



Morton Primary Academy

Early Years Foundation Stage Policy

March 2026

Our Vision

Morton is a school where we put our CARDS on the table and we wear our hearts on our sleeves.

The Morton CARDS:

- ✓ Considerate – we are kind and respectful to all around us (We are Kind)
- ✓ Aspirational – we have high aspirations and strive to be the best we can be (We think big)
- ✓ Responsible – we take responsibility for our actions (We own our actions)
- ✓ Determined – we are determined and we do not give up (We do not give up)
- ✓ Safe – we think about our actions

Everyone is valued, respected and welcomed. Together, we create a culture and environment that inspires children to be aspirational, confident and inquisitive learners. We are proud of our community and strive to equip the next generation with all the knowledge and skills that they need to succeed in whatever they choose to do.

Morton – at the heart of our community

Introduction

“The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported “

(Department for Education, 2021)

Aims

In our Foundation Stage it is our aim to:

- Provide a bright, welcoming, stimulating and safe environment in which children and their parents feel happy and secure
- To actively involve parents in their children’s learning
- To support parents in reinforcing their children’s good attendance and behaviour habits
- To provide a broad and balanced curriculum to build on the children’s prior knowledge and experiences
- To provide opportunities to encourage co-operation and independence

- To promote the value of play as a learning experience
- To ensure that every child has equal access to all areas of the curriculum irrespective of gender, ethnic or social background, religion or disability
- To ensure that early years education prepares our children for the next stage in their learning
- To work as an effective staff team

Responsibilities

The Headteacher, supported by the Foundation Stage Leader, is responsible for the implementation and management of the Early Years Foundation Stage Policy. It is the responsibility of every member of staff to implement that policy in their day-to-day actions and experiences.

The Governing Body has overall responsibility for reviewing and ratifying the Early Years Foundation Stage Policy of Morton Primary Academy and for ensuring it does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The EYFS Framework Promotes four Principles for High Quality Provision:

A unique child:

Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured

Positive relationships:

Children learn to be strong, independent individuals by developing secure relationships with adults and peers alike. Relationships with parents and carers are also important and will be nurtured and developed. Any relationship will be respectful, caring and professional.

Enabling environments:

The learning and play environments are vital for supporting and extending a child's development. In the classroom and outdoor environment, we observe and assess the children's development and interests. Based on these observations, suitably challenging activities and experiences are planned to extend their learning and achievement.

Learning and development:

Morton Primary Academy is organised in a way that encourages children to explore and learn safely across the foundation unit, with indoor and outdoor provision. There are areas for activities and play, and others for quiet time and rest. The settings are designed to enable children to learn and play independently.

EYFS Curriculum

In order to ensure that every child makes good progress we follow the current Statutory Framework for the Early Years Foundation Stage (EYFS). Our curriculum provides a rich learning experience for all children based on the framework.

The framework's "prime" areas of learning and development are:

- Communication and language
- Physical development
- Personal, social and emotional development

The framework's "specific" areas of learning and development are:

- Literacy (includes reading and writing)
- Mathematics
- Understanding of the world
- Expressive arts and design

Learning and development is promoted through a mix of adult-led and child-initiated activity. Play is important to learning and we therefore do not make a distinction between work and play.

We plan children's activities to reflect their interests. Assessment is conducted through observation and focused individual, group and whole class teaching sessions. We observe and assess children's progress and skill acquisition using a range of methods and recording methods including taking photographs for evidence building.

- **Interest-Led:** We plan activities around children's interests to keep learning engaging and meaningful.
- **Indoor and Outdoor:** Learning happens in both indoor and outdoor spaces, using open-ended resources that encourage creativity and independence.
- **Assessment-Informed:** We observe children regularly and use photographs, work samples and professional discussions to record their progress.
- **Clear learning trajectories:** Everything we want our children to learn is mapped out progressively from the start of Reception to the end.

The Learning Environment and Outdoor Spaces

The foundation stage provision is organised in such a way that children can explore and learn in a safe environment. Equipment and resources are accessible and can be located and used independently by children. The enclosed outdoor spaces are secure and offer children the opportunity to explore a different environment throughout the day, presenting them with different challenges and experiences. Activities are planned throughout the foundation units to help the children develop in all areas of learning. We encourage children to explore the outdoors at all times of year and in all weathers. We provide appropriate clothing if required.

