OAKDENE
PRIMARY ACADEMY

GROWING FOR EXCELLENCE

EYFS POLICY

2026-2027

Version Number: 01
Ratified by Local Governing Body: July 2026
Next Review Date: July 2027
Academy Link: L Young

A GREAT PLACE **TO BE A PART OF**

MEMBER OF THE WADE DEACON TRUST

Oakdene Primary Academy

Early Years Foundation Stage (EYFS) Policy

"Growing through Excellence"

Responsibility • Friendship • Respect • Honesty • Determination • Pride

Intent

At Oakdene Primary Academy, we provide a high-quality Early Years education that gives children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning while meeting the aims of the Early Years Foundation Stage (EYFS) Statutory Framework.

Our curriculum is designed to support the development of the whole child. We strive for high standards and foster resilience, independence and curiosity. As a fully inclusive school, we ensure that every child feels valued and supported to thrive.

Our core values—Responsibility, Friendship, Respect, Honesty, Determination and Pride—are embedded throughout our provision and act as the golden thread running through all aspects of school life. Through these values, we aim to develop children who are inquisitive, enthusiastic, tolerant and respectful, and who are well prepared to succeed in a diverse and ever-changing world.

We provide the essential knowledge and skills children need for future success and ensure they have the very best start to their education.

Implementation

Our approach is guided by the EYFS Statutory Framework, which recognises that play is fundamental to children's learning and development. Children learn through a balance of child-initiated play and adult-guided activities, supported by skilled practitioners.

At Oakdene:

Play-based learning underpins our curriculum, enabling children to explore, develop independence and problem-solve
Reading is at the heart of our curriculum, with carefully selected high-quality texts used to develop language and vocabulary
Daily routines and secure relationships create a safe and nurturing environment
Practitioners respond to children's interests and needs, extending learning through high-quality interactions
As children progress, adult-led teaching increases to prepare them for Key Stage 1
The environment is carefully designed, both indoors and outdoors, to provide rich, stimulating opportunities across all areas of learning. Continuous provision is adapted regularly to reflect children's interests, needs and developmental stages.
We ensure all children, including those with SEND and disadvantaged pupils, are supported through adaptive teaching and inclusive practice.

<u>Impact</u>
Our curriculum is designed to ensure all children make strong progress from their starting points.
We achieve this through:

- Ongoing observational assessment
- Regular analysis of progress using Insight
- Termly assessment updates and progress meetings
- Evidence gathered through Seesaw, including observations, photographs and parent contributions

Assessment informs planning, ensuring learning builds cumulatively over time. By the end of Reception, children are well prepared for the transition to Year 1.

Contents

1. Aims
2. Legislation
3. Curriculum
    3.1 Planning
    3.2 Teaching
4. Assessment
5. Working with Parents
6. Transition
7. Safeguarding and Welfare Procedures

Appendix 1 – Statutory Policies and Procedures

1. Aims

This policy aims to ensure:

- Children have a happy, positive start and develop a love of learning
- Each child develops socially, physically, intellectually and emotionally
- Children build strong relationships and social skills
- Children become independent and confident learners
- Effective partnerships are established with parents and carers

Four overarching principles shape our practice:

- Every child is unique and capable of learning
- Positive relationships support independence
- Enabling environments support development
- Strong partnerships with parents support progress

2. Legislation

This policy is based on the latest statutory requirements for early years provision.

We adhere to the EYFS Statutory Framework (DfE, effective from 1 September 2025), which sets standards for learning, development, safeguarding and welfare. [gov.uk]

The EYFS framework ensures that children learn and develop well, are kept safe and healthy, and gain the skills needed for school readiness. [gov.uk]

This policy is also underpinned by:

- Childcare Act 2006
- Children Act 2004
- Keeping Children Safe in Education (latest version)
- Working Together to Safeguard Children (latest version)
- SEND Code of Practice (0–25 years)
- Equality Act 2010
- Data Protection Act 2018 / UK GDPR

We are also supported by non-statutory guidance including:

Development Matters (updated 2023) [gov.uk]

Recent updates to the EYFS strengthen safeguarding practices, including safer recruitment, whistleblowing procedures and attendance monitoring.

3. Curriculum

Our EYFS curriculum follows the statutory framework and includes:

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics

- Understanding the World
- Expressive Arts and Design

The Characteristics of Effective Learning underpin all areas

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

3.1 Planning

We deliver learning through a balance of planned, purposeful play and adult-led teaching.

- Long-term planning is informed by the EYFS and Development Matters
- Medium-term plans are based on high-quality texts
- Weekly plans respond to children's learning and next steps
- Learning experiences are carefully sequenced to build knowledge over time

3.2 Teaching

Teaching is delivered through:

- A balance of adult-led and child-initiated activities
- Continuous provision designed to promote independence
- High-quality interaction, questioning and modelling
- Adaptation based on children's needs and interests

As children develop, the balance gradually shifts to include more structured teaching.

4. Assessment

Assessment in EYFS is ongoing and formative.

We use:

- Observations and interactions

- Reception Baseline Assessment
- Development Matters to identify starting points
- Half-termly tracking and progress reviews
- EYFS Profile at the end of Reception

Assessment ensures all children make progress, with support quickly identified where needed.

5. Working with Parents

We value strong partnerships with parents and carers.

We do this by:

- Holding induction meetings and workshops
- Offering stay and play sessions
- Providing regular updates through Seesaw
- Holding consultation meetings
- Sharing end-of-year reports and EYFS Profile outcomes
- Encouraging parent contributions to learning

The class teacher acts as the key person, supported by teaching assistants.

6. Transition

We ensure a smooth transition into school by:

- Visiting feeder settings
- Gathering information from nurseries
- Hosting stay and play sessions
- Holding induction meetings
- Staggering entry in September
- Supporting children with additional needs through transition meetings

7. Safeguarding and Welfare Procedures

Safeguarding is a fundamental priority at Oakdene.

We follow the EYFS Statutory Framework (2025) and ensure:

- Clear safeguarding policies and procedures
- Safer recruitment practices
- Regular safeguarding training for all staff
- Effective whistleblowing processes
- Robust attendance monitoring systems
- Strong liaison with safeguarding partners
- Accurate and secure record keeping
- Safe, secure and well-maintained environments
-

Recent statutory updates strengthen safeguarding expectations, particularly around staff suitability, attendance monitoring and safeguarding accountability.

Safeguarding is embedded in our ethos of "Growing through Excellence", ensuring every child feels safe, valued and supported.

Appendix 1: Statutory Policies and Procedures

The following policies support EYFS provision at Oakdene:

Child Protection and Safeguarding Policy

- Behaviour Policy
- Health and Safety Policy
- SEND Policy
- Equalities Policy
- Intimate Care Policy
- Attendance Policy
- Safer Recruitment Policy

Monitoring and Review

This policy is reviewed annually by senior leaders to ensure it reflects current legislation and best practice.