



EYFS

Policy

Signed:

Chair: R. Patrick

Executive Head: S. Stevenson

Date: 15th October 2026

Review date: October 2028



Intent

At Bursley Academy, our aim is to build strong foundations that support both academic achievement and personal development. We are committed to creating a safe, nurturing and inclusive environment where every child feels valued, supported and encouraged to achieve their full potential.

Our children are continuously immersed in active and enjoyable learning experiences that inspire curiosity, creativity and a love of learning. We encourage children to develop resilience and perseverance by revisiting activities in different ways, deepening their understanding and learning from challenges. Through high-quality interactions and carefully planned provision, children are supported to become confident, independent learners.

We recognise that children start at Bursley with a wide range of experiences and starting points, with some arriving below age-related expectations. Therefore, we place a strong emphasis on Personal, Social and Emotional Development and Communication and Language, particularly within Nursery. We support children to develop the skills needed to listen attentively, communicate effectively, build positive relationships, regulate their emotions and meet high expectations for behaviour. We encourage children to work together, show kindness, respect and develop the confidence to express themselves in a variety of different situations. As children transition into Reception, we continue to provide a carefully planned and well-structured curriculum that builds upon the foundations established in Nursery. Learning experiences are exciting, purposeful and engaging, encouraging children to develop a genuine love of learning and a desire to explore the world around them.

Across the whole of EYFS, we ensure that all children have access to high-quality teaching, interactions and inclusive learning opportunities that enable them to thrive and achieve their full potential. Through high-quality interactions and carefully planned experiences, we provide a stimulating provision and meaningful opportunities for play, exploration and investigation. We provide extended periods of purposeful play and sustained shared thinking, allowing children to investigate, question, make connections and develop their own ideas. Children are actively involved in their learning and are challenged to think, solve problems and develop independence.

We value creativity, imagination and curiosity, creating an environment where children feel inspired and motivated to learn both indoors and outdoors. Enrichment opportunities, including educational visits, visitors, and outdoor learning experiences, further enhance our children's understanding of the world around them and help to foster a lifelong love of learning. We ensure that learning is responsive to children's interests and individual needs, enabling them to remain engaged, enthusiastic and confident as they develop the knowledge, skills and understanding required for a successful transition into Key Stage One.

Implement

Children at Bursley learn through a carefully planned balance of child-initiated experiences and adult-directed teaching. The daily timetable is thoughtfully structured to provide high-quality teaching in Phonics, Literacy, Mathematics and Topic, alongside regular opportunities for circle time, communication and personal development activities. During child-initiated learning and choosing time, adults actively engage in play alongside the children, providing high-quality interactions that support, challenge and extend learning. Staff use these opportunities for ongoing assessment for learning, carefully observing children's interests, strengths and next steps. Through skilful questioning, modelling and purposeful interactions, adults enhance learning experiences, introduce and embed new vocabulary, and encourage children to think critically, solve problems and continue to develop their communication skills.

Our indoor and outdoor learning environments are carefully planned to provide rich, stimulating, and purposeful experiences that support all areas of children's development. Both environments are viewed as equally important and offer a wide range of opportunities for exploration, investigation, and discovery. Children are encouraged to use their imagination, develop creativity and follow their own interests through access to open-ended resources and meaningful learning experiences. Through opportunities to build, create, experiment and collaborate with others, children develop their problem-solving skills, resilience and independence. High-quality adult interactions further enhance learning by extending children's thinking, introducing new vocabulary, and supporting children to make connections within their learning and the wider world.

The Characteristics of Effective Learning underpin all aspects of our EYFS curriculum and are embedded throughout both the indoor and outdoor environments. Children are encouraged to play and explore, developing confidence and curiosity as they investigate new ideas and experiences. Through active learning, children are supported to concentrate, persevere



and take pride in their achievements. Opportunities for creating and thinking critically are carefully planned, enabling children to develop their own ideas, make links in their learning, solve problems and reflect on their experiences. Adults play a key role in modelling, supporting and extending these behaviours, helping children to become confident, motivated and independent learners.

Reading is at the heart of our curriculum. Each week, children are immersed in a carefully selected Book of the Week, which is shared and revisited daily to foster a love of reading and develop early language and literacy skills. Through repeated reading, children become familiar with the text, whilst adults explicitly teach and model key vocabulary, promote rich discussions, and support comprehension through questioning, prediction, inference, and retelling activities. These daily experiences help children to develop their understanding of language, extend their vocabulary, and build the foundations for successful reading and writing.

Alongside this, we follow the Little Wandle Letters and Sounds Revised phonics programme, providing a systematic and rigorous approach to early reading that enables children to become confident and fluent readers. In mathematics, we follow the White Rose Maths approach, with a strong emphasis on developing number sense, calculation skills, shape, space and measure, alongside the acquisition of mathematical vocabulary. Children learn through practical experiences, games, and the use of concrete resources, enabling them to develop a deep understanding of mathematical concepts before applying and embedding their learning independently through provision. These early mathematical experiences are carefully sequenced to support long-term retention and help children make meaningful connections across their learning and everyday experiences.

