

MANSTON PRIMARY SCHOOL



EYFS Policy

Manston Primary is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment

Policy reviewed by: SLT

Review Date: May 2028 [or earlier if deemed necessary]



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1. Aims

Our EYFS aims to:

- Recognise every child is unique and meet individual needs through high-quality teaching, careful observation and responsive planning
- Promote school readiness by developing strong foundations in communication, language, literacy and mathematics
- Partner with families to develop independent, confident learners who make good progress from their starting points
- Plan responsively around children's interests, providing rich first-hand experiences that support next steps and extend learning beyond the classroom
- Develop character and resilience through promoting independence, personal development, health and wellbeing
- Create stimulating, safe, nurturing and inclusive environments with purposeful indoor and outdoor spaces that promote high-quality learning
- Build strong foundations so children achieve the Early Learning Goals and are well-positioned for Year 1
- Foster a love of learning ensuring children leave Reception as confident, independent learners ready for a successful transition

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025.

3. Vision for Early Years

At Manston Primary, we provide an ambitious, knowledge-rich early years curriculum that gives every child the strongest possible start to their education.

Our EYFS curriculum is:

Carefully sequenced and progressive

- We follow our own long-term plan that is structured around seasonal themes / interests of children and carefully selected key texts
- We use Rainbow challenges as part of our continuous provision to provide differentiated, child-initiated learning opportunities across all areas of the EYFS curriculum
- Learning builds cumulatively, with time built in for revisiting content and addressing gaps

Vocabulary-rich and language-focused

- Daily interactions develop language and vocabulary across all areas of learning
- Daily story time with high-quality texts anchors learning and vocabulary development
- Songs, rhymes and poems build emotional connection to language

Knowledge-building from the start

- Identifies foundational knowledge and skills appropriate to each child's age and stage
- Communication and language development is the foundation for all learning
- Designed to give all pupils, especially those with SEND or facing barriers, the knowledge they need for future success

Balanced and purposeful

- Adult-led instruction balanced with high-quality continuous provision
- Staff prioritise interacting with children over observing and recording

Responsive to individual needs

- Staff check understanding, identify and tackle gaps
- Frequent opportunities to practise and consolidate learning
- Responsive planning around children's interests while maintaining curriculum rigour

By the end of Reception, all children will have strong foundations in communication, language, literacy and mathematics, preparing them exceptionally well for Year 1.

4. Transition into Reception

We recognise that successful transition is crucial for children's wellbeing and readiness to learn. Our carefully planned process ensures every child and family feels confident, supported and excited about starting school.

Our transition process includes:

Transition Packs which include:

- All About Me
- Tapestry information
- Cool Milk information
- A uniform guide
- Free school meal information
- Home school agreement

Stay and Play sessions (July)

- Children visit their Reception classroom, meet teachers and engage in activities that build excitement and reduce anxiety
- Parents and carers observe the learning environment and ask questions

Information meetings for parents and carers

- Virtual and in-person sessions share key information about our EYFS curriculum, daily routines, expectations and how families can support learning
- We explain our approach to assessment, communication and partnership working

Home visits for all pupils

- Conducted before children start to build relationships with families in a familiar environment
- Staff gather information about each child's interests, strengths, development and any additional needs
- We discuss school readiness and signpost support where needed

Nursery and previous setting visits

- We visit settings where possible
- We request and review information including learning journeys, assessments and SEND documentation

Flexible settling-in arrangements

- Staggered starts tailored to individual needs which will be decided by staff and parents

Supporting children with SEND

- Early identification of needs through liaison with previous settings and parents/carers
- SENCO involvement in transition planning and meetings
- Tailored transition plans, additional visits and staff training before the child starts

Throughout the transition process, we communicate regularly with families, share clear expectations about school readiness, and celebrate each child's unique background and experiences.

