



Early Years Foundation Stage

Subject Leader Report 2025-2026



Subject Leader: Clara Clark

Autumn Term

Early Years Foundation Stage (EYFS) at Masefield Primary School

Masefield Primary School's EYFS provides a strong foundation for children at the start of their formal education. The curriculum is designed to nurture development across all areas, ensuring pupils are well-prepared for the transition to Key Stage 1. This approach has been highly successful, reflected in the high demand for Reception places, making the school oversubscribed again this year. The expansion of the Nursery classroom last year has resulted in a further increase in demand for Nursery places.

Overview of EYFS Provision

The EYFS caters for children aged 3–5 across two classes: Nursery and Reception. Following the statutory EYFS framework, the curriculum offers a balanced, engaging, and inclusive education. Both the indoor and outdoor environments are regularly enhanced to support learning in all areas. Since September, children have made notable progress, particularly in understanding families, seasons, and celebrations.

Teaching Approach

Teaching is child-centred, combining structured activities with play-based learning. Reception pupils experience a balance of adult-led and child-initiated tasks, promoting independence, problem-solving, and creativity. Outdoor learning is integral, encouraging physical development, teamwork, and an appreciation of nature. The school also uses local resources to provide real-world experiences. Children have been introduced to all classroom areas with clear guidance on how to access them independently.

Assessment and Progress

Progress is monitored through ongoing observations and formal assessments, recorded on Seesaw to create a detailed picture of each child's development. These observations inform planning and track progress against the Early Learning Goals (ELGs). Parents contribute valuable insights, supporting a collaborative approach to learning.

Inclusion and Support

Masefield Primary School is committed to inclusion, ensuring every child— including those with additional needs or English as an additional language (EAL) receives tailored support. The EYFS team works closely with support staff, external agencies, and parents to provide interventions. A significant number of children require speech and language support; referrals have been made to the Speech and Language Service, and Wellcomm interventions are in place.

Parental Engagement

Strong home-school partnerships are central to the school's ethos. Parents are engaged through newsletters, workshops, learning journals, and opportunities to join classroom activities. Events



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such as parents' evenings and stay-and-play sessions strengthen these relationships. The introduction of school pets, Spotty and Stitch the rabbits, has been a highlight, fostering shared experiences within the school community.

Conclusion

The EYFS at Masefield Primary School offers a nurturing, inclusive, and stimulating environment that supports holistic development. Through play-based learning, structured activities, and strong parental partnerships, children gain the skills needed to thrive in later education.

Spring Term

Monitoring activities this term have focused on the impact of the updated EYFS curriculum, children's engagement and progress across Nursery and Reception, and how effectively provision supports transition and readiness for Year 1. Evidence has been gathered through learning walks, observations, discussions with staff and pupils, and review of assessment information. Children are happy, settled and confident learners, and staff demonstrate a strong understanding of the curriculum and the needs of individual pupils.

Nursery – Settling and Early Progress

The new Nursery children have settled exceptionally well into school life. The carefully planned induction process, strong relationships with families and consistent routines have supported a smooth transition into the setting. Children demonstrate increasing confidence and independence, particularly in self-care routines, choice of activities and interactions with peers and adults. Provision is well matched to children's developmental stages, with a strong emphasis on personal, social and emotional development and communication and language. Staff skilfully model language and extend learning through questioning and high-quality interactions. As a result, many children are making good progress from their individual starting points, particularly in listening skills, early vocabulary development and turn-taking. A small number of children have been identified as having possible SEN, these children have been referred to the relevant agencies and continue to make good progress within the setting.

Reception – Curriculum Enrichment and Experiences

The Reception children continue to benefit from meaningful, real-life learning opportunities that enhance curriculum delivery. A highlight this term was the Reception class visit to Smithills farm. This experience significantly enriched children's understanding of animals, habitats and seasonal change and provided valuable opportunities for vocabulary development, questioning and discussion. Children were highly engaged and were able to confidently recall and apply their learning in subsequent class activities, particularly in literacy and understanding the world. The visit also supported personal development, with children demonstrating curiosity, resilience and excellent behaviour in an unfamiliar setting. This reflects the strong emphasis placed on developing positive learning behaviours across the EYFS.



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Preparation for Year 1

There is a clear and successful focus on increasing the demands of the Reception curriculum to ensure children are well prepared for the transition into Year 1. Expectations around attention span, independence, listening skills and application of learning have been gradually raised throughout the year.

In phonics, mathematics and early writing, children are increasingly expected to work with greater focus and purpose, both independently, in small adult-led groups and as part of whole-class sessions. This has resulted in improved stamina and confidence, with many children able to sustain learning for longer periods and explain their thinking using appropriate language. These approaches are ensuring that children are well equipped for the more formal learning environment they will encounter in Key Stage 1.

Impact of the Updated EYFS Curriculum

The updated EYFS curriculum has had a positive impact across Nursery and Reception. It is well structured, progressive and clearly sequenced, enabling staff to build effectively on prior learning. Staff confidence in curriculum delivery is high, and learning intentions are secure and purposeful. The EYFS staff have benefitted enormously from significant trust-led EYFS training, the impact of this training can be seen in the interactions between staff, children and families and in the continued good progress of the children.

Summer Term