Early Years Foundation Stage (EYFS) policy



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| **Approved by:** | Luke Graham | **Date:** July 2025 |
| **Last reviewed on:** | July 2025 |
| **Next review due by:** | September 2026 |

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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)](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2) for 2024.

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

# 3. Structure of the EYFS

All pupils in Reception attend school for a 32.5 hour week. The timetable of the day ensures that pupils receive a broad and balanced curriculum that is progressive and sequenced into small learning steps.

Pupils within Nursery can either attend for 15 hours a week or 30 hours per week. Please contact the school office for further details on this.

# 4. Curriculum

4.1 Our early years follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. Three areas, known as the prime areas, are seen as particularly important 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 developed, and children’s curiosity and enthusiasm are ignited, through 4 specific areas:

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

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities.

**TWHF ENRich Curriculum**

At The White Horse Federation, we are committed to giving every child the best start in life. Our Early Years follows the TWHF ENRich curriculum from the age of 2-5. This ensures a consistent, high-quality offer across all our settings.

We use the **Talk for Writing** approach across all EYFS age groups. This method supports children in developing their spoken language skills by encouraging them to orally rehearse sentences before writing them. Through this process, children build confidence, fluency, and a deeper understanding of sentence structure.

Each term, children are immersed in a carefully curated selection of high-quality texts. These include a mix of traditional tales and well-loved children’s classics. The chosen texts are not only engaging but also rich in vocabulary and storytelling techniques, helping to foster a genuine love of reading and storytelling.

Our curriculum is intentionally designed to be **language-rich**, ensuring that children are surrounded by meaningful vocabulary and expressive language throughout their day. This immersive environment helps to break down barriers to learning, enabling all children to access the curriculum and achieve well.

4.1 Planning

We follow guidance from our TWHF ENRich EYFS curriculum. We follow the Talk for Writing approach across all of our EYFS age groups. This ensures that children orally rehearse sentences before writing them. We have chosen texts that we immerse our children in each term. These have been carefully selected and are high-quality texts, including traditional tales and children's classics. We promote a language-rich environment as part of our curriculum to ensure that children are immersed into the stories, breaking down barriers so that all children can achieve well.

We follow our TWHF ENRich EYFS maths curriculum, ensuring children have a strong foundational knowledge of maths. This is delivered through taught sessions and a number-rich learning environment where children can grow and develop their mathematical understanding. Alongside this, we also follow continuous provision plans which are carefully mapped out to enrich the stories and tales while still developing our children in all areas. It is important that teachers use their baseline knowledge to also purposefully plan their provision to bridge any gaps and so that all children achieve well. Enhanced provision is always inviting and stimulating, and carefully and well planned to support the needs or interests of the learners.

Children will have access to fine and gross motor opportunities to ensure that they are ready to progress in their writing. Children follow their SSP in phonics, but the love of reading is developed through the core text immersion, as well as book guides to help teachers reflect on key questions and tier 2 vocabulary. This approach ensures that children develop from the EYFS as beginner readers.

Play progressions are followed for 8 areas. These are carefully constructed to take into account oracy, problem solving and language. These maps are used as a guide to support the children's development in their play. Children leave the provision with a carefully constructed curriculum which means they are well prepared as they go into year 1.

**4.1 Planning**

Our staff plan activities and experiences for the children that enable them 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 (SEND), 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.

Staff plan to include the ‘I do, we do, you do’ approach within lesson design, so that within explicit teaching, there is clear modelling and explanation of taught content.

Staff members carefully consider how they can plan learning opportunities within wider, continuous provision so that the environment is both an inviting and purposeful enabler of learning.

**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 the children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help the children prepare for more formal learning, ready for year 1.

Within teaching, staff employ the ‘I do, we do, you do’ approach to lesson design, in areas of the curriculum where this is relevant and where explicit teaching of content or a skill is required. Staff focus on high quality and modelling to support learners and use oracy strategies to promote discussion to develop children’s early language skills.

Teaching of phonics and early reading is through the implementation of the school’s chosen Systematic Synthetic Phonics Programme (SSP), *Little Wandle.*

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# 5. Assessment

At Southwold Primary School and Gagle Brook Primary School, assessment is an integral part of 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.

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 thata child **starts reception**, staff will administer the Reception Baseline Assessment (RBA), which is a statutory requirement.

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 school shares the results of each child’s assessment with their parents and/or carers.

The profile is moderated internally (referring to the Development Matters [guidance](https://www.gov.uk/government/publications/development-matters--2)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Within Nursery, staff utilise WellComm as an assessment tool to assess children’s early language. The results of this can then be used to inform intervention.

# 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. 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.

Communication with parents and carers is continuous and is, more often than not, through conversation with the class teacher / teaching assistant at the start / end of the school day. However, more formal opportunities are planned throughout the school year to ensure that parents / carers are informed of their child’s progress, attainment, effort, behaviour and well-being. This is through parent consultation meetings which are held twice per year. At the end of the academic year, each child will also receive a report from their child’s class teacher detailing their progress, achievements, outcomes and targets for the next year.

# 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:

* For children aged 2, we have at least 1 member of staff for every 5 children
* For children aged 3 and over:
	+ We comply with infant class size legislation and have at least 1 teacher per 30 pupils

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits (these procedures are also set out in our safeguarding policy) and recording information about staff qualifications and identity checks, vetting processes and references.

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 also have a designated lead practitioner who is responsible for safeguarding children. They are also responsible for:

* Liaising with local statutory children's services agencies, and with the LSP (local safeguarding partners)
* Providing support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required
* Attending a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect

All practitioners are alert to any issues of concern in children’s life at home or elsewhere.

**7.1 Oral health and tooth brushing**

We promote good oral health, as well as good health in general, in the early years by teaching within the curriculum:

* 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 school’s child protection and safeguarding policy, which can be found here: [Policies & Procedures | Southwold Primary School](https://www.southwoldschool.org/about-us/school-information/policies-procedures) or [Policies & Procedures | Gagle Brook Primary School](https://gaglebrook.org.uk/about-us/school-information/policies-procedures)

# 8. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher every year.

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

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

This is not an exhaustive list of policies and only includes policies specific to the EYFS. All school policies can be found on the website of each school.

| Statutory policy or procedure for the EYFS | Where can it be found? |
| --- | --- |
| Safeguarding policy and procedures  | [Policies & Procedures | Gagle Brook Primary School](https://gaglebrook.org.uk/about-us/school-information/policies-procedures)[Policies & Procedures | Southwold Primary School](https://www.southwoldschool.org/about-us/school-information/policies-procedures) |
| Procedure for responding to illness | [Policies & Procedures | Gagle Brook Primary School](https://gaglebrook.org.uk/about-us/school-information/policies-procedures)[Policies & Procedures | Southwold Primary School](https://www.southwoldschool.org/about-us/school-information/policies-procedures) |
| Administering medicines policy | [Policies & Procedures | Gagle Brook Primary School](https://gaglebrook.org.uk/about-us/school-information/policies-procedures)[Policies & Procedures | Southwold Primary School](https://www.southwoldschool.org/about-us/school-information/policies-procedures) |
| Emergency evacuation procedure | Available in school |
| Procedure for checking the identity of visitors | Available in school |
| Procedures for a parent/carer failing to collect a child and for missing children | Available in school |
| Procedure for dealing with concerns and complaints | [Policies & Procedures | Gagle Brook Primary School](https://gaglebrook.org.uk/about-us/school-information/policies-procedures)[Policies & Procedures | Southwold Primary School](https://www.southwoldschool.org/about-us/school-information/policies-procedures) |