Fairchildes Academy Community Trust (FACT)

EYFS Policy

February 2026

Date	February 2026
Edited by:	Oct 26 - J Byers, S Foster, C Smith
Sections edited:	Intro, Curriculum, Inclusion, Safeguarding, welfare and wellbeing
Review date:	Oct 27 or sooner if required

Introduction

At Fairchildes Academy Community Trust (FACT), we believe that every child deserves the best possible start in life. The Early Years Foundation Stage (EYFS) provides the foundation

upon which children build their future learning, development and life chances. We recognise that the experiences children have between birth and five are critical in shaping their confidence, resilience and attitudes to learning.

The EYFS applies to children from birth to the end of the Reception year. Across the Trust, children are admitted to the 2 year old Nursery at Fairchildes Primary and Monks Orchard Primary, the term after they are two, Nursery in the term following their third birthday and to Reception in the September after their fourth birthday.

Our provision reflects the Statutory Framework for the Early Years Foundation Stage (2026) and is informed by Development Matters guidance. This policy outlines the principles and approaches to teaching, learning and assessment in the EYFS across all FACT schools and should be read alongside the Trust's Curriculum, Assessment and Safeguarding policies.

Aims and Objectives

Across the Trust, our aim is to provide a high-quality early education that nurtures confident, capable and independent learners. We are committed to ensuring that every child feels safe, valued and supported, and that all children, regardless of starting point, make strong progress from their individual baselines.

Through our EYFS provision, we aim to develop children who communicate effectively, think critically, collaborate positively and demonstrate curiosity about the world around them. We foster resilience, independence and a lifelong love of learning, ensuring children are well prepared for the transition into Key Stage 1.

Curriculum

Our EYFS curriculum is broad, balanced and ambitious. It is carefully sequenced to ensure progression across the seven areas of learning.

These are split into:

The Prime Areas; - Communication and Language, Physical Development, Personal, Social and Emotional Development,

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

The curriculum prioritises the Prime Areas while providing rich experiences across all areas of learning. High-quality texts, purposeful play, exploration and first-hand experiences underpin our approach.

Continuous provision indoors and outdoors enables children to revisit, embed and deepen learning. Both the indoor and outdoor environments are carefully organised to promote independence, curiosity and sustained engagement. This ensures that the children have many opportunities to develop the characteristics of effective learning which are:

- Playing and Exploring (Engagement)

- Active Learning (Motivation)
- Creating and Thinking Critically (Thinking)

These characteristics foster curiosity, resilience and independence, ensuring children develop as motivated and capable learners.

The balance between child-initiated and adult-directed learning shifts progressively as children move towards Reception, preparing them for Key Stage 1.

Teaching and Learning

Teaching in the EYFS is responsive, engaging and rooted in a secure understanding of child development. Practitioners use ongoing assessment to inform planning, ensuring teaching meets the needs of individuals and groups.

Adults model language, extend vocabulary and promote sustained shared thinking. A balance of adult-directed and child-initiated learning supports independence and secure foundational knowledge. Strong relationships with parents and effective transition arrangements ensure continuity of learning.

Assessment, Recording and Reporting

Assessment in the EYFS is continuous and integral to teaching and learning.

Progress Check at Age Two:
Where applicable, parents/carers receive a short summary of their child's development in the three Prime Areas between 24–36 months. Where concerns arise, targeted support is planned in partnership with families and relevant professionals.

Within the first six weeks of Reception, children complete the statutory Reception Baseline Assessment (RBA). Ongoing assessment is informed by observation and professional judgement using Development Matters guidance.

At the end of Reception, practitioners complete the EYFS Profile, assessing children against the 17 Early Learning Goals. Outcomes are recorded as Emerging or Expected. Results are reported to the Local Authority. Parents receive regular updates and an annual written report outlining strengths, achievements and next steps. Moderation across the Trust ensures consistency and accuracy.

Inclusion

FACT is committed to inclusive practice in the Early Years. All children have equal access to high-quality provision. Provision is adapted to meet the needs of children with SEND, those learning English as an additional language, and those requiring additional challenge. This may include children visiting different classes for certain subjects where appropriate.

Practitioners work in partnership with families and external agencies where appropriate to secure the best possible outcomes for every child. Our curriculum reflects the diversity of our communities and promotes equality and respect.

Monitoring and Evaluation

Implementation of this policy is monitored by the EYFS Team and overseen by the Trust's Early Years Lead and Senior Leadership Teams. Monitoring includes lesson observations, learning walks, environment reviews and assessment analysis.
Findings inform professional development and continuous improvement.

This policy will be reviewed annually, or sooner if statutory guidance or Trust priorities require revision.