



Chapelford Village Primary School

EYFS Policy

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Summary of changes

Date of review	Summary of changes
September 2025	Revised

APPROVED BY: Chair or Governors / Headteacher – September 2025

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1. Introduction

The Early Years Foundation Stage (EYFS) at Chapelford Primary School consists of three reception classes (Class 1, 2 and 3), which are led by an experienced EYFS Leader. Each class is taught by a class teacher and a full-time teaching assistant. Each class has their own class base (the classroom) and they have access to the outdoor learning spaces and an additional indoor learning space on a shared basis. Ongoing investment, developing high quality learning spaces and knowledgeable practitioners, ensures high outcomes for all groups of children and Chapelford is committed to continuously developing this.

- This policy is:
 - A statement of our aims, principles and philosophy that guides and shapes the teaching and learning in the Early Years Foundation Stage at Chapelford Primary School.
 - Based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\), with revisions and updates from the 2025 framework and guidance.](#)

2. Our Aims

- The statutory requirements of the new EYFS Framework are embedded within everyday practice.
- All children who attend Chapelford Primary School access a broad and balanced curriculum; a curriculum that fulfils the Educational Programme for each area of learning and the Characteristics of Effective Teaching and Learning.
- To develop and embed effective pedagogy, with a mixture of different approaches, that supports all children to make good progress, so they are ready for the next stage of their education.
- To have a close partnership with parents and carers to support children as they transition into, through and out of EYFS
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

3. Statutory Requirements

- From the 1st September 2025, all practitioners working in EYFS at Chapelford Primary School, will ensure the following requirements are implemented within the new Statutory Framework:
 - Learning and development requirements
 - Assessment
 - Safeguarding and welfare requirements
- A regular team audit of the requirements will take place, identifying key next steps in consultation with the EYFS Year Group Lead and members of the Senior Leadership Team.

4. Curriculum

▪ Intent:

- At Chapelford Primary, we have high expectations for all children. We aim for all groups of children to make progress across the curriculum and be ready for the next stage of their education, achieving outstanding outcomes.
- Our aims are to develop lifelong learners in a learning environment that is happy, provides high quality care, promotes independence, supports emotional well-being, celebrates and promotes individuals interests and fascinations.

▪ Implementation:

- A carefully designed and sequenced curriculum has been developed using the 2025 EYFS Educational Programmes for each area of learning, recent research and additional guidance. It identifies key skills and knowledge for children to be taught term by term, deepening learning and enabling them to achieve the early learning goals at the end of the academic year.
- Through high quality texts, fiction and non-fiction, a broad balanced curriculum is facilitated. A curriculum enhanced through a range of first-hand practical experiences, within and beyond school.
- High quality learning environments are in place indoors and outdoors, facilitating early years pedagogy. They provide opportunity for children to practise, consolidate and apply ongoing and new learning, across all areas of learning and the characteristics of effective teaching and learning.
- Across the daily routine, practitioners ensure children have a balance of child-initiated and adult-led activities. It is recognised that young children learn by taking part in activities guided by knowledgeable adults and lead their own learning sensitively supported by practitioners. During the summer term, the balance of learning is developed to support smooth transition into Y1.
- Practitioners engage with parents at points of transition, within home learning and the observation process. The school SENDCO is a key member of the EYFS team and ensures rapid response to children identified personal needs. Integrated services are used to maximise children's learning potential. Partnership working with the new owners of the neighbouring private day nursery is a priority to improve transition into Reception.
- In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

*** The seven areas of learning in EYFS are:**

- *Communication and Language*
- *Personal, Social and Emotional Development*
- *Literacy*
- *Mathematics*
- *Understanding the World*
- *Expressive Arts and Design*

**** The characteristics of effective teaching and learning are:**

- *Playing and Exploring*
- *Active Learning*
- *Thinking and Creating Critically*

▪ **Impact**

- Formative assessment, day-to-day observations of learning, are integral part to the learning and development processes in EYFS. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to identify and shape future / next steps in learning. Practitioners also consider observations shared by parents and/or carers.
- Practitioner best-fit assessment judgements are regularly externally moderated to ensure accuracy.
- Majority of children at Chapelford make good progress and are ready for the next stage of their education. Historical data shows the % of children achieving the 'expected' level at the end of EYFS is above the national data set.
- Parents are regularly informed of their child's progress throughout the academic year.

5. Safeguarding and Welfare Procedures

- Our safeguarding and welfare procedures are outlined in the whole schools safeguarding policy.
- We value the diversity of individuals within the school. All children at Chapelford Village Primary School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.
- We have a number of staff in EYFS who have a current paediatric first aid (PFA) certificate which is on the premises and available at all times. The certificate and training is for a full paediatric first aid course.

- It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

6. Monitoring Arrangements

This policy will be reviewed and approved by Lydia Saxon and members of SLT annually. At every review, the policy will be shared with the governing board.

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

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

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