5. Teaching and Learning

Daily Phonics Programme

We teach phonics daily as a statutory requirement at reception, delivering Floppy's Phonics (a DfE-validated programme) with fidelity. Our provision includes:

- Daily systematic synthetic phonics sessions with additional sounds and words practice
- Targeted 1:1 and small group interventions to support and challenge all learners
- Regular assessment to identify gaps quickly, ensuring pupils keep up rather than catch up

Daily Mathematics

We deliver Mastering Number daily to build strong foundations in early mathematical understanding and number sense.

Balanced Teaching Approach

Our teaching balances three key elements:

1. **Whole-class instruction** – Direct teaching to introduce new concepts
2. **Small-group focus work** – Targeted teaching to address specific needs and extend understanding
3. **Purposeful continuous provision** – Carefully planned environments where children practise and apply learning independently

Fine Motor Skills and Handwriting

We deliver daily whole-class interventions focusing on fine motor development, correct pencil grip, accurate letter formation and pre-writing patterns.

Reading Practice

- Every child receives individual 1:1 reading practice to develop fluency, comprehension and a love of reading. Books are carefully matched to children's phonics knowledge.
- All children have a daily sounds and words session. Focusing on sounds taught, reading from print and practising helpful/tricky words.

Our 'Favourite 5 Stories' Approach

We prioritise daily story time, reading aloud and re-reading high-quality stories. Each term, we focus on five carefully selected texts that build vocabulary, create emotional connections, and reflect diverse experiences.

How we use our Favourite 5:

- Repeated reading for familiarity and deeper understanding
- Rich discussion exploring vocabulary, characters and events
- Story retelling using props, actions and story language
- Role play bringing stories to life through continuous provision
- Writing opportunities inspired by the stories
- Home-school links with books available to borrow

Through songs, rhymes and poems, we build children's emotional connection to language.

EYFS Framework Coverage

Our curriculum covers all seven areas of the EYFS framework with lessons sequenced to build knowledge progressively:

Prime Areas: Communication and Language, Physical Development, Personal, Social and Emotional Development

Specific Areas: Literacy, Mathematics, Understanding the World, Expressive Arts and Design

School Trip

We provide opportunities for children to have different experiences throughout the year. We enjoy a trip to the farm and park each year. We also have different visitors in school throughout the year such as police officers, doctors, train drivers etc..

6. Communication, Language and Oracy – With Listening and Attention

We explicitly teach all pupils how to communicate effectively through spoken language, articulate ideas, develop understanding and engage with others through speaking, listening and communication.

Our approach to developing oracy skills includes:

- **Daily routines and interactions** that develop children's language and vocabulary across all areas of learning, helping them communicate and manage their thoughts and feelings
- **High-quality interactions** where staff engage children to develop their knowledge and vocabulary, helping them articulate what they know and understand by scaffolding, modelling, extending and developing their ideas
- **Modelling high-quality talk** - Staff model speaking in full sentences, taking turns in conversations, and using the right tone of voice
- **Pre-teaching vocabulary** - We explicitly teach academic vocabulary modelling how to use them in context
- **Structured questioning** - Staff ask questions that encourage pupils to think, requiring longer, more carefully thought-out responses

- **Scaffolded interactions** - Using sentence starters and scripts to encourage dialogue and build confidence
- **Developing listening and attention skills** - Teaching children to listen carefully, maintain focus during activities, and respond appropriately to instructions and discussions
- **Talk for Writing approach**
 - Story mapping and actions to internalise text structure
 - Oral rehearsal of sentences before recording
 - Retelling stories using story language and vocabulary
 - Shared storytelling with adults and peers
 - Talk partners to discuss and develop ideas
- **Verbal feedback** - Staff give pupils feedback on what they say and how they say it

Oracy activities in our classroom include:

- Recalling or repeating facts, information or passages of text
- Explaining concepts using subject-specific vocabulary
- Classroom discussions and partner talk
- Show and tell sessions
- Story retelling using props, actions and story language
- Role play and drama bringing learning to life
- Rehearsing sentences orally before writing

Developing strong oracy skills helps pupils increase self-confidence, deepen self-awareness, improve resilience, boost wellbeing and increase academic achievement.

