



EYFS Policy 2025-2026

Pear Tree Mead Academy
Part of the Passmores Co-operative Learning
Community

PCLC Position Statement

All PCLC schools have an approach that is based on the following key principles:

- Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential;
- every young person has the right to be successful and has ability to achieve, no matter what their socio-economic background;
- there is no limit to achievement – intelligence can be developed;
- each student must know what to do in order to improve and how to do it, high expectations on their own are not enough;
- consistency of experience is fundamental; each school is a team and consistency makes us greater than the sum of our parts;
- employment opportunities in PCLC schools should allow all colleagues to inspire a love for learning; not simply process and record what we find.

By ensuring all of actions and decisions adhere to these principles our community members:

- are highly valued and expected to achieve their full potential, no matter what their socio-economic background;
- benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school;
- are supported and encouraged to lead healthy and active lives making sensible choices, whilst respecting the views and attitudes of others.

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1. Aims

This policy is underpinned by the four key principles of the Early Years Foundation Stage – A Unique Child, Positive Relationships, Enabling Environments and Learning and Development.

This policy aims to ensure:

- Is given a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning.
- Is immersed in a safe, welcoming and stimulating environment that reflects and promotes each area of learning.
- Becomes an independent, self-motivated learner, who is encouraged to develop curiosity about the world around them, develop problem solving skills, think critically and take risks with their learning, showing confidence and perseverance in any activity they set out to do.
- Has access to a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress throughout school and life.
- Has their social and interpersonal skills nurtured, developing resilience and empathy and ensuring that they have the opportunity to work as a member of a team and can share their experiences and knowledge with their peers.
- Becomes aware of the wider community, starting with their local community and providing opportunities to experience and learn about other communities and cultures further afield.
- Is supported by school fostering a close, working partnership with parents and/or carers. Every child is included and supported through equality of opportunity and anti-discriminatory practice
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2. Legislation

This policy is based on requirements set out in the Early years foundation stage (EYFS) statutory framework January 2024. This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

At Pear Tree Mead Academy we offer places for children aged 2 and above:

Saplings (Pre-school)

We can offer 20 funded places to children aged 2 (FEEE2 and FEEEW2 Government 2-year-old funding). This covers 15 hours a week in term time with sessions in the mornings every day. Sessions are offered for the term after the children turn 2 years old.

The Pre-school environment supports the 7 areas of learning with a focus on the prime areas. The Pre-school children have access to their own outside area.

Ash and Aspen (Nursery)

We can offer both 15-hour (52 places) and 30 hour (26 places) sessions for the term after the children turn 3 years old. This is dependent on ratio and can be weighted in one either Ash or Aspen setting.

All children are entitled to 15 free hours of education, we offer sessions at 8.40am until 11.40am and 12.20pm until 3.20pm. Children are placed in the AM or PM session dependant on their age and will attend Monday through to Friday. Again, the children start the term after they turn 3. We also have a 30-hour room (9am – 3pm) which is for parents who both work and are entitled to the government extended funding. We follow the School admission code for this.

Our Nursery classes work together in a shared learning environment. The 7 areas of learning are shared across the 2 classes and children have free access to both rooms during child-initiated time. The children also have free access to our Early Years gardens which also supports all 7 areas of learning, with a large focus on physical development especially motor skills. Our nursery children have access to all areas of the school including the pond, allotment, swimming pool, halls, outdoor areas, playgrounds, opal play spaces etc

Beech and Cedar (Reception)

We offer 60 places in our 2 class Reception setting. Our 2 classes work together in a shared learning environment. The 7 areas of learning are shared across the 2 classes and children have free access to both rooms during child-initiated time. The children also have free access to our Early Years garden which also supports all 7 areas of learning, with a large focus on physical development. *Our Reception children have access to all areas of the school including the pond, allotment, swimming pool, halls, outdoor areas, playgrounds, opal play spaces etc*

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework 2025.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We aim to provide a quality teaching and learning environment that is committed to raising standards and ensuring appropriate challenge for all children.

In the Early Years Foundation Stage, we know that the way in which children engage with other people and their environment underpins the learning and development across all areas and supports the children to sustain their motivation and effectiveness as learners. These are called the Characteristics of Effective Learning.

