



Curriculum and Pupils
12.11.25

Signed.....

Early Years Foundation Stage (EYFS) Policy

Statement of Intent

Our vision is to enable children to be kind and curious individuals who will always try their best. It is our aim to guide the development of children's capabilities with a view to ensuring that all children are ready to benefit fully from the opportunities ahead of them.

We will create purposeful indoor and outdoor areas that promote speech, language, independence, happiness, security and self-discovery that are fun for children to take part in. We recognise the importance of outdoor learning which is designed to have a positive impact on the children's social and emotional well-being and development.

There will be high expectations for all children to make good progress, no matter what their starting points are. Through careful monitoring and interventions where necessary, we will ensure children's learning is progressed effectively so that the children progress at their own rate and flourish in our care. Quality support, varied questioning and appropriate challenge will be evident throughout the setting and through quality first teaching, we will ensure that all children achieve the best that they are capable of.

We believe that children learn how to learn through their play. As such, play will be purposeful and children will be encouraged to discuss what they are doing at every opportunity whilst they are having fun. Children will have the support of engaged adults who will help to promote high levels of oracy. We recognise the importance of developing well-rounded and sociable individuals who are motivated to learn through the modelling of positive interactions and language at all times. Adults support the children to regulate themselves throughout the school day, so they understand to respond appropriately to their own emotions and those of others.

Roles and Responsibilities

The EYFS teacher will be responsible for:

- accurately assessing children against the EYFS Early Learning Goals (ELGs).
- ensuring they have a thorough working knowledge of the EYFS learning and development requirements
- completing the EYFS profile for each child who will be five years of age in that academic, except where exemptions apply
- undergo formative assessment (also known as ongoing assessments), which will involve teachers observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations
- creating a rich learning environment suitable for learning through play
- ensuring that effective partnerships for parents are established

The EYFS lead will be responsible for,

- the day-to-day implementation and management of this policy

- ensuring that an EYFS profile is completed for all eligible children and that data is quality assured through moderation internally and externally
- ensuring that the requirements of all children with SEND are met working alongside the SEND lead
- ensuring that teacher judgements are monitored
- outcomes are reliable and accurately reflect levels of attainment
- the teaching and learning amongst staff in EYFS
- transition from FS1 to FS2 and liaise with transition lead from FS2 to Year 1
- producing an analysis throughout the year to ensure children are given a broad and balanced curriculum
- ensuring that effective partnerships for parents are established

The Headteacher will be responsible for,

- ensuring that staff have received the appropriate training in regard to EYFS assessments
- ensuring that EYFS profile:
 - Data is returned to the LA.
 - Assessment data is sent to the governing board.
- ensuring that effective partnerships for parents are established

The EYFS governor will be responsible for,

- effectively interpreting and analysing performance data and seeking solutions with the EYFS lead
- ensuring that effective partnerships for parents are established

Implementation

We aim to offer a balance of child-initiated and adult-led learning using continuous provision, small group and whole class activities. Daily provision will build upon previous learning and interests those children bring to the setting.

At the start of the year, planning will focus initially on quality play opportunities across the seven areas of learning with more whole class/guided group teaching as the year progresses. We will ensure that children engage in learning where they can be the decision makers and where they can use their creativity. Some activities will be created by the adults yet predominately led by the children with the adult extending their thinking and ideas by facilitating their play. Staff will observe, listen attentively, help where necessary and support learning in a nurturing way. Staff will record evidence if they feel it helps to plan the next steps for the child or helps to plan future engaging experiences.

Through the Characteristics of Effective Learning, we develop children's active learning skills and help them to understand and respond to feedback. Persistence is valued and praised as we strongly believe that in order to develop resilience, we must teach children to be independent learners who problem solve for themselves and know to keep trying and how and when to access help. We will celebrate their abilities and strengths and help them understand that mistakes are valuable learning experiences.

In order for our children to progress and gain the knowledge, skills and understanding that they need for success, we look at their work, observe their learning experiences, carefully analyse data, measure progress and ensure all staff

are aware of next steps and expectations. Effective communication between all staff and parents/carers is vital and we endeavour to do this by building positive relationships with parents/carers through frequent home school communication.

Planning will be thorough and adaptable as we are aware that children progress at different rates across the different areas of the curriculum. Phonics will be taught systematically once a day with adults working with identified children to ensure they 'keep up'. Additional intervention will scaffold children who may not be reaching their full potential including our disadvantaged pupils and those with SEND. Also, children who are achieving well, will be challenged in their learning to ensure they continue to make good progress.

Children's independence will be encouraged. Children will be challenged to discover answers for themselves. Adults in the setting will model activities with enthusiasm and there will be high expectations for all children at all times. The reception staff ensure that the learning environment for the children is fun, happy, safe and caring and is an encouraging place to be and learn.

EYFS profile

The EYFS teacher will complete the EYFS profile for each child who is five-years-old unless an exemption applies.

Profile judgements will be made on the basis of observational evidence recorded over the course of the year and will be completed ready to submit to the LA by the end of the academic year. The EYFS teacher will complete the profile in accordance with the EYFS ARA. For the EYFS profile, the following assessment ratings will be used to indicate the relevant EYFS judgements. These judgements will only be used to submit data to the LA at the end of the year. They will not be used to inform parents.

- **An assessment rating of '1'** indicates that a child is at the 'emerging' level at the end of the EYFS
- **An assessment rating of '2'** indicates that a child is at the 'expected' level at the end of the EYFS

Reception baseline assessment (RBA)

The RBA is statutory from September 2021 and will:

- be carried out within the first six weeks of children starting school
- be an activity-based, age-appropriate computer-based assessment of children's ability in language, communication and literacy, maths, and self-regulation
- take approximately 20 minutes per child
- be administered by a reception teacher, reception TA or suitably qualified practitioner

The RBA will be used to create a baseline for school-level progress measures and will measure the progress children make from reception until the end of year 6.

Impact

Observations and assessment will be of high quality and team discussions will enable us to monitor progress across the EYFS curriculum and intervene where needed to support children's areas of development. We strive for a high percentage of children to achieve the ELG's at the end of the year. Children will flourish in our care because they will have the confidence to ask questions, work on feedback and

support their friends. We hope to have created independent learners who will be honest, have respect for others and will have the ability to solve their friendship problems independently, where possible. Children will enjoy learning.

EYFS profile moderation

Staff will ensure that internal and external moderation is carried out; for example, this could include members of staff having informal discussions regarding evidence of a child's development.

Reporting to parents

At the start of the year, we hold a parents evening to discuss how their child has settled in school and we take information from the baseline to share with them as well. If we have concerns over a child's learning or development, staff will inform the parents as soon as possible, before the parents evening.

We will share the EYFS profile results with parents and ensure they have an opportunity to discuss the report with the teacher who completed it. We will ensure that parents are involved in the assessment process on a regular, ongoing basis.

An end of year report will be given to parents which states their attainment against the ELG's, including their attainment across all areas of learning and general progress. We operate an open-door policy, so that parents can speak to their child's teacher about any concerns. Parents and staff can also communicate on Class Dojo to share learning. We will invite parents to two parents' evenings, in which they will be able to speak to their child's teacher.

Learning and development

There are seven areas of learning that will shape our education programmes (EP) for EYFS children. These areas are split into two sections – prime and specific; however, all the sections are interconnected and important. We will use the Development Matters 2021 to support us with our curriculum.

The "prime" areas of learning and development are,

- Communication and language
- Listening, Attention and Understanding
- Speaking
- Personal, Social and Emotional
- Self-Regulation
- Managing Self
- Building Relationships
- Physical Development
- Gross Motor Skills
- Fine Motor Skills

The "specific" areas of learning and development are,

- Literacy
- Word reading

- Writing
- Comprehension
- Mathematics
- Number
- Numerical Patterns
- Understanding the World
- Past and Present
- The Natural World
- People, Culture and Communities
- Expressive Arts and Design
- Creating with Materials
- Being Imaginative and Expressive

Transition

When children transition to reception, parents will be invited to 'stay and play' after school, giving all parents the opportunity to meet the staff and to voice any concerns. Children are also invited to a number of visits throughout the year to their class. The first visits are within their pre-school settings, allowing children to feel secure in their new environment.

Staff make links to feeder settings. The number of meetings/visits will depend on the children's needs and how much information gathering is required to support their transition.

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