

Early Years Foundation Stage (EYFS) policy



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Next review due: July 2026



Living life to the full

Henley-in-Arden

C of E Primary School

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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 \(EYFS\) that applies from September 2021](#).

3. Structure of the EYFS

Our EYFS provision includes pre-school children and children of Reception age.

We are open every day in term-time from 8.45am-3.15pm. Morning sessions are 8.45am-12.00 am each day and afternoon sessions are 12.00 pm-3.15 pm. These are our standard hours. However, the service can be flexible to meet need.

Funding

8.45am to 3.15pm - Free (30 hour entitlement) or charge if not covered by funded hours =£24

8.45am to 12.000pm - Free (15 hour entitlement) or charge if not covered by funded hours = £12

12.00 pm to 3.15 pm – Free (15 hour entitlement) or charge if not covered by funded hours = £12

We offer 15 hours per week of government funded sessions and we also offer extended 30-hour entitlement. We also give you the option to buy extra sessions (if entitlement for 30 hours is not met) at a cost of £4 per hour.

3 & 4-Year-old (Universal Entitlement)

All 3- & 4-year olds are entitled to the 15 hours Universal Entitlement the term following their third birthday offering 570 hours a year over no fewer than 38 weeks. This equates to 15 hours a week for 38 weeks of the year.

3- & 4-year olds Extended Entitlement (30 hours)

A child will be entitled to the 15 hours extended funding giving them a total of 30 hours funding, from the term after their third birthday or the term after the 30-hour code validity start date, whichever is the latest, and where the child's parent has a current confirmation of eligibility from HMRC of a valid 11-digit code beginning with 500. The offer is for an additional 570 hours a year over no fewer than 38 weeks. This equates to an additional 15 hours a week for 38 weeks of the year. Children may stretch their entitlement over more than 38 weeks (and up to 52 weeks). We can also help parents with the administration of the 30-hour entitlement process.



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All Nursery children are given a mid-morning snack free of charge but school lunches do incur a daily fee. Reception children are entitled to a Universal Free School Meal throughout the year. The option of bringing a packed lunch from home is also available.

A typical day in our EYFS Setting

8.40 am – 8.45am – Children enter the classroom via the outside door and self-register and put away their belongings. Start the school day at the carpet with a selected activity (for example, writing their name, looking at a book, Dough Disco)

8.45 am – 8.55am – Lunch register is completed via Study Bugs and the Visual timetable is shared so children have a good understanding of the outline of the day.

8.55am – 9.15am – Whole Class teaching – Nursery also access this at their own level with the support of the classroom teaching assistant

9.15am – 10.30am – Children access independent activities and also guided activities led by the teacher/teaching assistant

10.30am – 10.45am – Nursery and Reception eat their mid-morning fruit snack and drink their milk/water

10.45am – 11.00 am – Nursery and Reception go outside to play on the playground

11.00am – 11.35am - Children continue to access independent activities and also guided activities led by the teacher/teaching assistant including a Phonics session

11.35am – 12.00 pm – Get ready for Lunch/Read a story

12.00 pm – 1.00 pm – Lunch for Nursery and Reception – Taken in the school hall with the rest of the school - With 1 dedicated teaching assistant

1.00pm – 1.05pm – Afternoon Register

1.10pm - 3.00pm - Children continue to access independent activities and also guided activities led by the teacher/teaching assistant

3.00pm – 3.15pm – Story time then get ready to go home

A PE session is delivered every Thursday afternoon by a dedicated Sports Coach and a Forest School session is delivered every Wednesday afternoon.



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4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. 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

(Please read this policy alongside our Curriculum Intent, Implementation and Impact document).

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 consider 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. These activities are enhanced by further knowledge about the child supplied by parents and previous settings alongside observations within our own setting.



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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. We use whole-class teaching each session to begin the learning journey and ensure this is interactive and succinct to keep the children engaged. We utilise 'Talk Partners' to enable the children to share their thinking and to use their communication skills and often use lolly sticks to enable a range of children to answer questions. We also know the importance of using digital resources to engage the children at this age so often use clips from You-Tube/Literacy Shed as a starting point for our teaching. We also use the visualiser for demonstration purposes. Outdoor learning is integral to our teaching and each day the children can access the large outdoor area to participate in a range of activities focused across all areas of the curriculum. The children also take part in a weekly Forest School session in our dedicated Forest School area. 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

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 consider 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). This Baseline assessment will enable a starting point to be established and will ensure clear targets can be set for the next half-term. These are all shared at the first Parent Consultation in October. Assessments will also be carried out on Nursery children within the first 6 weeks and will follow the process above.

Data will be entered onto INSIGHT 4 times over the year for both Nursery and Reception. This will be for Baseline (entered in October), then in December, at Easter and finally at the end of the year. This data will then form part of the discussions in Progress Meetings held at the end of each term. From this data, children that need more support will be identified and appropriate intervention will be planned. This information will be updated on the Provision Map each term and a copy of both the Provision Map and the Intervention Plan will be shared with Headteacher and the school SENDCO. Parents will also be informed when children are receiving extra intervention and guided as to how they can further support their child at home. There is a further Parent Consultation around Easter for staff and parents to discuss the progress of each child.

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. This also includes a section on 'Characteristics of Effective Learning' so parents can see the judgements in these areas alongside the curriculum. These all form part of the Annual Report which is sent to parents in July. Nursery children also have a similar report. Targets for the beginning of the next academic year are sent out with the Annual Report and a copy handed to the next class teacher alongside an updated Provision Map.



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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 staff and parents and/or carers. At the beginning of the year in September, we offer parents an opportunity to learn how we teach Phonics and how this is represented in our teaching of reading and writing. We also discuss how Maths is taught, especially the importance of practical apparatus and how this links through to Reasoning and Problem-Solving skills. We also share the structure of the day in EYFS and discuss questions parents can ask their child to understand what they have been learning about each day. As this happens within the first few weeks of their child starting school, it is also an opportunity for the parents to ask any questions or to make any observations about the school journey so far. This meeting is also attended by the local Vicar, organisations such as the school nurses and members of the PTA so new parents can understand how our school is part of a wider family.

In June, new parents are invited to an Information Evening to find out more about the school and to meet school staff and to see the school setting. New children are then invited to two 'Play Afternoons' in June and July to prepare them for starting school in September. Visits are also undertaken by the EYFS teacher to the different settings that the children are currently attending to see the children in-situ and discuss them with the staff of their current setting.

The teacher for EYFS is on the door each morning and each afternoon to discuss any immediate concerns or queries with the parents and the school ensures there is an open-door policy for parents to speak to staff. Parents are invited into school on regular occasions such as Celebration Assembly, school performances, school visits and PTA events.

Throughout the year, parents and/or carers are kept up to date with their child's progress and development through the half-termly targets. The EYFS profile and Annual Report also helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities at the end of the academic year.

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 promote good oral health, as well as good health in general, in the early years by talking to children about:

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

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

8. Monitoring arrangements

This policy will be reviewed by Susy Lawton-Jones and Kate Adcock – annually in September.

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



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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