The three characteristics are:

- Playing and Exploring – children investigate and experience things and events around them and ‘have a go’.
- Active Learning – children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve.
- Creating and Thinking Critically – children have and develop their own ideas, make links between different experiences and develop strategies for doing things

4.1 Planning

Development Matters is used to support the planning of activities and experiences for children’s learning and development. Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children’s activities, staff reflect on the different ways that children learn and include these in their practice.

Our Curriculum overviews also include key areas of importance for our children at Pear Tree Mead;

- outdoor learning and Forest School
- books as a key focus
- emotional understanding and regulation linked to the Zones of Regulation
- early intervention (WELLCOMM, motor skills, etc)
- Adult initiated challenges

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-initiated, adult-led and child-initiated activities. Staff respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult initiated and adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At Pear Tree Mead, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. Tapestry is used to share these observations between school and home.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child’s development in the 7 prime areas (Pre School) and all 17 areas (Nursery). This

'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). Children starting in Nursery will also be assessed on entry using our school observation based baseline.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (GLD)
- Not yet reaching expected levels (emerging)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Parents receive a formal report for children in Nursery and Reception. They are offered the opportunity to discuss this report with the class teacher or key worker.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parents have regular updates about their child's progress through Tapestry which communicated observations from staff about progress seen in school. There are two formal meetings with the class teacher via parents evening and a written report at the end of the year. Staff are at the door at the beginning and end of each day to talk to parents if they need to. There are informal times for parents to visit classrooms to complete activities with their children including craft sessions, learning times and book looks.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs, these are managed differently in each setting. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Framework (2025). We promote good oral health, as well as good health in general, in the early years by teaching the children about why it is important to brush our teeth and to not eat too many sweet things.

The rest of our safeguarding is outlined in our safeguarding policy.

8. Transition and Induction

As a school, we aim to make every transition as smooth and comfortable as possible for each unique child. The Pre-school, Nursery and Reception teachers meets with each new child and their family prior to them starting in our setting. This is usually a home visit. This allows staff to build good relationships with families, gives families the opportunities to ask questions in private and allows class staff to get to know the children on a 1:1 basis in their familiar setting. These meetings provide vital exchanges of information and support our new children and families into our school community successfully. We strongly recommend these take place and ensure that all families have a home visit before starting. None attendance at a

home visit may delay the child's start date. Children who attended our other settings have regular visits to the new setting and staff talk about the children before they begin. Children from our Nursery, who have successfully applied for a place in Reception, visit our school regularly throughout the summer term with staff, and Reception staff also regularly visit the Nursery. Home visits for these children will be not necessary unless requested by the family or school. For children who are new to our setting when entering Reception, the class teacher - and the SEND team or Learning Mentor if required - visit external feeder settings to meet children and their keyworkers, gathering information about the child's needs, interests and development. Reception teachers also carry out home visits, ensuring strong relationships are built with all new families who are joining our school community.

During the Summer term and in September prior to starting, all new intake children are invited to visit the school, with their adults and explore the classroom, both inside and out whilst class adults are available to talk informally to new parents as well as play with the children. In addition, all new parents also attend an induction meeting with school staff - including SLT, class teachers and the SEND team. This session allows school staff to give information about the school via a powerpoint (which can be viewed on the website) and also allows time for parents to complete necessary paperwork and to ask any questions. These meetings and sessions are repeated throughout the year for termly starters in Nursery and PS. Home visits are not repeated if children move from one of our settings to another, unless needed.

Reception children all start in one large class and spend a few days as one class whilst the staff get to know all the children. After a few days the classes are set and parents are informed. The final transition is that between Reception and Year 1. During the year, there are lots of planned opportunities for Reception and Year 1 children to work together. Year 1 staff visit the Reception class regularly for a variety of activities and opportunities are available for Reception children to spend time in the Year 1 classroom throughout the year.

To complete the transition period, the Reception and Year 1 teachers meet and discuss each child's level of development, ELG achievement and any other information about each child (e.g. medical, SEN, EAL, etc)

9. Monitoring arrangements

This policy will be reviewed and approved by the Head of Early Years every 2 years.

At every review, the policy will be shared with the governing board.

It is the responsibility of the EYFS teachers to implement the principles stated in this policy.

The senior leadership team will carry out monitoring of the EYFS as part of the whole school monitoring schedule

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy

Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy