



Early Years Foundation Stage Policy

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

Chair of Governors

Date Jan 2026

Headteacher

Date Jan 2026

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.