



EYFS TRUST PRINCIPLES & PREREQUISITES



ACCOMPLISH

MULTI ACADEMY TRUST

EYFS TRUST PRINCIPLES

1. The Environment as the Third Teacher

2. Relationships & Care as the Foundation

3. Child-Centred & Responsive Curriculum

4. Celebrating Uniqueness & Inclusion

5. Language & Communication at the Heart

6. Ambitious & Rigorous Learning

7. Skilled & Reflective Practitioners

8. Purposeful Assessment

9. Partnerships with Families & Communities

10. Continuous Innovation & Improvement

INTRODUCTION

At Accomplish MAT, our EYFS provision reflects our core values of Care, Celebrating Uniqueness, and Empowerment. We believe that early years are the foundation of lifelong accomplishment. In line with best practice and inspired by the Reggio Emilia approach, our principles place equal emphasis on the child, the adult, and the environment as partners in learning.

1. The Environment as the Third Teacher

Prerequisite: Every EYFS environment must be safe, stimulating, inclusive, and designed to inspire curiosity and independence

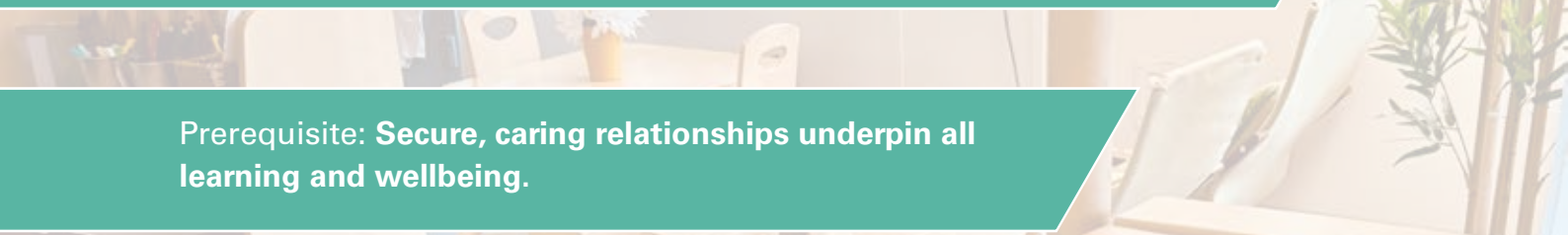
Best Practice Characteristics:

- Spaces are carefully curated to encourage exploration, collaboration, and creativity.
- Environments reflect the belief that the environment communicates values, expectations, and possibilities.
- Natural materials, light, and textures are used to inspire wonder.
- Indoor and outdoor environments are equally valued as learning spaces.
- Displays showcase children's thinking, questions, and learning journeys — not just final products.





2. Relationships & Care as the Foundation



Prerequisite: **Secure, caring relationships underpin all learning and wellbeing.**



Best Practice Characteristics:

- **Each child has a trusted adult (key person) who knows them deeply.**
- **Interactions are respectful, warm, and built on sustained shared thinking.**
- **Adults model kindness, curiosity, and high expectations.**
- **Emotional wellbeing is prioritised for both children and staff.**





3. Child-Centred & Responsive Curriculum

Prerequisite: Curriculum must respond to children's interests, ideas, and questions, creating meaningful lines of enquiry.

Best Practice Characteristics:

- Planning begins with children's fascinations and observations of their play.
- Staff co-construct learning with children, introducing provocations and questions.
- Projects and enquiries evolve over time, encouraging depth and creativity.
- Children's voices are visible in documentation, displays, and planning.
- Staff skilfully weave statutory EYFS requirements into child-led explorations.
- Outdoor and indoor experiences have equal value. They are both responsive, match the interests and needs of the children and provide an inspirational environment for our children.





4. Celebrating Uniqueness & Inclusion

Prerequisite: Every child is recognised and celebrated for who they are.

Best Practice Characteristics:

- Provision reflects diverse cultures, languages, and experiences.
- Learning is adapted to meet individual needs and strengths.
- SEND provision is proactive, inclusive, and equitable.
- Children's identities and voices shape the curriculum.





5. Language & Communication at the Heart

Prerequisite: **Communication and language must be prioritised across all provision.**

Best Practice Characteristics:

- **Environments are language-rich: stories, songs, symbols, and print are purposeful and accessible.**
- **Staff engage in meaningful dialogue and sustained shared thinking.**
- **Vocabulary is introduced, revisited, and embedded in context.**
- **Storytelling and oracy practices are daily experiences.**



6. Ambitious & Rigorous Learning

Prerequisite: Curriculum must be ambitious, progressive, and rooted in high expectations.

Best Practice Characteristics:

- Staff blend child-initiated enquiry with adult-guided teaching.
- Characteristics of Effective Learning are intentionally nurtured.
- Sequenced learning ensures progression across EYFS domains.
- Children are stretched and supported through skilful questioning and scaffolding.



Maths Shed

7. Skilled & Reflective Practitioners

Prerequisite: Adults in EYFS must be learners as well as teachers.

Best Practice Characteristics:

- Staff engage in reflective practice, individually and collectively.
- Professional learning is continuous, including Reggio Emilia-informed pedagogy.
- Staff wellbeing and creativity are supported so they can model best practice.
- Peer coaching, mentoring, and collaborative planning are embedded.



Lines of Enquiry

8. Purposeful Assessment

Prerequisite: Assessment must be meaningful, manageable, and used to support learning.

Best Practice Characteristics:

- Observations capture significant learning moments and inform next steps.
- Assessment informs planning but does not interrupt learning.
- Documentation (photos, transcripts, displays) makes children's learning visible to families and staff.
- Summative assessment is accurate, moderated, and used to close gaps.





9. Partnerships with Families & Communities

Prerequisite: Families are co-educators and must be actively involved.

Best Practice Characteristics:

- **Parents contribute to planning and share children's interests from home.**
- **Communication is two-way, respectful, and regular.**
- **Community experiences enrich the curriculum and broaden horizons.**
- **Families' cultures, languages, and traditions are celebrated in the environment.**



10. Continuous Innovation & Improvement

Prerequisite: Every EYFS setting must be reflective and future-focused.

Best Practice Characteristics:

- Research, evidence, and practice reviews drive ongoing development.
- Children's outcomes and experiences are regularly evaluated.
- Staff collaborate across the Trust to share and celebrate innovation.
- New projects and ideas are piloted, reflected upon, and scaled where successful.

Measures of Success

- CHILDREN are confident, curious, and active participants in their own learning.
- ENVIRONMENTS across the Trust reflect the Reggio Emilia principle of being the 'third teacher.'
- CURRICULUM is dynamic, responsive, and enquiry-driven, while meeting statutory expectations.
- FAMILIES are equal partners in shaping their child's EYFS experience.
- STAFF are reflective, empowered, and continuously improving their practice.



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