

Early Years Foundation Stage (EYFS) policy



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1. Aims

At Temple Grafton, we believe every child deserves a happy, nurturing and ambitious start to their education. Through our Christian vision, Together We Shine, we provide an environment where children are known, valued and encouraged to flourish.

This policy aims to ensure:

- That children access a broad and balanced curriculum which is ambitious for all and provides the knowledge, skills and cultural capital needed for future learning and success.
- Quality and consistency in teaching and learning so that every child makes good progress from their individual starting points.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity, inclusive practice and anti-discriminatory approaches.
- Effective preparation for transition into Key Stage 1 through the development of children's independence, confidence, communication and learning behaviours.

2. Legislation

This policy is based on the requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS), together with current Department for Education guidance relating to early years provision.

It should be read alongside:

- Working Together to Safeguard Children
- Keeping Children Safe in Education
- SEND Code of Practice: 0 to 25 years
- Equality Act 2010
- Development Matters (non-statutory curriculum guidance)

3. Structure of the EYFS

Children experience a carefully planned balance of adult-directed and child-initiated learning throughout the day.

Opportunities are provided for:

- whole-class teaching;
- small-group and individual learning;
- sustained shared thinking;
- independent learning;
- indoor and outdoor provision;
- physical development;
- creative and exploratory play;
- early reading, writing and mathematics.

The organisation of the school day is reviewed regularly to ensure that it best meets the needs of the children and supports effective learning and development.

The learning environment is designed to be language-rich, stimulating and inclusive. Both indoor and outdoor provision support all seven areas of learning and enable children to revisit, practise and extend their learning independently.

Continuous provision is viewed as an extension of teaching. Adults carefully interact with children through modelling, questioning and sustained shared thinking to extend learning and support progress across all areas of the curriculum.

Reception children are entitled to a Universal Free School Meal throughout the year. Children under 5 are also entitled to daily milk. Once a child has turned 5, milk can be ordered and paid for via the school office.

The option of bringing a packed lunch from home is also available.

4. Curriculum

Our early years setting follows the curriculum as outlined in the current Statutory Framework for the Early Years Foundation Stage.

The curriculum is designed to be ambitious for all children and to provide the knowledge, skills and experiences that will support future learning. We recognise that children enter Reception with differing experiences and starting points and therefore provide a curriculum that builds upon what children already know and can do.

Communication and language are at the heart of our curriculum. Through high-quality interactions, purposeful talk, storytelling, reading and rich vocabulary development, we enable children to become confident communicators and successful learners.

The curriculum promotes curiosity, independence, resilience, creativity and a love of learning, whilst ensuring children are well prepared for their transition into Key Stage 1.

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 learning experiences that are engaging, meaningful and appropriately challenging.

Planning is informed by:

- ongoing assessment and observation;
- children's interests and fascinations;
- children's individual starting points and next steps;
- the school's curriculum intentions;

- the need to develop vocabulary, communication and language.

Practitioners have high expectations for all children and ensure learning opportunities are inclusive and accessible.

Where a child has special educational needs and/or disabilities (SEND), staff work closely with parents, the SENDCo and external agencies where appropriate to identify barriers to learning and provide suitable support through a graduated approach.

Planning reflects the Characteristics of Effective Teaching and Learning:

- Playing and Exploring;
- Active Learning;
- Creating and Thinking Critically.

These characteristics underpin all aspects of teaching and learning within the Reception classroom.

The curriculum promotes children's spiritual, moral, social and cultural development. Children are encouraged to develop a sense of wonder, respect for others and an understanding of the diverse world in which they live. As a Church of England school, opportunities are also provided for children to explore Christian values and reflect upon their own experiences in age-appropriate ways.

