



Early Years Foundation Stage Policy

This policy was agreed in March 2026 and will be reviewed in March 2027

Chair of Governors Neil Roden

Date 17/3/26

Headteacher Kate Gemmell

Date 17/3/26

Early Years and Key Stage 1 (Mixed Class) Curriculum Policy

Intent

At the Peak Federation, our EYFS/KS1 mixed class provides a **nurturing, stimulating, and inclusive environment** where children develop academically, socially, emotionally, and physically. Our goal is for every child to flourish as a **confident, curious learner**, regardless of age or stage.

We aim for children to:

- Build strong foundations in **communication, literacy, numeracy, and personal development**.
 - Develop **independence, resilience, and social skills** in a safe and supportive setting.
 - Experience learning through **play, exploration, structured tasks, and practical activities**, tailored to the needs of mixed-age classes.
 - Access a **rich and broad curriculum** that introduces key concepts progressively, preparing them for KS2.
 - Value their own learning, take pride in achievements, and develop a **lifelong love of learning**.
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Implementation

Learning in our mixed-age EYFS/KS1 class is **carefully structured** to meet individual needs while promoting collaboration and peer learning.

Class Organisation

- Children are grouped **flexibly** based on ability, developmental stage, and social needs, rather than strictly by age.
- A **rolling plan** ensures full coverage of EYFS and KS1 objectives, with clear progression from Reception to Year 2.
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Curriculum Delivery

- **EYFS (Reception)**: Learning through play, structured activities, phonics, early numeracy, storytelling, and continuous provision.
- **Personal, Social and Emotional Development (PSED)**: Embedded in daily routines, circle time, peer mentoring, and collaborative projects.
- **Practical, hands-on activities** develop fine and gross motor skills, problem-solving, and creativity.
- **Differentiated learning** ensures appropriate challenge and support for all pupils.
- **Assessment**: Continuous through observation, formative assessment, online learning journals, and phonics tracking.

Impact

Children in our EYFS/KS1 mixed class will:

- Develop a **solid foundation** in literacy, numeracy, and personal development.
- Become **confident, independent learners** who make choices and solve problems.
- Show progress in **phonics, writing, number skills, and social/emotional development**, appropriate to their stage.
- Enjoy school, value learning, and develop **curiosity and resilience**.
- Transition smoothly into KS2 with confidence, skills, and a positive attitude toward learning.

Measuring Impact

- Ongoing **formative assessment**, observations, and learning journals.
- Tracking progress in **phonics groups and writing outcomes**.
- Monitoring **social, emotional, and behavioural development**.
- Termly **pupil progress meetings** and tracking against EYFS Early Learning Goals and KS1 objectives.
- Gathering **pupil voice** to assess engagement, enjoyment, and pride in learning.

Roles & Responsibilities

- **Early Years Lead:** Oversees planning and delivery across all areas of learning, ensures resources are appropriate and accessible, monitors assessment, and supports staff in embedding the EYFS principles.
- **Class Teachers/Practitioners:** Provide high-quality teaching and play opportunities, scaffold children's learning, ensure safety and wellbeing, and give feedback to support progress in every area of development.
- **Senior Leaders/Governors:** Ensure the Early Years is prioritised in the school development plan, allocate funding for resources and staff training, and review the impact of provision across all areas of learning.
- **Review Frequency:** The Early Years policy and curriculum are reviewed every two years, using EYFS statutory guidance and school priorities to evaluate provision and plan improvements.