

Policy Statement

At Springfield Academy, we are committed to providing a high-quality early year's education that lays a secure foundation for lifelong learning. Our practice is guided by the principles and statutory requirements of the *Early Years Foundation Stage (EYFS) Statutory Framework* (DfE, 2024).

We believe that every child deserves the best possible start in life and the support they need to fulfil their potential. We place a strong emphasis on communication and language development, recognising that language underpins all aspects of learning and emotional well-being.

Through high-quality interactions, talk-rich environments, and meaningful relationships, we create a setting where children feel confident to express themselves. Every practitioner plays a vital role in developing children's vocabulary, comprehension, and communication skills and in supporting their overall holistic learning and development.

Our Early Years Vision

At Springfield Academy, our Early Years provision is built on high-quality interactions, inclusive practice, and a deep respect for every child's individuality. We prioritise communication and language, celebrate diversity, and nurture the whole child—socially, emotionally, and academically.

In Nursery, we focus on securing strong foundations in the Prime Areas, while in Reception, we ensure children are confident, capable, and ready for the next stage of learning. Across EYFS, we foster independence, resilience, and self-regulation through a curriculum rooted in the Characteristics of Effective Learning.

Introduction

The Early Years Foundation Stage (EYFS) sets the statutory standards that all early year's providers must meet, including maintained schools, non-maintained schools, independent schools, and all providers on the Early Years Register.

The EYFS aims to:

- Provide quality and consistency so that every child makes good progress, and no child is left behind.

- Offer a secure foundation through planning, assessment, and regular review.
- Promote partnership working between practitioners and families.
- Ensure equality of opportunity and inclusive practice for all children.

(Adapted from the Department for Education, 2024)

Our Aims

- To provide a safe, inclusive, and nurturing environment where every child feels valued and supported.
- To deliver a high-quality learning environment that enables children to practise, explore, and apply their learning through purposeful play and meaningful experiences.
- To ensure children in Nursery develop strong foundations in the Prime Areas of learning, and that children in Reception are well-prepared for the next stage of their education.
- To offer a broad, balanced, and ambitious curriculum that builds on children's knowledge, interests, and experiences.
- To promote high-quality adult-child interactions that support communication, language, and emotional development.
- To foster the Characteristics of Effective Learning, including independence, resilience, curiosity, and self-regulation.
- To work collaboratively as a team, continually developing our expertise and teaching practice through reflection, professional development, and shared learning.
- To celebrate diversity and promote equality, ensuring all children, including those with SEND and EAL, thrive and achieve their potential.
- To build strong partnerships with families, recognising them as key partners in their child's learning journey.

Responsibilities

At Springfield Academy, all staff working within the Early Years Foundation Stage share responsibility for delivering high standards of care, teaching, and learning. The Headteacher, supported by the EYFS Leader, is responsible for the implementation and management of the EYFS Policy. They ensure the EYFS is prioritised in the school development plan and that provision is monitored and resourced effectively. The Governing Body is responsible for reviewing and ratifying the EYFS Policy and ensuring it complies with equality legislation and statutory guidance.

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 and independent through positive relationships with adults and peers. Relationships with parents and carers are also important and will be nurtured and developed. Any relationship will be respectful, caring and professional.

Enabling environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. 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: Children develop and learn at different rates. Djanogly Springfield Academy is organised in a way that encourages children to explore and learn safely across the foundation units, 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.

Curriculum

At Djanogly Springfield Academy, we follow the **Statutory Framework for the Early Years Foundation Stage (EYFS)** to ensure every child makes good progress.

Our curriculum is:

- **Balanced:** We use a mix of whole group and small group teaching, alongside child-initiated, play-based learning. This helps children learn through both structured activities and their own exploration. Children are carefully supported through high-quality interactions and teaching techniques such as **modelling, scaffolding, and questioning**.
- **Focused on Prime Areas First:** For 3- and 4-year-olds, we concentrate on developing the **prime areas**:
 - Communication and Language
 - Physical Development
 - Personal, Social and Emotional Development

Once children are secure in these, we introduce the **specific areas**:

- Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design
- **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 nursery until the end of Reception.

Our EYFS curriculum builds confident, curious learners who are ready for the next stage of their education.

Learning Environment and Outdoor Spaces

At Djanogly Springfield Academy, we provide a well-organised and stimulating learning environment that supports children's development across all areas of the EYFS. Our indoor and outdoor spaces are carefully planned to promote independence, exploration, and purposeful play.

Resources are accessible and clearly organised so that children can make independent choices and follow their interests. The environment is safe, secure, and enables children to move freely between areas, supporting both adult-led and child-initiated learning.

Our outdoor provision offers a rich extension of the indoor environment, presenting children with new challenges and opportunities for physical, social, and imaginative development. We plan activities across all areas of learning and encourage outdoor exploration throughout the year, in all weathers. Appropriate clothing is provided to ensure children can access outdoor learning comfortably and safely.

High-quality interactions and thoughtful planning ensure that the environment supports children's progress and reflects the principles of the EYFS framework.