4.2 Teaching

Teaching in the Reception class combines direct instruction, modelling, guided learning, sustained shared thinking and carefully planned opportunities for independent exploration and play. Practitioners interact skillfully with children through questioning, modelling language, extending vocabulary and encouraging children to explain their thinking. Reading is prioritised through daily story experiences, shared reading, phonics teaching and the promotion of a love of books. Early literacy and communication skills are developed across all areas of the curriculum. Mathematical understanding is developed through practical exploration, discussion, reasoning and problem-solving opportunities embedded throughout the learning environment. Staff respond flexibly to children's interests and emerging needs whilst ensuring progression towards the Early Learning Goals. Practitioners use a range of high-quality resources and experiences to support learning, promote engagement and deepen understanding. Outdoor learning forms an integral part of the curriculum. Children have daily access to a stimulating outdoor environment which supports all seven areas of learning and development. Forest School experiences further enhance opportunities for exploration, risk management, resilience and environmental awareness.

Throughout the Reception year, children are supported to develop the knowledge, skills, behaviours and attitudes necessary for successful transition into Year 1. This includes developing independence, self-regulation, communication skills, positive learning behaviours and increasing stamina for learning.

5. Assessment

Assessment is an integral part of the learning and development process. Practitioners use ongoing observations, interactions and professional knowledge of each child to understand children's progress, identify next steps and inform future teaching and learning. Assessment is purposeful, proportionate and used to improve outcomes for children. Parents' contributions are valued and form an important part of the assessment process.

The school uses assessment information to monitor children's attainment, progress and curriculum coverage. Assessment information supports the identification of children who may require additional support or intervention. Parents and carers are informed when targeted support is provided and are encouraged to contribute to their child's learning and development at home.

Assessments are made to inform staff of individual pupils and the needs of the class as a whole. This information is used to plan appropriate activities to match children's specific needs. Assessment in Reception happens in different ways, these include:

- **Reception Baseline Assessment**

Within the first six weeks of children starting Reception, practitioners administer the statutory Reception Baseline Assessment (RBA) in accordance with Department for Education guidance.

The assessment provides a national starting point measure and is carried out in line with statutory requirements.

- **Regular Observations**

Practitioners gather assessment information through day-to-day interactions, observations and professional discussions. Evidence is collected where appropriate to support understanding of children's development and next steps

- **Learning Journal**

Each child has a learning journal which celebrates achievements and significant learning throughout the year. Parents are encouraged to contribute observations and achievements from home to support a holistic understanding of their child's development.

- **Early Learning Goals**

At the end of Reception, children are assessed against the Early Learning Goals (ELGs). Judgements are informed by ongoing assessment and professional knowledge of the child across the year. Outcomes are reported to parents and submitted to the local authority in accordance with statutory requirements.

- **School Reports**

A report summarising each child's achievements will be sent to the parents at the end of the school year.

- **EYFS Profile**

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')

Assessment judgements are quality-assured through internal moderation and, where appropriate, external moderation activities with other schools and local authority partners. This helps to ensure consistency and accuracy of assessment decisions. The EYFS Profile also reflects children's Characteristics of Effective Learning, recognising how children learn alongside what they know and can do.

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. Information regarding children's strengths, achievements and next steps is shared with parents and passed to the next class teacher to support continuity of learning.

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. Assessment arrangements comply with the principles of reducing unnecessary workload and ensuring that assessment supports learning rather than generating excessive evidence. Practitioners use professional judgement to make informed and accurate decisions about children's learning and development.

Assessment information is shared with the Year 1 teacher to ensure that individual needs, strengths and next steps are understood and reflected within future provision.

6. Working with parents

We recognise that parents and carers are a child's first and most enduring educators. Children learn and develop best when there is a strong partnership between home and school. We value parents' knowledge of their child and work collaboratively to support children's learning, development and wellbeing.

Prior to starting school, parents and carers are invited to opportunities that support a smooth transition into Reception. These may include information events, visits to the setting and opportunities to meet staff. Such arrangements help children and families become familiar with the school environment and establish positive relationships from the outset.

At the beginning of the academic year, parents and carers are invited to an information meeting where key aspects of Reception provision, routines, curriculum expectations and ways to support learning at home are shared. Opportunities are provided for parents to ask questions and develop an understanding of their child's learning journey.

Parents and carers are encouraged to contribute to their child's learning and development throughout the year. Regular communication between home and school takes place through learning journals, consultation meetings, written reports, curriculum information and school events. Staff seek to maintain positive and approachable relationships with families and are available to discuss children's progress, wellbeing and individual needs.