7. Assessment

Reception Baseline Assessment RBA

We administer the Reception Baseline Assessment (RBA) within the first 6 weeks of a pupil joining our reception class, regardless of when they join during the year. The RBA assesses pupils' starting points in early mathematics and early literacy, communication and language

Early Learning Goals (ELGs):

- ELG judgements are made termly and align with whole-school data drops
- Reception pupils are included in pupil progress meetings to ensure consistent monitoring and support across the school

Phonics tracking:

- Phonics progress is tracked half-termly

Assessment approach: We prioritise meaningful interactions with children over excessive written observations. When planning and guiding what pupils learn, we reflect on the different rates at which pupils are developing, and adjust our practice appropriately

Recording and sharing progress:

- Adults record 'wow moments' on **Tapestry** to capture significant learning and development
- These observations are shared with parents to keep them informed and involved in their child's learning
- Staff spend more time interacting with children than writing observations, ensuring maximum engagement and learning opportunities

8. Regulation and Behaviour

We teach the **Zones of Regulation** in Reception through:

- Circle time sessions introducing the four zones (blue, green, yellow, red) and associated emotions
- Stories and books to explore characters' feelings and identify which zone they're in
- Visual displays and emotion cards throughout the classroom

- Role-play activities where children practise recognising and expressing different emotions
- Children place their name each morning and afternoon on one of the zones to communicate how they are feeling
- Teaching children about their emotions and the emotions of others, explaining that different people might feel different at any point in time
- Allowing children to approach challenging activities and supporting them to understand what went wrong, rather than stopping them from making mistakes

9. Inclusion and SEND

Our Approach to Early Intervention and Support

We use assessment data to identify which pupils are in need of intervention and which topics require additional support. In EYFS, this means regularly observing and assessing children's development across all areas of learning to identify any emerging needs early. We work closely with our schools SEND team for support and guidance.

Types of Support We Provide

We offer targeted support for children who need additional help, which may include:

- **Fine motor interventions** – helping children develop pencil grip, scissor skills, and hand-eye coordination through activities like playdough, threading, and mark-making
- **Speech and language groups** – supporting children's communication skills, vocabulary development, and understanding through structured activities and play-based learning
- **Early phonics catch-up** – pre-teaching concepts to boost children's confidence and give them the foundational knowledge to access learning with the rest of the class

Working with External Professionals

At Manston Primary, we prioritise early identification of speech and language needs to ensure every child receives the support they need to thrive. Our process includes:

- **Baseline observations:** All children are assessed informally through daily interactions with staff as soon as they start in September. This helps us identify any potential speech, language, or communication needs early on.
- **Referral to specialist support:** If we identify a child who would benefit from speech and language therapy, we refer them to our NHS Speech and Language Therapist for a formal assessment.
- **Collaborative intervention:** Following assessment, the Speech and Language Therapist works closely with school staff and parents to develop and deliver tailored interventions that support the child's individual needs.
- **Ongoing monitoring:** We continue to monitor progress and adjust support as needed, working in partnership with SENIT and other professionals to ensure a holistic approach to each child's development."

10. Safeguarding and Welfare

First Aid

All Reception staff hold current paediatric first aid certificates, renewed every three years. Staff are trained in dealing with common injuries including head injuries, and know how to make emergency calls when necessary.

Choking Prevention

Following EYFS framework guidance, we take specific precautions to prevent choking:

- Staff supervise all mealtimes and snack times closely
- Children are seated when eating and drinking
- Food is cut into appropriate sizes
- Small objects presenting choking risks are kept away from Reception areas
- Staff are trained to recognise choking signs and respond appropriately

Intimate Care

Intimate care procedures are followed in line with our school's Intimate Care Policy. All staff are appropriately trained, follow agreed procedures to ensure children's privacy and safety, maintain clear records, and communicate sensitively with parents.