Relationships

At Djanogly Springfield Academy, we recognise the importance of building strong, positive relationships to support children's personal, social and emotional development. We help

children learn how to interact with others, form friendships, and build trusting relationships with adults.

This is achieved through carefully planned activities linked to the **Personal, Social and Emotional Development** area of the EYFS curriculum, as well as through everyday play and interactions. Much of this learning is child-led, allowing children to develop social skills in a natural and meaningful way.

Each child is assigned a **key worker**, who builds a secure and nurturing relationship with them and their family. The key worker supports the child's emotional wellbeing, monitors their progress, and acts as a consistent point of contact.

We model and promote the values of the **Springfield Way** and encourage all children to **Springfield Shine** by showing kindness, respect, resilience, and a love of learning in everything they do.

Parent Partnership

At Djanogly Springfield Academy, we recognise that **parents and carers are their child's first and most important educators**. We work in close partnership with families to support each child's learning and development, both in school and at home. We actively involve parents in our EYFS curriculum through a range of opportunities, including:

- **Half-termly parent events** to celebrate learning and share progress
- **Weekly Stay and Read sessions** to promote a love of reading
- **Early reading and phonics workshops** to support home learning
- **Weekly Bright Ideas sheets** offering practical activities linked to current learning themes
- **Regular communication via Class Dojo**, including updates, reminders, and celebrations
- **Parents' evenings twice a year** to discuss progress and next steps
- **Admission meetings and transition visits** to support a smooth start to Nursery or Reception

We value the contributions of parents and carers and encourage open, two-way communication. By working together, we ensure that every child receives consistent support and encouragement across both home and school environments.

Admission & Transition

Children are admitted to our foundation stage as per our academy admission policies. When children start in our pre-statutory school provision their parents/carers are invited to stay

with them initially to share the experience of starting at Springfield Academy. They have the opportunity to see how the sessions run and some of the experiences available to their child. When children start in reception (F2) parents/carers are invited to meet staff, look around the foundation unit and find out more about what their child will experience at the Academy. Children are given the opportunity to meet their new teacher and explore the learning environment.

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 Academy SEND leader will offer support and advice, seeking outside agency partnerships as appropriate. Further information is found in our SEND Policy.

Assessment and Reporting to Parents

Assessment in the Early Years Foundation Stage is ongoing and formative. Practitioners use observations, interactions, and evidence from children's play and learning to inform planning and next steps.

Within the first six weeks of starting Reception, staff administer the **Statutory Reception Baseline Assessment (RBA)**. Additionally, within the first three weeks of entry to our setting, children are baselined across the seven areas of learning (17 strands) using the Trust's benchmarking documentation to identify starting points.

On entry to Nursery and Reception, all children complete the **Wellcomm Early Years Language Screen** as part of our baseline assessment procedures. This allows staff to identify any children who may be at risk of language delay or not yet working at age-related expectations. Following screening, targeted Wellcomm interventions and tailored communication strategies are put in place promptly for children who require additional support. If concerns persist, or if a child presents with more complex communication needs, staff collaborate with the **Trust Speech and Language Therapist** to request specialist assessment or guidance. This ensures early identification, timely intervention, and coordinated support for children who may require specialist SALT input.

Throughout the EYFS, children's progress and development are carefully assessed and tracked at the end of each half term. At the end of Reception, staff complete the **EYFS Profile**, assessing each child against the 17 Early Learning Goals (ELGs) and indicating whether they are:

- Meeting expected levels of development, or
- Not yet reaching expected levels.

These outcomes are shared with parents and reported to the Department for Education (DfE). We moderate our judgments internally across the Trust and participate in external moderation with other schools in the local authority to ensure accuracy and consistency.

Safeguarding

Safeguarding is a core priority at Springfield Academy. All staff are trained in safeguarding procedures and understand their responsibilities under the EYFS statutory framework. We maintain robust policies and practices to ensure children are safe, secure, and protected from harm. Designated Safeguarding Leads (DSLs) oversee all safeguarding concerns, and regular training ensures staff are up to date with current guidance.

Welfare

At Djanogly Springfield Academy, we prioritise the welfare, safety, and wellbeing of every child in our EYFS provision. We follow the safeguarding and welfare requirements set out in the **Statutory Framework for the Early Years Foundation Stage**, ensuring that children are protected and cared for in a secure and nurturing environment.

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. Each child has a **key worker** who supports their emotional needs and helps them feel secure and valued.
- **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 Springfield 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.

Our approach to welfare ensures that children feel safe, happy, and ready to learn, laying the foundations for healthy development and lifelong wellbeing.

Health and Safety

We maintain a full EYFS risk assessment. Our full Health and Safety Policy is available on our website or on request.

Policy Review Cycle

This EYFS policy is reviewed annually to ensure it reflects current statutory guidance and best practice. The EYFS Leader and Headteacher are responsible for reviewing and updating the policy. The Governing Body ratifies the policy and ensures compliance with statutory requirements.



Springfield
Academy

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