Document Title	**Early Years Foundation Stage (EYFS) Policy Statement (Middlestown Primary Academy)**
Author/Owner (Name and Title)	Director of Education
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Policy Category (Please Indicate)	**1**	**Trust/Academies to use without amendment**
	2	Academy specific appendices
	3	Academy personalisation required (in highlighted fields)

Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
V1	June 26	SBR	New Policy

Here at Middlestown Primary Academy, we are dedicated to providing a nurturing environment where children belong and thrive in a safe haven. Our EYFS curriculum and culture are anchored in our Academy's tailored core ICARE virtues: I am reflective, Collaborative, Ambitious, Resilient and Enthusiastic. These child-centred virtues guide our youngest learners to become well rounded, happy, successful, independent, motivated and deeply self-aware individuals. We believe that early childhood is a critical foundation for lifelong learning, and we structure our environment, interactions, and pedagogy to maximise every child's potential.

We are proud to have extended our Early Years offer to 2-year-olds. This extension allows children to begin their educational journey in a seamless, secure continuum of care, ensuring high-quality early intervention and socialization from the earliest eligible stage. Central to our early integration is a robust key worker approach. This approach forms the bedrock of secure attachments, emotional safety and tailored care. The key worker remains the primary contact for the child and their family, ensuring that care routines and learning pathways are deeply personalized.

We recognise that parents are a child's first and most enduring educators. We build a powerful parental partnership through an extensive, empathetic induction process designed to ensure a successful transition. EYFS staff visit families in their familiar home environment to build initial relationships, ease anxieties and understand each child's unique context. Carefully planned, staggered transition schedules ease the child from the home or previous setting into our Academy, fostering deep trust between practitioners, children and parents. We actively invite families into school and create regular opportunities for parents and carers to be part of their child's learning and the wider school community. This includes our 'Breakfast with Books' sessions in which families share books together and we regularly invite parents in to see learning in practice.

Our curriculum design is informed by Development Matters and Birth to 5 Matters guidelines. A strong emphasis is deployed on the Prime Areas of learning as the essential roots for all subsequent educational success. We also primarily focus on expanding vocabulary, communication, and language. As a designated Communication Champion setting and an active 50 Things To Do Before You're Five Champion School, we weave talk-rich experiences through every element of our provision. All staff deliver high-quality interactions using the ShREC approach to dynamically scaffold and extend oral communication. Developing a love of reading is a major priority for us. We expose children to a language-rich environment filled with high-quality texts, stories and rhymes throughout the day. To systematically develop early reading skills, we deliver rigorous daily phonics lessons using the systematic ELS phonics programme, ensuring children quickly build the decoding skills required for reading fluency. We encourage children to choose and revisit books and develop positive reading habits from the very beginning of their school journey.

Our carefully structured indoor and outdoor provision is purposefully designed to allow children to freely explore, take risks, and develop across all 7 areas of learning simultaneously. We prioritise genuine free flow between our indoor and outdoor environments, giving children the opportunity to make choices, follow their interests, revisit learning and develop their independence. We rely heavily on first-hand experiences including hands-on play, sensory exploration and local visits to make learning memorable and meaningful. Learning is brought to life through immersive, first-hand experiences, child-initiated play, and adult-led sessions that cultivate good manners and behaviour alongside high social expectations. Throughout all activities, we explicitly nurture and observe the Characteristics of Effective Learning to understand how each child learns, which mirror our ICARE virtues: **Playing and exploring** (Engagement / *Enthusiastic*), **Active learning** (Motivation / *Resilient* & *Ambitious*) and **Creating and thinking critically** (Thinking / *I am reflective* & *Collaborative*).

Assessment in our EYFS is multi-layered, combining statutory national frameworks with specialized tracking toolkits to gain a holistic overview of every child's development. Initial baselines are completed during the first few weeks to identify distinct entry points and learning pathways. We use WellComm as a Speech and Language toolkit which tracks progress, flags up any communication delays and deploys instant support for our children. The 2-Year Progress Check in partnership with parents is carried out for our youngest children and our ongoing observations of all children within

our provision inform our daily practice and future planning. Throughout the year in Little Hands, Lower and Upper Foundation Stage we carry out termly assessments to ensure that children are on track and making good progress against the 7 areas of learning. The Reception Baseline Assessment is completed within the first 6 weeks of a child starting Upper Foundation and at the end of the Reception year, children are assessed against the Early Learning Goals to compile their final EYFS Profile. This notes whether they have met, or are not yet reaching, a Good Level of Development, ensuring a well-rounded and detailed picture of development is handed over to Year 1.

Here at MPA, Inclusion is a non-negotiable core value. We are fully committed to identifying our most vulnerable learners and work relentlessly to identify and remove barriers to their learning and well-being. Early Intervention is at the heart of everything that we do. Early screening tools and our ongoing observations are used to detect developmental delays rapidly. We collaborate fluidly with outside agencies to design bespoke, targeted support strategies. Reasonable adjustments and targeted funding are deployed to ensure that vulnerable children have equal access to an enriching curriculum where they can truly achieve their full potential.

This policy is reviewed annually by the EYFS Lead, Executive Principal and Governing Body to ensure alignment with statutory frameworks and the evolving needs of the Academy community.