Early Years Foundation Stage (EYFS) policy

St Erme with Trispen Primary School



Approved by:	N Drake and G Mullineaux	**Date:** January 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) for 2023.

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Our EYFS unit comprises of our Nursery and Reception classes. Children can join the Nursery during the term after their third birthday only once they have had a home visit and attended a stay and play session. Within the Nursery, children can attend full day sessions, half day morning sessions (8:45 – 12:00) or half day afternoon sessions (12:00-3:15).

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

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The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Our EYFS curriculum is designed to encourage independent, inquisitive and happy learners. Staff recognise children's prior learning and differing starting points, and create a holistic curriculum that maximises cross-curricular links and builds strong foundations for their future learning. Our EYFS curriculum is specifically designed and evolves to provide children with important foundational skills and knowledge that will later be enhanced and embedded in Key Stage 1.

Every child is recognised as unique, and staff invest time into helping children to recognise their personal goals, which allow them to reflect and aim high. Staff acknowledge and promote children's interests and use these to provide them with opportunities to follow their imagination and creativity.

4.2 Teaching

Pupils learn through a balance of child-initiated and adult-directed activities and challenges. The weekly timetables are carefully structured so that children have directed teaching in Phonics and Mathematics daily. We also ensure regular Circle Time, Show and Tell and listening games to focus on Communication and Language and Personal, Social and emotional development, plus Topic sessions to focus on Understanding the World and Expressive arts and design. These sessions are followed by group work where children work with a member of staff to practice the skills they have explicitly been taught, developing their individual targets. The focus group time enables the teacher to systematically check understanding, identify and respond to misconceptions quickly and provide instant verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with an abundance of opportunities to engage in exploration throughout a variety of experiences, which are carefully planned to engage and challenge them in the provision. The curriculum is planned for inside and outside learning and is planned in a cross curricular way to enable all aspects of the children's development including Understanding the World and Expressive arts and design, as well as to promote sustained shared thinking and active learning. Planning is led by the EYFS teacher, however whole class planning discussions are regularly conducted with the children to ensure that they have ownership over their environment and that the provision leads to depth of learning across all areas of the curriculum.

5. Assessment

At St Erme with Trispen Community Primary School, 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).

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.

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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.

All children within nursery will be assigned a key person.

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.

Parents of children in Reception will be invited to attend two parents' evenings (Autumn Term and Spring Term) and will be provided with an end of year report towards the end of Summer Term.

We use ClassDojo to communicate with parents about current and upcoming areas of learning, to share photographs and provide details of events/trips.

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 the adults caring 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 3 and over: We have at least 1 member of staff for every 13 children

For Reception classes in maintained schools and academies:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

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.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- Our bodies and how we can them healthy
- The importance of brushing your teeth
- Taking part in regular exercise
- Eating healthy, balanced meals
- The importance of sleep
- Why we need to stay hydrated

We follow Public Health England guidance on supervised toothbrushing to make sure that it is evidence-based and safe.

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 Mrs N Drake and Mrs G Mullineaux every year.

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

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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

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