Relationships

We believe it is important for children to learn social skills and to develop relationships with peers and adults. This will be achieved through carefully planned activities relating to the Personal, Social and Emotional Development aspects of the EYFS curriculum and through playing and interacting with other children and adults. It will be mostly child led. Positive relationships and good manners will be modeled by all staff towards each other and towards the children.

The Parent - Teacher Partnership

The EYFS setting cannot function without the enduring support of parents and carers. We recognise that parents are the child's primary educator and we recognise this important role through regular engagement including:

- Initial information and admission meetings for completion of admission forms and to sign permission slips for visits out of school, use of photographs of their child for assessment purposes and using the internet at school
- Having an open door policy to enable parents to come and speak with staff should they have any concerns
- Twice annual parents evenings.
- Regular parent information sessions. Eg phonic and reading sessions
- Events and activities throughout the year which bring together children, parents and families. Eg celebration days
- Sending activities home for parents to complete with their children

Admission & Transition

Children are admitted to our foundation stage as per the admission policies.

When children start in reception (F2) parents/carers are invited to meet staff, look around the unit and find out more about what their child will experience with us. Children are given the opportunity to meet their new teacher, explore the learning environment and experience a lunchtime during transition visits.

Special Education Needs and Disability (SEND)

We strongly believe that early identification of individual needs is crucial in enabling staff to meet the needs of each child. Concerns are discussed with parents at an early stage in an open, honest and sensitive manner. The Special Education Needs leader (SEND) will offer support and advice, seeking outside agency partnerships as appropriate. Further information is found in our SEND Policy.

Assessment and Reporting to Parents

Assessing children's progress against the Early Learning Goals is a continuous process throughout the EYFS. At the end of reception (F2) there is a legal requirement for us complete an ETFS Profile for each child. These assessments are reported to parents and to the DfE.

We moderate our judgments across the school and within the Trust, we are involved in external moderations with other schools across our local authority.

Safeguarding

The safety of every child is paramount at our academy. We have a robust Safeguarding & Child Protection Policy to ensure the children in our care are protected.

Welfare

In order to promote the health and wellbeing of all children we:

- promote the safety and welfare of the children in our care
 - a supply of fresh drinking water is available on the premises at all times
 - regular discussions are held with parent/carers to ensure that individual needs are met as appropriate
 - children's dietary needs are discussed with parents and acted upon as appropriate
- fruit and milk are available
- promote good health and prevent the spread of infection by taking appropriate action when children are ill
 - a qualified first aider is accessible
 - accidents and injuries are recorded in an accident book.
- manage the behaviour of the children in our care in a way that is appropriate for their individual needs and stage of development and in line with our behaviour policy
- ensure that adults who have access to children, or who look after children are suitably vetted and trained.
- ensure that the settings are fit for purpose and that furniture and equipment is safe.
 - A fire and emergency evacuation procedure is in place with regular practice evacuations
- maintain records, policies and procedures required for safe and efficient management of the setting.

We are committed to:

- **Safeguarding:** All staff receive regular safeguarding training and understand their responsibilities in identifying and responding to concerns. Our safeguarding procedures are robust and follow the school's wider safeguarding policy.
- **Health and Safety:** Our learning environments are risk assessed regularly to ensure they are safe and suitable for young children. Staff are trained in paediatric first aid, and accidents are recorded and communicated to parents.

- **Emotional Wellbeing:** we promote children's emotional development through strong relationships, consistent routines, and a caring atmosphere.
- **Personal care:** we support children with toileting, hygiene, and self-care routines in a respectful and age-appropriate way. Staff follow clear procedures to maintain dignity and privacy.
- **Attendance and punctuality:** We work closely with families to encourage regular attendance and good punctuality, recognising the importance of consistency in early education.
- **Safe recruitment and staffing:** all staff working in EYFS are subject to enhanced DBS checks and recruited in line with safer recruitment practices. Staffing ratios meet statutory requirements to ensure children are well supervised and supported.
- **Staff qualifications:** at Morton Primary Academy, we ensure that staffing arrangements meet the statutory requirements of the EYFS framework.
- **Daily routines and Supervision:** Daily routines are carefully planned to support children's learning, welfare and emotional wellbeing. Children are supervised at all times, including during free-flow play and outdoor learning. Staff deployment ensures that ratios are maintained and that children are supported in all areas of provision.

Health and Safety

Our full Health and Safety Policy is available on our website or on request.