



EYFS (EARLY YEARS FOUNDATION STAGE) POLICY

Responsible: Governing Body

Approved: March 2023

To be reviewed: Every 2 years (or earlier if legislation changes)

Reviewed: March 2025

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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 \(EYFS\)](#).

3. Structure of the EYFS

In our school EYFS is a single-form entry Reception class, PAN 30.

4. Curriculum

Our early years setting follows the curriculum as outlined in the EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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

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

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

At our school, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

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 practitioners, the teaching school hub and the local authority 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 staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through a range of methods including Tapestry (an online platform), Parents' Consultation Evenings along with conversations and meetings as necessary. 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.

7. Safeguarding and welfare procedures

We promote good health in general, in the early years through a wide variety of methods, including the provision of healthy school lunches and snacks and through our EYFS curriculum. The importance of being active is also emphasised.

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 every 2 years, or in the event of legislation change. 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

HOW THIS POLICY IS UNDERPINNED BY OUR VISION AND VALUES

The EYFS policy at St. Peter & St. Paul CE Primary School is strongly underpinned by the school's vision and values: **Respect, Compassion, and Courage**, as well as the vision: *"Striving for excellence together in a caring Christian community."*

1. Respect

- The policy emphasises **equality of opportunity and anti-discriminatory practice**, ensuring that every child is included and supported.
- There is a **strong focus on working with parents**, recognising and valuing their role in their child's education.
- The safeguarding and welfare procedures highlight the importance of treating every child with dignity and ensuring their well-being.

2. Compassion

- The curriculum is designed to foster **personal, social, and emotional development**, helping children build relationships and thrive in a nurturing environment.
- The teaching approach involves **warm, positive interactions**, supporting children's individual needs and interests with care.
- The policy recognises the importance of a **close partnership between staff and parents**, ensuring children receive compassionate support both at school and at home.

3. Courage

- The policy promotes a curriculum that **encourages curiosity and enthusiasm for learning**, helping children develop confidence and resilience.
- There is a balance between **child-initiated and adult-led activities**, gradually preparing children for more formal learning in Year 1.
- The school embraces **challenges and high expectations**, ensuring that no child is left behind and that all are given opportunities to succeed.

4. Striving for Excellence Together in a Caring Christian Community

- The emphasis on **quality and consistency in teaching and learning** reflects the school's commitment to excellence.
- The focus on **broad and balanced learning experiences** ensures children develop holistically, preparing them for lifelong success.
- The monitoring and assessment processes support **continuous improvement**, ensuring that children are nurtured to reach their full potential.