Our inclusive approach ensures that all children learn alongside their peers while receiving the support and challenge they need to succeed. A range of targeted interventions and additional support programmes are used to scaffold learning for children who require extra support and to extend learning for those who are ready for further challenge. These may include WellComm, Little Wandle keep-up sessions, mathematics interventions and programmes that support social communication, gross motor development and fine motor development, according to the needs of each cohort.

High standards of teaching and learning are maintained through regular monitoring, including lesson observations, learning walks, professional dialogue and ongoing feedback from senior leaders and the EYFS Lead. This collaborative approach ensures continual reflection, development, and improvement in practice, enabling all children to receive the highest quality early years education.

Impact

We recognise that every child is unique and progresses through their learning journey at their own pace. Through our ambitious and inclusive curriculum, children develop the knowledge, skills and attitudes required to become confident, resilient, and independent learners. We strive to foster a positive attitude towards learning, encouraging children to be curious, motivated and willing to embrace new challenges. As a result, children leave the Early Years Foundation Stage well prepared for the transition into Key Stage One, having established secure foundations for future learning, personal development and lifelong success.

Planning

The Early Years Foundation Stage (EYFS) Framework underpins all planning within our Nursery and Reception classes. Planning is informed by the Development Matters document and is carefully sequenced to ensure children build the knowledge, skills, and understanding required for future learning. Our curriculum map also includes our Crucial Knowledge, which identifies the essential knowledge, vocabulary, and experiences we want children to acquire before they move on to the next phase of their education.

Learning is organised through engaging themes and topics that provide meaningful contexts for learning, alongside discrete teaching in Phonics, Reading, Writing, and Mathematics. Progress and curriculum coverage are monitored half-termly. Each learning area within provision are planned for and teachers identify learning opportunities and suggested enhancements for each area. All staff have access to these plans so that we have a consistent approach. Staff reflect on the different ways that children learn and include these in their practice. They also respond to children's social and emotional needs as well as their academic achievement.

Both the indoor and outdoor learning environments are supported by carefully planned provision maps that identify intended learning opportunities, continuous provision and targeted enhancements. These are adapted in response to



ongoing observations and assessments to ensure that learning remains purposeful, engaging, and appropriately challenging.

Practitioners recognise that children learn in different ways and at different rates. Planning reflects the Characteristics of Effective Learning and incorporates a range of teaching approaches to support children's individual learning styles. Alongside promoting academic achievement, staff place equal importance on children's personal, social, and emotional development, ensuring that learning experiences support the whole child and foster confidence, wellbeing, resilience, and independence.

Continuous Provision

Our continuous provision encompasses all areas of the EYFS curriculum and provides children with rich opportunities to develop and demonstrate the Characteristics of Effective Learning. Children are empowered to make independent choices, follow their interests and take ownership of their learning. Through high-quality provision and skilled adult interactions, children are encouraged to explore, persevere, think critically, and become confident, active learners who are fully engaged in their educational journey.

Assessment

At Bursley Academy, assessment is an integral part of the teaching and learning process and plays a vital role in ensuring that every child makes the best possible progress from their individual starting points. Practitioners use ongoing formative assessment to gain a thorough understanding of each child's attainment, interests, learning behaviours, and next steps in development.

High-quality observations of children during adult-led and child-initiated learning enable staff to identify achievements, monitor progress, and respond effectively to individual needs. These observations inform future planning, the organisation of the learning environment, and the teaching strategies used by adults, including modelling, scaffolding, skilful questioning, discussion, and sustained shared thinking. Assessment for learning also enables practitioners to build upon children's interests and experiences, ensuring high levels of engagement and meaningful learning opportunities.

At the end of the Reception year, practitioners complete the statutory Early Years Foundation Stage Profile (EYFSP) for each child. Children are assessed against the 17 Early Learning Goals and judged as either:

- **Expected** – meeting the expected level of development for their age.
- **Emerging** – not yet reaching the expected level of development.

Children's development is closely monitored across all areas of learning. Where concerns arise regarding progress, staff work collaboratively with parents and carers to identify appropriate support strategies and interventions to help children achieve their full potential. Parents and carers are kept informed of their child's progress through regular communication and formal Parents' Evenings. Children's attainment and progress are reviewed throughout the year, with assessment data collected and analysed three times annually. Staff also complete cohort and gap analysis documents to identify strengths, areas for development, and any groups requiring additional support or challenge.

Parent/Carer Partnership

We believe that education is a shared responsibility between school and home. We therefore work very closely to ensure that parents/carers are involved in their child's education and provide them with a newsletter detailing what we are learning and how they can support their child at home. We ensure that parents/ carers are kept up to date with their child's progress and development, through online observations and parents' evenings. We understand the importance of parents/carers views, so we provide opportunities for feedback throughout the school year. We offer workshops to provide parents with an insight into how we teach specific areas of the Early Years Curriculum, detailing ways in which they can support their child's learning at home. These sessions also give parents/carers the opportunity to work with their child in the school environment.

Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Inclusion Policy will ensure that the needs of all children are met, regardless of any protected



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characteristics they have. The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO. The EYFS curriculum is planned to meet the needs of the individual child and support them at their own pace.