation and annotation.
- Be informed by interactions and observations of children on what they know, can remember and do.
- Include a balance of child initiated, and adult led activities, to also link with their interests.
- The EYFS also plans for school visits and trips to the local community and surrounding areas and welcomes visitors into the school to share their skills and knowledge. This will give the children first hand, real experiences as a foundation to their learning.
- Children working within the EYFS will have the teaching and support from a full-time teacher and part-time Teaching Assistant at Surlingham Primary School. This stage will be overseen by the Early Years Foundation Stage Leader and have teaching from a qualified teacher and teaching assistant.

The Curiosity Approach

The learning opportunities available are planned according to the Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers (effective from 1 September 2026) and Development Matters 2021, the class planning overview and children's interests, next steps and own lines of inquiry.

These are presented to the children as invitations to play, and provocations to learn. This means, we aim to instil a sense of awe and wonder in our enabling environments, to capture a child's interest, provide resources which will support them and inspire them to learn. This will help to embed their developing knowledge and give extra challenge for those who are ready.

Using natural, authentic resources and equipment such as real tea cups, real food and real equipment, instead of a plastic toy alternatives, we believe, gives children the opportunity to independently learn from the environment as the third teacher as well as securing an environment to foster good wellbeing and engagement. By providing real resources to children, we believe that they will learn to respect the equipment they have, make links about their world around them, and feel trusted and respected themselves to use them; creating a purposeful, holistic learning environment.

A tour of our learning environment will show a well thought out, resourced enabling inside classroom, with those learning provocations reflected outside. We provide loose parts, both inside and outside for open ended imaginative learning opportunities which will give the opportunity and experience to create, imagine, adapt, problem solve and evaluate.

Children will be encouraged through mindful interactions to be curious, explore, investigate, as we endeavour to nurture our children to become confident, independent and active learners, inspired by the world around them.

Teaching and Learning

We deliver the EYFS Reception and also in the transition from Reception into Year 1 and where it is identified that this is in the best interest of a child.

Teachers and staff value the role of play at all stages of a child's development and recognise that through play children consolidate the teaching and learning experiences and opportunities they have had.

Children in the EYFS learn by playing and exploring, actively applying their skills and through creative and critical thinking which takes place both inside and outside learning environments. We support children in using the characteristics of effective teaching and learning which help us to focus on and understand how children learn.

These characteristics are:

By playing and exploring children are able to:

- Find out and show curiosity
- Use what they know in their play
- Be willing to have a go

Through active learning children are able to:

- Be involved and concentrate
- Keep on trying
- Enjoy achieving what they set out to do

By creating and thinking critically children are able to:

- Have their own ideas
- Use what they already know to do new things
- Choose ways to do things and find ways to solve problems.

Purposeful Play is planned for throughout the environment where children can access and select opportunities that interest them and can be revisited. Play is also planned for by setting tasks with clearly specified aims and intentions using a variety of equipment and integrating it into the environment. Learning is planned in an engaging, practical way and where possible with context and purpose to real life.

Activities will be differentiated, and suitably open ended where appropriate, to cater for a wide range of abilities including SEND, and more able children. Making choices and decisions are key factors in the development of children's self-esteem and confidence. All staff work together to create a positive, purposeful learning environment where high expectations of positive behaviour are encouraged. The children are encouraged to participate in all activities with a high level of involvement and to become active, independent learners.

Children in Reception will take part in the statutory baseline within the first six weeks of joining in September. Individual learning and development is recorded in their Online Learning Journal, Tapestry. Assessment in the Early Years is an ongoing procedure using many approaches e.g. baseline, interactions, observations and other activities such as adult led activities.

Monitoring and Evaluation

- The Early Years' Foundation Stage has a subject leader.
- The Head Teacher and subject leaders observe and evaluate opportunities and experiences provided for the children.
- The Head Teacher and SET monitor assessment.

Other policies : All other school and SET policies relate to EYFS.