

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 extensive range of experience, 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 as well as other agencies, as applicable
- Every child is included and supported through equity of opportunity and anti-discriminatory practice

2. Legislation

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

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

3. Structure of the EYFS

At Weyford Primary School, there is a pre-school on site which forms part of the EYFS.

Transition opportunities are provided from the Summer Term when pupils are invited in for a range of experiences including stay and play sessions and parent meetings. Those pupils with SEND will receive additional transition opportunities – refer to the SEND policy. The EYFS team will visit the pre-school environment to meet with the key person and child to discuss their interests, needs and preferred learning styles. The EYFS team will also meet with the pupil and their family in the home during the summer term if they do not attend the on-site pre-school. This is to ensure that strong relationships are developed and families are able to share key information about their child from the security of their home. In July, before the pupil starts at our School, families are given a Tapestry account to support transition. Pre-schools and nurseries that use Tapestry transfer the records to ensure that adults know what has come before the children start at School. If they use an alternative format, this will be shared either electronically or in paper copy. Stories and classroom environment information is uploaded throughout the summer and parents and/or carers are invited to contribute with observations and key information about their summer to help the adults in school know the children well when they start in September.

The children in Reception attend school full-time, where appropriate, from the start of the Autumn Term. There is a qualified teacher and at least one teaching assistant in the classroom to ensure that all pupil needs are well met. The majority of the children in the pre-school attend part-time. A qualified teacher works directly with the children alongside appropriately qualified teaching assistants.

Within the classroom environment, we have prioritised a 'language rich' environment through the use of songs, nursery rhymes, stories, and by ensuring quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through playful enjoyment of books and through the systematic teaching of phonics, using the Little Wandle scheme. The children learn nursery rhymes and use these to develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences and our environment provides opportunities for this.

Recommendations state that children should be physically active for at least three hours each day and although we do provide two structured PE sessions, we have also built our school environment to enable our children to strengthen their core muscles through physical play. Children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in outdoor learning sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics which are enriched with classroom enhancements, and other enrichments such as trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand and truly value the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive letters each half term to inform them of what their child is learning each half term and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experience from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of in-depth knowledge of the children acquired through ongoing formative and summative assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year. Children who may be recorded as requiring SEND support as they progress through the school are supported and monitored closely to ensure that reasons for additional support are clarified, and the Graduated Approach has been implemented to ensure that next steps can be undertaken expediently.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2023 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Adults plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working within EYFS are expected to focus strongly on the 3 prime areas.

Adults 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 and experiences, staff reflect on the different ways that children learn and include these in their practice. This includes a wide range of enrichment and school trips throughout the year.

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. Adults respond to each child's emerging needs and interests, guiding and extending their development through encouraging, warm, positive interactions. There is a strong balance of independent and adult led learning throughout the year, as applicable to the stage of development. Children understand the importance of carrying on their learning and engage in 'Carry On Our Learning' (COOL) time to rehearse and consolidate the adult led learning through enhanced provision.

5. Assessment

We engage in ongoing assessment is an integral part of the learning and development processes. Adults observe pupils to identify their level of achievement, interests and learning styles. These observations alongside other assessments are used to shape future planning. Adults also take into account observations shared by parents and/or carers.

Within the first 2 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

Throughout the year, pupils are assessed through observations, Little Wandle assessments and teacher assessment alongside parental input via Tapestry. This information is used to guide learning opportunities and to inform next steps for individuals. This data is stored on 'O-Track' – the school assessment system and formally shared with parents in parent consultations and end of year reports.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals (ELG), 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. This information is used to identify if they have made a 'Good Level of Development' (GLD)

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.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between adults in school and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. 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 as well as to inform Y1 teachers of their next steps.

At Weyford Primary School, each child has a key and co-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.

Parents are invited into the classroom environment for stay and play sessions or reading. This gives an opportunity for the children to see the parents and adults in school working together and is the 'umbrella of love' that gives children the confidence to believe that their significant adults have positive relationships.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health and safety in general, in the early years through our PSHE scheme, 1 Decision alongside visitors to school to highlight the importance of good health. We talk to the children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The pants rule

And build opportunities into their learning to rehearse how to stay safe and healthy.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher and Early Years Leader annually.

At every review, the policy will be shared with the governing board.

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 child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy