Early Years Foundation Stage (EYFS) Policy 2026–27

1. Introduction

This policy outlines the provision for children in the Early Years Foundation Stage (EYFS) at Land of Learning. It reflects the requirements of the EYFS Statutory Framework and supports the delivery of high-quality early education and care.
We ensure that every child receives a strong foundation for lifelong learning through a safe, nurturing, and stimulating environment.

2. Vision and Ethos

At Land of Learning, we are supported by a highly skilled and experienced staff team, alongside dedicated and supportive parents. Together, we form a cohesive community committed to preparing children for life as active and responsible members of society.
Our vision is to nurture holistic life-long learning and service rooted in classical knowledge within a safe, stimulating, high-quality environment.
We develop confident, independent, and resilient learners within a caring and inclusive setting where every child feels valued and secure.
We maintain high expectations for all children in relation to:

- Achievement and progress
- Behaviour and attitudes
- Personal development and self-care

3. Aims

We:
Provide a secure, safe, and supportive environment where all children thrive

- Promote equality, inclusion, and respect for diversity
- Deliver a broad, balanced, and ambitious curriculum
- Support children's emotional wellbeing and mental health
- Develop independence, confidence, and resilience
- Build strong partnerships with parents and carers
- Prepare children effectively for the next stage of their education

4. EYFS Principles

Our practice is underpinned by the four key principles of the EYFS:

- **A Unique Child**

Every child is recognised as an individual who is capable of continuous learning and development. We support all children, including those with special educational needs and disabilities, to reach their full potential.

- **Positive Relationships**

Children learn best through secure, consistent, and positive relationships.
Practitioners:

- Act as positive role models
- Promote respect, tolerance, and inclusion
- Build strong, trusting relationships with children and families

Partnership with Parents and Carers

We actively promote parental involvement through:

- Parent consultations and open evenings
- Parents as Partners (PAP) sessions
- School events and workshops
- Regular communication about children's progress and wellbeing

Parents are recognised as a child's first educators, and their contribution is highly valued.

- **Enabling Environments**

We provide a well-planned, engaging environment that reflects children's interests and supports all areas of learning.
Our provision:

- Encourages exploration, curiosity, and independence
- Provides a balance of adult-led and child-initiated activities
- Uses ongoing assessment to inform planning and next steps
- Maintains high expectations for all learners

Learning and Development

Children develop at different rates; therefore, teaching is responsive to individual needs.
Learning is organised into seven areas:

Prime Areas

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

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All areas are interconnected and delivered through a combination of play-based and structured learning experiences.

5. Curriculum and Pedagogy

Our EYFS provision is inspired by the Curiosity Approach. We provide:

- Child-led, play-based learning opportunities
- Sensory-rich and meaningful experiences
- Natural and open-ended resources
- Calm, home-like learning environments

We prioritise the learning process and support children's engagement, creativity, and critical thinking.
Alongside this, we deliver short, structured teaching sessions in:

- Phonics
- Early reading and writing
- Mathematics
- Topic-based learning

6. Assessment

Assessment is ongoing and informs teaching and learning.
Practitioners:

- Observe children regularly to identify achievements and next steps
- Use formative assessment to adapt provision
- Monitor progress to ensure all children reach their potential

Assessment information is shared with parents and supports a smooth transition into Key Stage 1.

7. Outcomes for Children

By the end of the EYFS, children:

- Are independent and confident learners
- Communicate effectively using full sentences
- Build positive relationships with peers and adults
- Self-regulate their behaviour and emotions
- Manage their personal care needs independently

Children also develop key foundational skills, including:

- Writing their name

- Counting confidently and understanding early number concepts
- Strong fine and gross motor skills

They are well-prepared for the next stage of their education.

8. Inclusion and Equal Opportunities

We provide an inclusive environment where all children are supported regardless of:

- Ability
- Background
- Culture, language, or religion

Appropriate support and interventions ensure equality of access and opportunity.
We place a strong emphasis on supporting children with special educational needs and disabilities (SEND) and those who may be disadvantaged. Practitioners adapt provision, environments, and teaching approaches to ensure all children can access the curriculum and make good progress from their starting points.
Early identification and targeted support address gaps in learning, and we work closely with parents and external professionals to meet individual needs.

9. Safeguarding and Welfare

Children's safety and wellbeing are paramount. We implement robust safeguarding procedures to ensure all children are protected and cared for in a safe and secure environment.
We ensure that:

- Safer recruitment procedures are rigorously followed, including obtaining appropriate references, identity checks, and suitability checks for all staff before employment
- All staff receive regular safeguarding training and are confident in identifying and reporting concerns in line with school procedures
- Clear procedures are in place for reporting, recording, and escalating safeguarding concerns, including working with external agencies where appropriate
- A whistleblowing procedure is in place, enabling staff to raise concerns about practice or behaviour safely and confidentially
- Children's attendance is carefully monitored, and any unexplained absences are followed up promptly in line with safeguarding procedures
- Children's health, hygiene, and personal care needs are met with dignity and respect, including appropriate arrangements for intimate care
- Mealtimes are managed safely, with staff aware of choking risks, allergies, and dietary requirements
- The environment is maintained to a high standard to ensure it is safe, clean, and suitable for all children

Safeguarding is embedded in everyday practice, and all staff understand their responsibility to promote and protect the welfare of every child.

10. Monitoring and Review

This policy is reviewed annually to ensure continued compliance with statutory requirements and best practice.