



Suppose, Imagine, Succeed

STUDLEY
Infants' School

Early Years Foundation Stage (EYFS) policy

Approved July 2023

Next review due: July 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) that applies from September 2021.

3. Structure of the EYFS

Our EYFS provision includes Nursery children and children of Reception age. The children have home bases at the start and end of each day, but do mix across the two units to work with all staff.

Nursery

We are open every day in term-time from 8.55am-3.25pm.

The nursery offers options for 15 and 30 funded hours. Please see the Nursery Admissions Policy for more information.

Reception

Gates open at 8.50am and the teacher welcomes children into the Reception unit at 8.55am. At home time the gates will open at 3.20pm and the teachers will send children out one at a time at 3.25pm. Children are not allowed to go until the adult can see their parent or the person collecting that day.



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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

4.1 Planning

At Studley Infants' School, we believe that play is a vital part of learning and development, and should not be interrupted or directed unnecessarily. Staff observe and respect children's autonomy in play, stepping in only when invited or when support is clearly needed. Our environment is designed to enable exploration, investigation, and child-led learning, supported by highly skilled practitioners.

Staff are trained to observe carefully and sensitively, using what they see to facilitate and extend children's self-initiated activities. These observations are used to encourage deeper thinking through skilful questioning and problem-solving, and to enhance the continuous provision available in the learning environment. Our approach focuses on **planning for potential**—watching for learning as it happens and building from there.

We take an **'in the moment' planning approach**, which allows staff to follow children's interests and respond immediately to their learning needs. High levels of involvement and engagement occur during these child-initiated experiences, as this is when the brain is most active. To support this, our



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timetable includes **long, uninterrupted periods of play**, allowing children to become fully absorbed in their learning.

Our Early Years Foundation Stage (EYFS) environment offers a rich blend of indoor and outdoor free-flow learning opportunities. Children choose how and where they want to engage, with access to carefully considered, high-quality, open-ended resources. Provision areas include:

- Role Play
- Construction
- Small World
- Deconstructed Role Play
- Calm Corner
- Self-Service Playdough Station
- Painting
- Water
- Sand
- Making Area
- Reflection Area
- Book Area
- Tinkering and Investigation
- Message Centre
- Loose Parts
- Mud Kitchen

Resources are clearly accessible to promote independence. Minimal setups are placed on tables to invite curiosity, while leaving space for children to direct their own learning and resource selection.

This approach enables staff to form strong relationships with each child and develop a deep understanding of their developmental stage, interests, and learning style. Our provision reflects the principles of the **Unique Child** and is tailored to support progress across the EYFS. Where children have special educational needs or disabilities (SEND), staff work closely with families and external agencies to ensure appropriate support is in place.

We use a **yearly overview** that highlights key skills, celebrations, and shared events across the school year, ensuring consistency and coherence in children's experiences.

In all planning, staff prioritise the **three prime areas** of learning—particularly for younger children—and consider each child's developmental needs, interests, and preferred ways of learning. Parents and previous settings also provide valuable insights, which help to shape personalised, challenging, and enjoyable learning opportunities.



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4.2 Teaching

Teaching in EYFS at Studley Infants' School is underpinned by **'in the moment' child-led play**. Most learning takes place during these rich, spontaneous play experiences, which are supported and extended by attentive staff who know how to scaffold learning sensitively and effectively.

For Reception, the school day also includes short, focused **whole class teaching sessions** to ensure coverage of key areas within the EYFS curriculum. These include:

- Phonics
- Numeracy
- Music
- Jigsaw (Personal, Social, Emotional Development)
- Helicopter Stories
- Direct teaching of key skills

These sessions are designed to be **interactive, engaging, and developmentally appropriate**, ensuring that children remain focused and involved.

From time to time, staff may introduce a **provocation or 'hook'** to stimulate curiosity and encourage exploration of a theme or concept in greater depth.

Outdoor learning is central to our teaching approach. Children access the outdoor area daily, where they can engage in child-initiated activities supported by experienced staff. Outdoor learning is not viewed as separate from classroom learning—it is an essential, integrated part of the curriculum. In addition to free-flow outdoor play, children take part in:

Throughout all teaching, our staff respond with **warm, positive interactions**, recognising and supporting each child's emerging needs, interests, and individuality



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5. Assessment

Ongoing assessment is an integral part of the learning and development processes. Through our 'in the moment' approach staff are always alert to individual or groups of children (observation), always thinking about what it tells us about the child's thinking (assessment) and always ready to respond by using appropriate strategies at the right moment to support children's well-being and learning (planning for the next moment).

Statutory Assessment in Reception

The start of Reception: 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 next steps for learning. **These are all shared at the first Parent Consultation in October.**

The end of Reception: 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 and Reception

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 with the Headteacher and Special Educational Needs Coordinator (SENDCo) 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 Class Provision Map each term and a copy of both the Class Provision Map and **the Intervention Plan** will be shared with the 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.

6. Working with parents

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.



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We recognise that children learn and develop best when there is a strong partnership between staff and parents and/or carers. A staff member is on the door each morning and each afternoon to discuss any immediate concerns or queries with parents and/or carers and the school ensures there is an open-door policy for parents and/or carers to speak to staff. First thing in the morning can be a very busy time so a member of staff may offer to contact parents/carers later in the school day once they have finished their teaching commitments.

To build the working relationship from the beginning, we offer Nursery and Reception children a home visit. This is an opportunity for families to ask any questions they might have, and allow the school team to learn about your child.

Each half term parents and/or carers are invited into school to celebrate the class half term book. The teacher shares the story and then the children and their families engage in an activity that is linked to the book.

Parents and/or carers are also invited to join us as we celebrate special occasions and key events such as school performances, school visits, PTA events, Mother's Day, Father's Day and Easter celebrations.

Nursery

Communication is ongoing and regular. The team will share information about children when children arrive and/or go home. Should a longer conversation be needed, this can be arranged with your child's key person.

Reception

Parents/Carers are kept up to date with their child's progress and development through parent consultations. 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.

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

Staff who are trained in paediatric first aid are present at all times, especially when children are eating to ensure safe eating practices, and will ensure close supervision during mealtimes. The school maintains clear procedures for managing and communicating food allergies and dietary requirements with parents and carers, and for the safe storage and preparation of food.



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7.1 Food and Nutrition

In line with the revised *Early Years Foundation Stage* statutory framework (September 2025), the school will have regard to the DfE's published nutrition guidance. Meals, snacks, and drinks provided for pupils in the EYFS will be healthy, balanced, and nutritious. Foods high in salt, sugar, or saturated fat will be avoided, and foods that present a choking risk will be prepared safely.

The rest of our safeguarding and welfare procedures are outlined in our Child Protection and Safeguarding Policy.



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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