



Early Years Foundation Stage (EYFS) policy

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

We offer a range of funded nursery sessions to accommodate 2, 3 and 4-year-old children. There are up to 12 funded places available for 2-year-old children whose parents meet the criteria for ELT funding, and there are also part time universal funded places available for all 3 and 4 year old children. Full time (30 hour) nursery places are available for children whose parents meet the specific criteria. Children can start Nursery the term after they turn 2 or 3 years.

We know that children thrive from a base of warm and loving care, provided by having close, positive relationships. When a parent can't be there, a key person is someone that takes on the role of a main carer. In Nursery we operate a key person approach. Each child is assigned a key person (family group leader) and their role is to help ensure that every child's care is tailored to meet their individual needs. These family groups allow your child to build close relationships with their key person. This person will be your child's main carer while they are in nursery and will be your main point of contact. Your child will come into these family groups for teaching sessions but also for social times such as story time. From the very first day in nursery, your child's key person will use the EYFS to make assessments and track your child's development. The family groups in nursery are called Ladybirds, Bees, Caterpillars, Butterflies and Beetles.

Play and talk are the centre of our Early Years Foundation Stage Curriculum. Children have access to a wide range of playful activities that are carefully planned to help children develop and grow. They learn to share and play co-operatively with other children. Staff will join in children's play to help them to develop knowledge, skills, understanding and independence.

Children are constantly encouraged and given the opportunity to talk, listen, observe and become involved. Children's play and work are valued, discussed and displayed in the classrooms. Children are taught to be strong and independent through positive relationships. Children take part in playing, exploring and active learning in an environment that allows them to develop into independent learners.

The **Characteristics of Effective Learning** support the development of young children and show **how** children are learning within the indoor and outdoor learning areas. The ways in which the child engages with other people and their environment – **playing and exploring, active learning, and creating and thinking critically** – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Children's learning is documented in their individual Literacy and Maths books as well as a class 'learning journey' book. This book will evidence the progress and achievements the children make during their time in Reception. They will include observations written about your child during free play learning time, photographs to show the process of their learning which has taken place and "work" which your child has produced and wants to put into them. These books will be shared termly with you at parents' evenings. The staff will update the assessment information each term for your child and will highlight the next steps in learning for your child to work on at home and school.

In Reception, the school day is divided into adult-led and child-led sessions. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1. Adult-led sessions are planned in an engaging, playful and sometimes active way which supports and develops each child's characteristics of effective learning. Sessions such as Handwriting, Jigsaw, Phonics, Maths Meeting and Story time are all adult-led sessions.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are;

- Expected – meeting the Early Learning Goals levels
- Emerging – not yet working at the expected level.

4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

Assessment plays an important part in helping practitioners to recognise children's progress, understand their needs, and to plan activities and support. We use formative assessment to know children's level of achievement and interests, and then shape our teaching and learning experiences for each child reflecting that knowledge. In our interactions with children we respond to their own day-to-day observations about children's progress and observations. We share children's progress and next steps with parents and carers

throughout the year and use summative assessment termly to help us plan next steps and interventions. We also have dialogues between Early Years practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development through termly parent meetings. We also have daily discussions with parents and provided phonics and maths workshops to inform parents on how children are learning skills in school.

The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety: [Staff: child ratios in line with government guidelines](#)

- **For children aged under 2, we have at least 1 member of staff for every 3 children**
- **For children aged 2, we have at least 1 member of staff for every 5 children**
- **For children aged 3, we have a 1 member of staff for every 13 children**
- **For children 4 and over we have a 1 member of staff for every 30 children**

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by teaching children about good oral hygiene, a healthy balanced diet and being active. The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Local Governing Body every 2 years.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Safeguarding and Child Protection policy
Procedure for responding to illness	See Health and Safety policy; Attendance policy; Children with health needs who cannot attend school; Asthma policy; Pupils with medical needs policy
Administering medicines policy	See Pupils with medical needs policy
Emergency evacuation procedure	See Health and Safety policy
Procedure for checking the identity of visitors	See Safeguarding and Child Protection policy
Procedures for a parent failing to collect a child and for missing children	See Safeguarding and Child Protection policy
Procedure for dealing with concerns and complaints	See Complaints policy