Safeguarding

Safeguarding is given the highest priority in Reception, recognising that younger pupils may be less able to verbally communicate concerns. Our safeguarding procedures are followed in line with our school's Safeguarding Policy.

11. Communication with parents

Stay and Play Sessions

We welcome parents to our Stay and Play sessions throughout the year.

These sessions provide opportunities for parents to:

- Interact with their children in their classroom environment
- Observe and participate in learning activities
- View their child's work and progress
- Ask staff questions about their child's development
- Meet other parents and build our school community

Themes:

- Phonics and early reading
- Seasonal celebrations (Christmas, Easter, etc.)
- Supporting learning at home

Weekly Email Communication

We send weekly emails to keep parents informed and involved:

- **Phonics homework** – activities to practise at home with clear guidance on how to support your child
- **Upcoming events and dates** – so families can plan ahead
- **Practical tips** – suggestions for supporting learning at home

Tapestry Online Learning Journal

We use Tapestry as a two-way communication tool to share and celebrate children's learning:

Staff share:

- 'WOW moments' showing achievements and progress
- Photos and videos of learning activities
- Observations linked to EYFS areas of learning

Parents can:

- Comment on and celebrate their child's achievements
- Share observations and photos from home
- View their child's progress over time

This helps us understand children's interests beyond school, plan activities that build on what they already know, and ensure continuity between home and school

Phonics / Reading Meeting

In September, we invite parents into school for an interactive session on phonics and reading. We demonstrate effective reading strategies and provide practical resources to help families support their children's learning at home

Website

Each year group has their own class page on our school's website. On Reception's class page you will find phonics videos where a member of staff is modelling sounds taught in Reception.

Our school's website also shares our weekly Newsletter which shares weekly news, key dates, achievements and photos.

12. Leadership and Monitoring

EYFS Lead: Alex Finn, Assistant Headteacher.

Monitoring includes learning walks, provision reviews, moderation and phonics fidelity checks.

13. Review

This policy will be reviewed every two years or sooner if statutory guidance changes.

14. Links with other policies

This policy links with the following policies and procedures:

15. Risk Assessments

Setting: Reception / EYFS Classroom @ Manston Primary School

Location: East Leeds

Age Group: 4–5 years

Assessment Reviewed By: AFinn and KThorpe

Date: May 2026

Review Date: May 2028

Indoor Risk Assessment – Reception Classroom, Wet Area and Cloakroom

Hazard	Risk	Who May Be Harmed	Control Measures in Place	Further Action Needed
Wet floors/spills	Slips and falls	Children, staff, visitors	Spills cleaned immediately, warning signs used, regular floor checks	Reinforce tidy-up routines
Toys and equipment left on floor	Trips/falls	Children, staff	Daily tidy-up routines, clear walkways maintained	Monitor throughout day
Sharp objects (scissors, tools)	Cuts/injury	Children	Child-safe scissors only, supervised use, equipment stored safely	Staff reminders during activities
Small objects	Choking	Children	Age-appropriate resources, supervision during play	Regular resource audit
Furniture tipping	Crush injuries	Children	Furniture secured where needed, children taught not to climb	Continue monitoring
Electrical equipment	Electric shock/burns	Children, staff	PAT testing completed, cables covered, sockets inaccessible	Check equipment termly
Hot drinks	Burns/scalds	Staff, children	Staff drinks kept in secure lidded cups away from children	Maintain staff awareness

Reception Class Risk Assessment (Indoor & Outdoor)

