

# Early Years Foundation Stage (EYFS) Policy

Meanwood C OF E Primary school



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## Contents

1. Aims.....	3
2. Legislation .....	3
3. Structure of the EYFS.....	3
4. Curriculum .....	3
5. Assessment .....	5
6. Working with parents.....	6
7. Safeguarding and welfare procedures.....	6
8. Monitoring arrangements .....	7
Appendix 1. List of statutory policies and procedures for the EYFS .....	8

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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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## 3. Structure of the EYFS

Meanwood C of E Primary School is strongly committed to ensuring all children flourish under the vision and values of the school. We promote equal opportunities, the valuing of cultural diversity, the provision of a secure environment, partnerships with parents and the wider community.

We recognise the importance of play in the Early Years. It is through play that pupils are able to:

- Build confidence
- Learn to explore
- Think about and solve problems
- Relate to others
- Develop curiosity and a motivation to learn
- Develop their own communication styles

Although we recognise that pupils will be participating in more adult led activities in readiness for moving into Year 1, we understand and appreciate that our pupils will develop at different rates and have very specific and individual learning needs.

The classroom has designated areas of learning that are changed regularly to meet the children's needs and promote their focus on learning. There is continuous access to a small outdoor learning area which can be opened up to the bottom playground for pupils to use larger play equipment in order to develop their gross motor skills. Equipment includes balance bikes, scooters, trampolines, balance beams etc.

The classroom is organised in such a way that children can explore and learn in a safe environment. Equipment and resources are well organised and accessible so that children can locate the required resources independently.

## 4. Curriculum

At Meanwood C of E Primary School, the EYFS has been developed in line with the Statutory Framework of the EYFS and the four guiding principles which shape our practice.

These are:

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.

3. **Children learn and develop well in enabling environments** with teaching and support from adults, who respond to their individual needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

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

The curriculum and long-term plan have been planned to develop depth in early learning through careful sequencing. The EYFS medium term planning is based upon a half termly theme that all learning relates to across the seven areas of learning. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. Please see reception knowledge organisers on the school website for further details. Topics may however deviate to take into account children's interests. Half termly mapping of planning identifies each of the Prime and Specific Areas of Development for each half term. This ensures that all curriculum areas are covered and the children are experiencing a breadth of learning.

Children engage in whole class carpet learning sessions and small group activities (adult led) alongside their independent learning. During children's play, priority is placed with adults interacting and having high quality conversations when appropriate, developing language accordingly to stretch and challenge them further. We strive to create a stimulating environment that supports the intent of an ambitious and coherently planned and sequenced curriculum which encourages children to free flow between inside and outdoors resources as far as possible.

## 4.1 Planning

In planning and guiding what children learn, we reflect on the different rates at which they develop, and we adjust our practice appropriately. Three characteristics of learning are:

- Playing and exploring
- Active learning
- Creating and thinking critically

Our curriculum has been thoughtfully and uniquely designed catering for our learners and is constantly reflected upon. We provide a broad and balanced, ambitious curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure and stimulating environment. The curriculum has been designed to enhance the experiences and opportunities of all children so that they aspire to succeed as best they can in life, equipping them with the skills, knowledge, norms and values which can be used to get ahead in education and improve their life chances (cultural capital). It has been customised and personalised to build upon the experiences and backgrounds of our pupils, utilising our local area with careful, progressive sequencing that helps children to build their learning over time.

Staff plan activities and experiences for children that enable children to develop and learn effectively.

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, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

## 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 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

At Meanwood CE Primary School, 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 take into account observations shared by parents and/or carers.

On-going formative assessment is at the heart of effective early years practice and we use Tapestry to document a child's strengths and their thinking at that time. Assessment is used well to check what children know and can do which is then used to inform planning. Observations of children's achievements are collated in their own, personal 'Tapestry' learning journal. Teachers use Tapestry to capture a child's WOW moments. Where a child requires extra support, it is important to keep a record to show how such support is deployed and the impact that it is having. Parents are asked for their permission to set up a Tapestry profile for their child in their welcome pack that they receive prior to their child starting school. Parents/carers then receive a notification when an observation has been added to their child's learning journal and can view this observation and any related photographs/videos and comments. We encourage parents and carers to add their own comments and to upload their own observations to show us what the children can do at home.

The EYFS cycle for assessment is as follows:

- Reception Baseline Assessments (RBA)
- End of term checks (December, April and towards the end of the summer term to complete the Early Years Foundation Stage profile EYFSP)
- Phonics assessments (ongoing and termly)

Assessments inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to KS1.

### 5.1 Reporting

The EYFSP is completed for each child in the final term. The profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels and their readiness for Year 1. Each child's level of development is assessed against the early learning goals (ELG) which support teachers to make a holistic, best-fit judgement about a child's development and their readiness for Year 1. Judgements indicate whether a child is meeting the expected levels of development or if they are not yet reaching expected levels (emerging) within each early ELG.

If a child moves school during the academic year, we provide an assessment of a child's level of development against the ELG's to the new school on request.

EYFS Profile results are also reported to the local authority.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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.

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 the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

- Holding a new parents' evening before the children start school,
- Talking to them about their child's interests and needs,
- Being welcoming and approachable and having an open-door approach for parents to ask questions/voice any concerns they may have,
- Inviting them to a parents' evening in the autumn and spring term to discuss their child's progress and next steps of learning,
- Valuing parents' contributions to learning journeys,
- Encouraging parents to read with their child at home and make comments in their reading record book,
- Providing curriculum planning overviews, knowledge organisers, half termly newsletters highlighting how they can support their child's learning at home,
- Inviting parents into school for a 'parent phonics' session to demonstrate how phonics is taught through a systematic, synthetic phonics programme,
- Welcome parents are volunteers in class or on school trips (when appropriate),
- Providing parent with an end of year report detailing their child's attainment and their EYFS profile,
- We also draw on links in our community to enrich children's experiences by taking them on local visits and inviting members of the community into our setting to talk about their lives, work and experiences.

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.

## 7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years through our Spring 2 theme 'Keeping Ourselves Safe and Healthy'. Children learn about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of a healthy lifestyle
- How to travel safely on their local environment

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

## **8. Monitoring arrangements**

We are committed to providing the best possible experiences for our children. The EYFS Leader is responsible for a clear and ambitious vision for providing high-quality, inclusive care and education to all. They focus on improving practitioners' knowledge of the areas of learning and understanding of how children learn to enhance the teaching of the curriculum and appropriate use of assessment. Information is shared with the Headteacher and SLT as appropriate and any necessary actions are taken.

All adults in the reception team have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed.

This policy will be reviewed and approved annually by the Headteacher.

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

## 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