Formal opportunities to discuss children's progress are provided through parents' consultation meetings and annual written reports. The EYFS Profile outcomes are shared with parents and carers at the end of the Reception year, providing a comprehensive overview of each child's achievements and development.

The school works in partnership with parents and carers to promote good attendance, positive attitudes towards learning and children's wellbeing. Effective safeguarding relies on strong relationships between home and school, and parents and carers are encouraged to share any concerns regarding their child's welfare, health or development so that appropriate support can be provided.

7. Safeguarding and welfare procedures

The welfare, health and safety of all children is of paramount importance. Temple Grafton C of E Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, governors, volunteers and visitors to share this commitment.

All safeguarding and welfare procedures are implemented in line with the school's Child Protection and Safeguarding Policy, Keeping Children Safe in Education and the requirements of the Early Years Foundation Stage Statutory Framework. Staff receive appropriate safeguarding training and understand their responsibilities for identifying and reporting concerns about a child's welfare.

The school provides a safe, secure and stimulating environment in which children can learn and develop. Risk assessments are undertaken where appropriate and appropriate supervision arrangements are in place throughout the school day. Procedures are established to ensure the suitability of adults working with children and all required recruitment and vetting checks are completed in accordance with statutory requirements.

The school promotes children's physical health, emotional wellbeing and personal safety through the curriculum and daily interactions. Children are supported to develop healthy lifestyles, positive relationships, independence and an understanding of how to keep themselves safe.

We promote good oral health, as well as good health in general, by supporting children to understand:

- the importance of regular tooth brushing;
- the benefits of healthy eating and drinking;
- the importance of reducing sugary foods and drinks;
- the role of good hygiene and healthy habits in maintaining physical wellbeing.

Medication is administered and first aid provided in accordance with the school's policies and procedures. Accidents, incidents and medical needs are recorded and managed appropriately.

The school works closely with parents, carers and external agencies where necessary to support children's safety, wellbeing and development. Any safeguarding concerns are managed in accordance with statutory guidance and local safeguarding procedures.

8. Inclusion, Equality and Diversity

Temple Grafton C of E Primary School is committed to providing an inclusive environment in which every child is valued, respected and supported to achieve their full potential. We recognise and celebrate the uniqueness of every child and believe that diversity enriches our school community.

We are committed to ensuring equality of opportunity and do not discriminate on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. All children are entitled to access a broad, balanced and ambitious curriculum regardless of their background, needs or starting points.

We recognise that children develop and learn at different rates and that some children may require additional support to access learning successfully. Staff work closely with parents and carers, the SENDCo and external

professionals, where appropriate, to identify barriers to learning and provide suitable support through a graduated approach in accordance with the SEND Code of Practice.

Provision may include:

- adaptive teaching strategies within the classroom;
- targeted interventions and additional support where appropriate;
- specialist resources and equipment;
- support from external agencies and specialist professionals;
- reasonable adjustments to ensure children can access learning and wider school life;

opportunities that promote participation, independence and achievement.

Children with special educational needs and/or disabilities are fully included in all aspects of school life wherever possible. Individual needs are carefully considered when planning learning opportunities, educational visits and wider school activities to ensure that all children can participate, achieve and flourish.

The school promotes positive relationships, respect and understanding between all members of the school community. Through the curriculum, collective worship and daily interactions, children are encouraged to value difference, show kindness and demonstrate respect for others.

As a Church of England school, our Christian vision and values underpin our commitment to ensuring that every child is welcomed, respected and supported to flourish. We strive to create an inclusive environment where all members of our school community feel valued, safe and able to fulfil their potential.

Staff regularly review provision to ensure that children have equitable access to learning opportunities and that any barriers to participation, achievement or wellbeing are identified and addressed at the earliest opportunity.

9. Monitoring arrangements

This policy will be reviewed annually by the EYFS Lead and Headteacher to ensure that it reflects current legislation, statutory guidance and school practice.

The governing board is responsible for approving this policy and will receive any recommended amendments following the annual review.

The implementation of this policy will be monitored by the Headteacher and EYFS Lead as part of the school's regular monitoring and evaluation processes.

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

Statutory policy or procedure for the EYFS	Where can it be found?
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