Hazard	Risk	Who May Be Harmed	Control Measures in Place	Further Action Needed
Fire	Burns/smoke inhalation	All	Fire alarms tested, clear exits, regular drills	Review evacuation plan
Allergies (food/materials)	Allergic reaction	Children	Allergy lists displayed discreetly, staff informed, medication accessible	Update medical records regularly
Toileting accidents	Hygiene/infection risk	Children, staff	PPE available, cleaning procedures followed	Continue staff training
Infection/illness	Spread of germs	All	Handwashing routines, sanitising surfaces, tissues available	Monitor illness guidance
Climbing on furniture	Falls	Children	Clear behaviour expectations, supervision	Reinforce safety rules
Doors/fingers trapped	Minor injuries	Children	Finger guards fitted where possible, supervised movement	Check guards regularly
Sensory resources (water, sand)	Slips or ingestion	Children	Supervised play, regular cleaning	Review ratios during activities
Display boards/fixings	Falling objects	All	Securely fixed displays checked regularly	Maintenance checks
Behaviour incidents	Hitting/pushing	Children, staff	Behaviour policy followed, staff supervision, calm spaces available	Continue behaviour support

Outdoor Risk Assessment – Reception Outdoor Area

Hazard	Risk	Who May Be Harmed	Control Measures in Place	Further Action Needed
Wet or icy surfaces	Slips/falls	Children, staff	Outdoor checks before use, grit applied in icy weather	Seasonal monitoring
Climbing equipment	Falls/injury	Children	Age-appropriate equipment, supervised use, safety surfaces maintained	Daily inspection
Loose playground equipment	Trips/collisions	Children	Equipment stored safely, regular tidying	Ongoing checks
Weather conditions (sun, rain, wind)	Sunburn, cold exposure	Children, staff	Appropriate clothing encouraged, shaded areas used, water available	Weather reminders to parents
Mud and uneven ground	Slips/trips	Children	Area checks completed daily	Repair damaged surfaces
Gates/exits unsecured	Child leaving site	Children	Gates locked and monitored	Daily gate checks
Strangers/unauthorised visitors	Safeguarding risk	Children	Secure perimeter, staff vigilance, safeguarding procedures followed	Review visitor protocols
Insects/plants	Bites/stings/allergic reactions	Children	Hazardous plants removed, first aid available	Seasonal checks
Sand/water play	Slips or contamination	Children	Supervised play, regular cleaning	Empty water trays daily
Bikes/scooters	Collisions	Children	Limited numbers, helmets if required, clear riding routes	Reinforce turn-taking
Outdoor tools/gardening equipment	Cuts/injury	Children	Child-safe tools only, supervised activities	Store equipment securely

Hazard	Risk	Who May Be Harmed	Control Measures in Place	Further Action Needed
Extreme cold	Hypothermia/discomfort	Children	Outdoor time adjusted, warm clothing encouraged	Monitor weather guidance
UV exposure	Sunburn/dehydration	Children, staff	Sunscreen policy followed, hats encouraged, hydration monitored	Summer reminders
Animal fouling	Infection risk	Children	Daily site checks before play	Report concerns immediately
Falling branches/debris	Injury	All	Regular site inspection, unsafe areas closed off	Site maintenance checks

General EYFS Safety Procedures

Supervision

- Appropriate staff-to-child ratios maintained at all times.
- Children supervised during all activities.
- Headcounts completed during transitions.

First Aid

- Pediatric Qualified first aider available on site.
- First aid kits accessible indoors and outdoors.
- Accidents recorded according to school policy.

Safeguarding

- All staff follow safeguarding and child protection procedures.
- Visitors signed in and supervised.
- Mobile phone and photography policies followed.

Emergency Procedures

- Fire evacuation procedures displayed and practised termly.
- Emergency contact details accessible.
- Lockdown procedures understood by staff.

Manual Handling

- Staff trained in safe lifting techniques.
- Heavy items stored safely.

Review Notes

- Risk assessments reviewed termly or following incidents.
- Additional assessments completed for trips, visitors, or specific activities.

Signed: A FINN / K THORPE

Position: ASSISTANT HEADTEACHER / SAFEGUARDING AND WELFARE OFFICER

Date: 14/05/2026