Inspiring Futures through Learning

Early Years Foundation Stage Policy

September 2026 to September 2027

Policy name:	Early Years Foundation Stage
Version:	V6
Date relevant from:	September 2026
Date to be reviewed:	September 2027 This policy will be reviewed every year unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.
Role of reviewer:	IFtL Regional Lead
Statutory (Y/N):	Y
Published on website*:	2B

Policy level:**	2
Relevant to:	All employees through all IFtL schools and departments
Bodies consulted:	Employees Trade unions School / department governance bodies
Approved by:	IFtL Board of Trustees
Approval date:	28 August 2026

Key:

**** Publication on website:***

IFtL website		**School website**	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

***** Policy level:***

1. Trust wide:
   - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
     - *Approved by the IFtL Board of Trustees.*
2. Trust core values:
   - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore from the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
     - *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
     - *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*

3. School / department policies
   - These are defined independently by schools / departments as appropriate

- *Approved by school / department governance bodies.*

IFtL Early Years Foundation Stage Core Values

Vision

At IFtL Trust Schools, we are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour and respect for every member of our community. We believe every child deserves the best possible start in life and we value the Early Years Foundation Stage as a fundamental time, where children's experiences have a major impact on their future life chances.

Aspirations

We strive to promote and create caring, inclusive learning environments where children feel safe, stimulated and challenged to become competent learners; learners who are resilient, capable, confident and self-assured. We commit to ensure that all children are provided with an inspirational curriculum that allows for them to reach the Early Learning Goals and achieve a Good Level of Development.

Core Values

We believe:

- that a strong early education is the foundation for later success
- the time in Nursery prepares children to be lifelong learners
- that Reception is a unique and important year.
- children learn to be strong, confident and independent from being in secure relationships.
- the learning environment plays a key role in supporting and extending children's development.
- play based learning is paramount, and we believe that our children should have opportunities and support to direct their own learning across the areas of Early Learning Goals and development.
- in the importance of providing an excellent quality of early years education and ensuring that academic rigour is embedded throughout the Early Years curriculum.
- the 'characteristics of effective teaching and learning' underpin learning and development across all areas and support children to become effective and motivated learners.
- a focus on the prime areas are key as we continue to plan and implement a recovery curriculum for children who have missed out on social, play based experiences, during the global pandemic.
- in the importance of carefully planned transition from Early Years into Key Stage One and the value of continuous and enhanced provision learning in this process.

Success indicators

All schools within the trust will implement the following indicators:

- We adhere to the Early Years' Foundation Stage (EYFS) statutory framework (Updated: 14 July 2026, Effective: 1 September 2026).

- We complete statutory assessments as set out in the Assessments and Reporting Arrangements (ARA) produced by the Standards and Testing Agency.
- Children requiring additional intervention and support are identified early and have personal targets put in place to ensure their needs are met and maximum progress is made towards their Early Learning Goals and achieving a Good Level of Development.
- Children feel safe and happy and are provided with a broad, balanced, relevant and creative curriculum that sets in place firm foundations for further learning and development in Key stage 1 and beyond.
- Transition into Year 1 and the provision they are then offered as they move into Key Stage One is carefully planned based on children's developmental needs, with the consideration of the Early Learning Goals in mind.
- We value what each child can do, assessing their individual needs and planning bespoke and purposeful learning opportunities.

Early Years Foundation Stage (EYFS) statutory framework 2026
Setting the standards for learning, development and care for children from birth to five. Updated July 2026 (Effective September 2026)

All ours schools abide by the standards set out in the statutory framework for the Early Years Foundation Stage and they understand that Ofsted have regard to the Early Years Foundation Stage (EYFS) in carrying out inspections and report on the quality and standards of provision. All schools understand that the statutory framework remains in force until further notice.

Follow this link https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/changes-to-the-eyfs-framework that outlines the changes to the EYFS Statutory Framework 2026.

Assessment and Reporting Arrangements (ARA)
All our schools use the guidance produced each year by the Standards and Testing Agency (STA) and abide by the statutory requirements for the Early Years Foundation Stage (EYFS) profile assessment and reporting.

Safeguarding Statement

Safeguarding is everyone's business. IFtL is committed to ensuring that all our children, young people and adults are safe and feel safe.

If you have any concerns at all, raise them **immediately** with the local DSL or IFtL's Head of Safeguarding, Health, Children and Families: vblackmore@iftl.co.uk

For further contact details, see:

- IFtL Child Protection and Safeguarding policy

- IFtL Whistleblowing policy

https://www.iftl.co.uk/policies/