



MORLEY  
VICTORIA

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EYFS Policy

2025-2026

Morley Victoria Primary  
School

## Morley Victoria School

### Early Years Foundation Stage Policy

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#### Early Years Foundation Stage (EYFS) Policy

##### Introduction

The Early Years Foundation Stage (EYFS) sets statutory standards for the learning, development and care of children from birth to age five. At Morley Victoria Primary School we offer provision in:

- **Nursery:** 39 places for children the term after their third birthday. Children may attend 15 or 30 hours per week. Attendance options are:
  - Option 1: Monday, Tuesday and Wednesday morning
  - Option 2: Wednesday afternoon, Thursday and Friday
  - Full-time: Monday to FridayPlaces are allocated in line with our Nursery Admissions Policy, giving priority to age, siblings, additional needs and proximity to school.
- **Reception:** Two classes of 30 children. Admission is managed by Leeds City Council in the September following a child's fourth birthday.

Our EYFS practice is underpinned by the four guiding principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

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#### A Unique Child

We see every child as a capable, confident learner who develops at an individual pace. Positive attitudes are promoted through praise, encouragement and celebration.

#### Inclusion

We value diversity and welcome all children and families regardless of background, ability or need. Learning is personalised through:

- A curriculum that builds on interests and experiences
  - Varied teaching strategies to meet different learning needs
  - Safe, inclusive and supportive environments
  - Resources that reflect diversity and avoid stereotypes
  - Early intervention and close monitoring of progress
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## **Safeguarding and Welfare**

Children thrive when they are safe, healthy and secure. We comply fully with the EYFS statutory welfare requirements by:

- Training staff in safeguarding procedures and recognising early signs of concern
  - Promoting healthy practices in hygiene, diet, hydration, exercise and oral care
  - Ensuring qualified paediatric first aid cover is always available
  - Managing behaviour positively and appropriately for each child's stage of development
  - Preventing the spread of infection and managing illness effectively
  - Ensuring all adults working with children are suitable
  - Maintaining safe, fit-for-purpose premises and equipment
  - Keeping accurate statutory records, policies and procedures
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## **Positive Relationships**

Secure relationships enable children to become independent and confident learners. We work in partnership with families and provide pastoral support when needed.

## **Parents and Carers as Partners**

We involve parents and carers through:

- Compulsory home visits before entry
  - Liaison with previous settings, including SENCO visits where needed
  - Induction meetings for Nursery and Reception families
  - Settling-in visits for children before they start
  - Regular updates via Tapestry, half-termly curriculum overviews and open-door communication
  - Two Learning Review meetings per year and annual written reports
  - A key person system to provide consistency, security and close support
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## **Enabling Environments**

The learning environment is designed to stimulate curiosity, independence and collaboration. Nursery and Reception classrooms include defined learning areas, and both settings provide free-flow access between indoor and outdoor spaces.

## Observation, Assessment and Planning

Planning is informed by *Development Matters* and *Birth to 5 Matters*. Children's progress is assessed through observation and shared with families via Tapestry. Reception children complete the statutory Reception Baseline Assessment (RBA) and, at the end of Reception, the statutory EYFS Profile assessment is completed for each child. Moderation takes place within school, across local partnerships, and within the Owlcoates Multi-Academy Trust.

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## Learning and Development

We deliver a broad curriculum across all seven EYFS areas, giving priority to:

- **Prime areas:** Personal, Social and Emotional Development; Communication and Language; Physical Development
- **Specific areas:** Literacy; Mathematics; Understanding the World; Expressive Arts and Design

## Teaching and Learning

Our approach reflects the three characteristics of effective teaching and learning:

- **Playing and Exploring** – investigation, curiosity and creativity
- **Active Learning** – persistence, independence and achievement
- **Creating and Thinking Critically** – reasoning, problem-solving and idea development

Teaching combines adult-led and child-initiated activities. Continuous provision is carefully planned and enhanced to support progression. Key programmes include:

- **Phonics:** Bug Club Phonics (supplemented with Oxford Reading Tree)
- **Mathematics:** White Rose Maths and Numicon resources
- **Specialist teaching:** PE coach and music and singing teachers
- **Enrichment:** Educational visits, visitors and cultural experiences

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## Conclusion

Our aim at Morley Victoria Primary School is to ensure all EYFS children are happy, safe and motivated learners. We prepare every child with the knowledge, skills and confidence to succeed in the next stage of their education and beyond.

Policy Reviewed by: Victoria Mapplebeck      Date: September 2025

Next Review Date: September 2026 (or before should the EYFS Guidelines or expectations change in the meantime)