

Early Years Foundation Stage (EYFS) policy



Approved by:

Zara Snowden

Date: 29.09.25

Last reviewed on:

Next review due by:

29.09.26

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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 <https://www.gov.uk/government/publications/early-years-foundation-stage-framework> for 2025.

3. Structure of the EYFS

Our Early Years classes at each school within the Federation we have a nursery taking children from 3 years old.

Children are welcome to start in nursery from their third birthday and can attend morning, afternoon or full day sessions, either part time or full time. We accept both 15- and 30-hours funding and funding can be split between different Early Years setting. Additional hours are available at £5.50 per hour.

Both morning and afternoon sessions are available, as well as full-time and part-time places as follows:

Morning session: 9am-12pm

Afternoon session 1pm-3:30pm

4. Curriculum

Our early years setting 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. 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

As a team we guide the children to follow their own interests and ideas to ignite an enthusiasm for learning about the world through a play-based approach through our daily interactions with the children in their play.

Our approach is rooted in the characteristics of effective learning, helping the children to develop the confidence to play and explore, perseverance and joy in achieving what they set out to do and thinking critically by making links. We aim to promote the 'thrill, will and skill' in learning and aim to spark a love for learning, producing happy children who want to come to school.

We have a one-year rolling program and knowledge and skills progression built upon and threaded through the potentially 3 years they are in EYFS. The knowledge and skills are created in small steps to help children know more and remember more. Staff plan from this progression document to support the children to learn within the specific areas of learning.

Staff plan 2 literacy sessions a week based on Literacy Shed Plus and 3 maths sessions a week based on the progression from Master the Curriculum.

4.2 Teaching

Our Early Years classes offer a safe, happy, nurturing and rich environment in which all children from 3 years old will flourish and reach their full potential through our immersive family approach.

Adults foster positive relationships with children and their families, seeing them as individuals. We support our children to be independent learners, gaining valuable life-long skills during their time with us.

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.

We teach children in short adult-led inputs across the day. All children have a phonics and maths, or literacy lesson every day. Reception children have 3 guided reading sessions a week in the morning session. In the afternoon session the children have sessions linked to specific areas, e.g. UTW, PSED, EAD, R.E. and P.E.

At the end of every day, we focus on fine and gross motor skills holding sessions around dough disco, squiggle whilst you wiggle, pen disco and letter formation. All these sessions are planned around the progression document to build on the children's skills across the early years.

We also include weekly library sessions to further develop the love of learning.

5. Assessment

At FST Primary Schools Federation, ongoing 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.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). Staff assess the children each term against the seven areas of learning and the knowledge/ skills planned out for each half term to decide whether children are 'on track' or 'not on track'. Support can then be added and interventions as required to support those children to close the gap.

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 upon request.

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 EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities at the end of EYFS.

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 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 adults who care 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 under 2, we have at least 1 member of staff for every 3 children
- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over: we have a member of staff for every 13 children

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.

Children must usually be within sight and hearing of staff and always within sight or hearing and children must always be within sight and hearing of a member of staff whilst eating.

Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.

We promote good health, as well as good oral health, in the early years by:

- Planned PSHE curriculum, including aspects focusing on healthy eating, importance of brushing teeth – including visits from local dentists, washing hands, healthy screentime and exercise
- The children have a weekly P.E. session to encourage and develop knowledge and skills to promote the children's interest in exercise and a healthy lifestyle as well as daily access to an outdoor area
- Children always have access to fresh drinking water, have daily fresh fruit and 'Cool Milk' scheme and the option of a balanced school dinner available daily to support healthy eating. Food will be prepared in a way to prevent choking.
- Where possible, staff should stand/ sit facing children whilst they eat until 5 years old.
- Children having packed lunches are encouraged to provide a balanced lunchbox including fruit/vegetables, starchy food (bread, rice, pasta, potatoes), protein (meat, fish, eggs, beans, pulses), dairy or alternatives (yoghurt, cheese slices, milk, fortified alternatives)
- We ask families to avoid sending sweets, chocolate bars, sugary yoghurts, biscuits, fizzy or sweetened drinks and choking hazards (whole grapes, cherry tomatoes, cheese cubes, popcorn, whole nuts)
- The children learn about different emergency services, how to call for help and how to cross the road safely. We also include contextual safeguarding when teaching the children, e.g. about trainlines, farm equipment etc.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Zara Snowden 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

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